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TOPIC:

**“Elaboration of a textbook for the English – Spanish
Contrastive Analysis subject of the English Major”**

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INTRODUCTION

This project entitled “Elaboration of a textbook for the English – Spanish Contrastive Analysis subject of the English Major”, has been carried out due to the need of giving support of didactic material to students and teachers of the English – Spanish Contrastive Analysis subject of the English Major.

This investigation is divided into five parts. The first one is the problematic situation, which displays the statement of the problem that reflects the lack of instructional material in the subject mentioned before. Besides, it contains the delimitation of the problem, which consists of the place, people, and time that are taken into account in this project and that are related to the English Department of the Universidad Tecnológica de El Salvador and specifically to the teachers and students involved in the English – Spanish Contrastive Analysis subject in the ninth semester of the plan as well as textbook’s designers.

The problematic situation also presents the justification of the problem, which specifies the reasons why the problem should be investigated as well as its relevance, importance, consequences and benefits for the UTEC and the society itself.

The second part is focused on the objective system, which consists of four objectives: one general that refers to the elaboration of the English – Spanish Contrastive Analysis textbook, and three specific ones that state the characteristics, form and content that the textbook should have. In addition, this section also has an objective operationalization that shows the variables and indicators of the general and specific objectives, based on the characteristics, form and content that will serve for the elaboration of the instruments in the research methodology.

The part number three is on the theoretical framework, which refers to the phonological and morphosyntactical changes that the English language has undergone through history up to nowadays. Besides, it includes information upon the English language I the teaching learning process as well as information of teaching vocabulary, the four skills, and lesson planning. This section also includes information upon the principles and techniques, which have demonstrated the revolution of the English teaching since the grammar translation method, where the English language was taught deductively up to the Audio – lingual method, where the English language has been taught inductively, which persists until present day.

The theoretical framework also includes information on the difference between to know a language and to acquire a language as well as the relationship among the English – Spanish Contrastive Analysis with

phonetics and linguistics. On the other hand, it also contains information about the English language as a curricular component in Salvadoran study programs in the superior educational level. Finally,

It includes information upon the creation of the textbook for the English – Spanish Contrastive Analysis subject with its characteristics, form and content.

The part number four is on the research methodology, which states the type of investigation, population and sample, instruments, data collection and data analysis that have been taken into account. Thus, the research has been descriptive and bibliographical. The instruments selected were questionnaires. The population taken into account was the one of the English Department and the sample was taken from the teacher and students of the English – Spanish contrastive Analysis subject. This section also displays the data gathering and data analysis of the investigation.

The part number five is about the thematic content that will have the final document. It includes the theoretical framework, the field research and the solution proposal, which consists of the elaboration of the English – Spanish Contrastive Analysis textbook.

Finally, the preliminary project, includes a glossary and annexes such as: questionnaires for students, teacher and textbook's designers as well as congruence matrix, a time table, a budget, the pensum of the new 2000 plan and at last, the bibliography.

CHAPTER I

THEORETICAL FRAMEWORK

1. STATEMENT OF THE PROBLEM

Human beings have been in constant progress since immemorial times. Their radical step from nomadic to sedentary or the important events that have made history through the time like the wheel invention up to the cell phone communication nowadays are just some examples of these revolutionary changes. The human race has demonstrated its capacity and intelligence to work all kind of problems out and achieve its goals in the different fields of science through the reasoning. Thus, The renovation of ideals is what has permitted humanity to overcome its life conditions and inhabit in a planet every time more globalized, where people must be ready to face a new millennium, which will bring new ways of technology and at the same time new life style. This will be a world where prepared people will survive only.

In fact, these fast, giant paces for technological advance and consolidation of scientific knowledge has reduced this world into a minute space where the Internet has become an important communication means for unifying the continents and thus, the farthest countries. In this way, the most powerful nations have established a new world order named Globalization, in which

the economy, politics, culture, education and technology are being standardized and imposed for such countries as rules of a game that will allow those nations of the third world to compete, including El Salvador, and be converted into progressive states for not being bait of the most dominant ones and not being discriminated and devoured by them.

Now, it is understood that for living and interacting in a technological world, will be indispensable and necessary not only to speak a unique language but also to learn a second one, as a minimal requirement, accompanied with computer science. In this way, an illiterate will not be the one who cannot read nor write only. For this reason, the globalization is demanding also one standard language that allows persons one common communication way on the whole planet, where the English language has become an important tool of interaction for the benefit and development itself of every one of the Nations that want to be in the same path of evolution.

All of the changes experienced in the different societies in favor of progress have provoked that the area of education also changes its traditional study programs, curricula, ways and techniques for teaching in order to update its educational system. Likewise, the educative setup in El Salvador has had to do the pertinent changes, specifically, in the field of the English language

teaching for complying with the demand of the target language as a current necessity in every job area nowadays.

The study of the English language is present from the elementary school, in which it has begun instructing its students about the foreign language and the computer science with the famous system “future kids”®. Consequently, most high schools teach such a language as complement of the elementary school. There are other educative institutions where the English language is taught as a communicative way such as: the bilingual schools and the English academies. This trajectory of a foreign language teaching encompasses as far as the different majors of university as a common subject or as a vocational one for the training of the English teachers. In summary, the English language has become the second language of communication in the country after the Castilian, according to the latest World Almanacs. This is one of the reasons why the English language is being taught in every level of study as English as a Foreign Language (EFL).

The Universidad Tecnológica de El Salvador is part of this changing process in the nation. Thus, its Authorities taking into account the importance of the English language in the world, decided to create the English Department, since the early years of the University, with the purpose of implementing the

English language in a major that is still based on the vocational training for English teachers only. Nevertheless, the different ideals tend to change, according to the necessities of every epoch; therefore the renovations are indispensable in every field of science. In this way, the English Department authorities convinced of what the Salvadoran society requires, also have had to perfect the English Major curriculum for the new graduates to be capable to fulfill in different areas of work in a more competitive world and not only in the teaching area, according to a survey carried out in 1994 in different enterprises on the determination of the professional profile of the Licenciado en Idioma Inglés

This transcendental step in the implementation of the new 2000 plan is being carried out eighteen years after the English Major was opened at this University in 1982, following the request asked by the Ministry of Education to the Universidad Tecnológica de El Salvador to review the curricula of the different majors every five years and making the pertinent changes if necessary. As a matter of fact, these changes were made over the results of an investigation conducted by researchers of the English Department in 1994 on the current necessities that the English language requires in the different areas of job.

This new plan has been, up to now, the most ambitious one ever created. Why? Because it contains subjects of different areas in just one pensum.

The new 2000 plan has undergone many changes by comparing to the old one because some subjects have been added, taken away or merged. Among the new subjects are: International Relations, Computer Science I & II, Professional Ethics, Tourism and Hotel Management I & II, Individual Development and so on (see annex # 6). On the other hand, there are six subjects that have undergone a fusion such as North American Literature I & II with the British Literature I & II and English – Spanish Contrastive Analysis I & II in just one course. Taking into account these fusions, the researchers will design a unique textbook for the English – Spanish Contrastive Analysis subject. However, there are other subjects that have been taken away such as: General Didactic, General Pedagogy, Written and Oral Advanced Course, Spanish Grammar, Origins and History of the English language, Language Theory, and so on.

The additions to the pensum for the major Licenciatura en Idioma Inglés aim to instruct better professionals for the demands of present day occupational labor market.

Even though the implementation of the new 2000 plan is being developed at present, there is a need of didactic material for some of the new subjects such as: textbooks, teacher's guidebooks and visual aids among others. Therefore, after having described some of the carried out curricular changes by the English Department Authorities over the old plan and specifically on subjects like the English – Spanish Contrastive Analysis subject I and II among others, it is necessary to pose the following question: What characteristics, form and content must the English – Spanish Contrastive Analysis subject textbook have?

2. PROBLEM DELIMITATION

The present project entitled “Elaboration of a textbook for the English – Spanish Contrastive Analysis subject of the English Major” was developed during the term June – October 2002. Such a research was carried out in order to design a textbook for the English – Spanish Contrastive Analysis subject at the Universidad Tecnológica de El Salvador, in the Humanity Faculty, specifically, through the English Department, in the Major, Licenciatura en Idioma Inglés. This investigation was focused on English teachers and students who were enrolled in the English – Spanish Contrastive Analysis subject II of the old plan (see annex #5) as well as textbook's designers.

3. JUSTIFICATION OF THE PROBLEM

The elaboration of didactic material has always been a necessity for the Teaching Learning Process (TLP). Therefore, the constant innovations of it has permitted that the TLP becomes easier by adapting it to the necessities of the teachers and students in the classroom environment.

The main objective of this project was to provide a textbook for the teachers and students who are enrolled in the English – Spanish Contrastive Analysis subject of the English major at the Universidad Tecnológica de El Salvador. Thus, this subject was implemented in the new 2000 plan due to the necessity of didactic material for such curriculum. The English – Spanish Contrastive Analysis textbook is to be used in the eighth semester.

This project benefited the teachers who are in charge of the subject already named and the students who are enrolled in that subject in the new 2000 plan. They profit from a new textbook design for the teaching learning process. Thus, this didactic material serves the teacher as a guide and at the same time helps save time in the development of the programmatic contents as well as saving time and space in the development of the English – Spanish Contrastive Analysis subject in just one semester, according to the new plan. Likewise, the student can use the textbook as self-didactic resource for the study of the topics that are developed by the teacher. In this

way, the teacher becomes a facilitator of additional information related to different research activities.

As a matter of fact, this project reached big dimensions of benefits for all. The English Department, specifically, the English library, was benefited with the increment and enrichment of bibliographical material. As a result, the textbook's authors, through the English Department, were projected as didactic suppliers of the Universidad Tecnológica de El Salvador and of the English student community in the Salvadorian society.

4. OBJECTIVE SYSTEM

The educational actions are carried out in function of desired objectives. Likewise, the objectives of this project were focused on what the researchers pretended to achieve through this task in order to figure out the enunciated problem before. Thus, this project had one general objective as well as three specific ones.

4.1 General Objective:

To design a textbook for the English – Spanish Contrastive Analysis subject of the new plan of the major Licenciatura en Idioma Inglés at UTEC.

4.2 Specific Objectives:

- To include readings focused on the different areas of the English – Spanish Contrastive Analysis subject.
- To create different complementary exercises in order to evaluate the acquired knowledge on the contrasts between the English and Spanish languages in the lessons.
- To create a list of specialized vocabulary in order to enrich the teacher's and student's Knowledge.

HISTORICAL BACKGROUND OF THE ENGLISH LANGUAGE

5. THE ENGLISH LANGUAGE DEVELOPMENT

The history of the English language is a good field for its own areas. Language has been regarded like the man's greatest creation, because people would not communicate without a language and they could not develop any ideas, emotions and desires without it either. Language is a system of communication that people have to learn, depending on the country they come from. For these reasons, it is necessary to study some important events to determine the language changes through time such as:

The characteristics of Old English texts give a brief account around the sound, spelling, grammar, and vocabulary; the effects on the language of the French invasion and concluding with a discussion of the origins of Standard English; the English of Caxton and the Renaissance; the language changes examine the nature of early grammar, trace the development of new varieties and attitudes in America; the English language in the present century and in particular at its increasing presence worldwide.

The history of the early English language comes since the repeated invasions of Germany and describes the invaders as people who belonged to the three most powerful nations of this Country, who were identified as groups of East, West and South Saxons which are reflected in the later names of Essex, Wessex and Sussex. Other invaders were the Angles that came from the south of the Danish peninsula, and Britain much later, along the eastern coast, setting in parts of Mercia in Northumbria, what is now East Anglia. Another group of invaders was the Jutes group that came from Jut land in the northern part of modern Denmark.

Therefore, through the invasions of newcomers to the islands brought their own language with them and leaving a fair amount of its vocabulary when they left.

The Germanic invaders called the native Celts from which the name Welsh is derived. The Celts called the invaders " Saxon " regardless of their tribe, and this practice was followed by the early Latin writers. Searchers believed that spoken language developed well before the written one. But " Not only did they introduce literacy, they brought with them a huge Latin vocabulary. The Anglo-Saxon had of course already encountered Latin as used by the continental Roman armies, but only a few vulgar Latin words had come into language".¹

On the other hand, people believe that sometimes is convenient to use words like origin and original in speaking of a language cause the senses in which they are used should perhaps be defined. Speaking about Indo-European as the origin of languages like English, French, and German, it simply means that Indo-European is the earlier form of the language that can be reconstructed.

The English language is a twig of the so-called Teutonic branch of a limb designated Indo-European. This belief is that all the Indo-European languages stem from a single prehistoric tongue and that its speakers must have lived in which now comprises Austria, Czechoslovakia and Hungary.

¹ Crystal, David. The Cambridge Encyclopedia of the English Language. United Kingdom, 1995, p. 24.

The history of the English language was divided into four periods: The Old English, the Middle English, the Early Modern English and the Modern English. It is important to study each of them in order to have ideas of how language evolved through history.

5.1 Old English

The linguistic result of many years of hit and run raids, the Norseman landed and army of the east coast of England in 886, and that on eastern side of the line Norse rule was to prevail a considerable Injection of Norse into the English language. Probably, speakers of English could understand more. The language of newcomers who had moved into Eastern England where words were borrowed by eastern and northern dialects that later through many years made their own way into English language as it is shown in the following information. During this period, there were many successes such as in letters because old English texts were written in Roman alphabet which was very similar to the one still in use; some letters were different in shape as for example: modern letter *g* appeared as *ȝ*. “ These are clear signs during the Old English period of the decay of the inflectional system and the most obvious explanation is that it became increasingly difficult to hear

them, because of the way words had come to be stressed during the evolution of Germanic languages“.²

Also, a few letter-shapes such as “e” changed “r”, which looked rather different too. It is important to mention that the standard old English alphabet, thus, had the following 24 letters: *a, æ, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, þ, ð, u, w, y*. See, that several of these letters were used in combinations or diagraphs to represent single sound units. As letters suffered changes, there is no reason to suppose that there was any less phonetic variation in Anglo-Saxon times than today but there are four main types of evidence used in deducting the sound values of Old English letters as:

Alphabetical logic which consists of a great deal of information that comes from the way variations of regional accent and changes over time were shown in the spelling of Old English texts. Sounds in Old English were much more phonetic than in other period. Also, the comparative reconstruction had as its main problem the vowels, whose values are always more difficult to define. Besides, in the sound changes is important to mention that the meaning of words are included here. For example the Old English equivalent to “it”

² Ibid p. 32.

was “hit”. Then, the poetic evidence that talked on the way that poets made words rhyme or alliterate can provide important clues about the way the sound system works.

In Old English not only letters and sounds had a big change, but also grammar in its word order in a sentence developed a more analytic syntax with vocabulary. and dialects had a successful advance as ways of communication among people at that time. It is notorious that the English language through the time had good changes with the purposes of giving a way of communication. Besides, Old English that finished about the year 1065 and The year 1066 marked the beginning of a new social and linguistic era: The Middle English period whose information is written in the following paragraphs.

5.2 Middle English

The beginning of this period in the year 1066 marked a new social and linguistic era in Britain. Even there is date that can establish the identity between Old and Middle English. The Middle English period runs from the beginning of the 12th century until the middle of the 15th. During this period of time, there were important events that remarked the importance of the English Language as for example:

the main influence of English was strictly from French or the Norman French which was the language introduced to Britain by the invaders. French language was everywhere but in the 12th century, English became more widely used among the upper classes. Later on, the English nobility lost its power, because England and France came into conflict. Therefore, the status of France diminished and English grew in an accelerated way.

The Middle English language had not changes only in relation to Old English structures but also in other features as for example in spelling, sounds, grammar, vocabulary and dialects. It is really important to study each of them as follows.

The Middle English Spelling that results from a combination of historical, linguistic, and social factors. The socio-linguistic impact of the French invasion. The continuation of the processes of sound change which began in Anglo Saxon times, all of the spelling changes helped influence the shape of the writing system as for example: The “*th*” spelling appearance for “*p*” that represented on “*p*”, there was an alteration between “*æ*” and “*a*”, “*v*” by “*u*”, and so on. Also, the Middle English Sounds were altered during the early middle English period and “a sound might be given different

spellings depending on the dialect area in which it appears”.³ Some of them took a different value, and others disappeared as a consequence of restructuration of the Old English vowel system for example: the original diphthongs became pure vowels and new diphthongs were created.

During the Middle English Grammar the inflection system disappeared and the most important grammatical development was the establishment of fixed patterns of word order to express the relationship between clause elements. “Therefore, with spelling and lexicon now being in an increasingly systematic way, attention turned into grammar”.⁴ Also, prepositions became particularly critical when noun endings were lost. Therefore, features of modern English grammar provide useful changes in the form of nouns, pronouns, adjectives, number and gender too. Moreover, the Middle English Vocabulary was an effect of all borrowings to French and Latin balance of words in lexicon. The vocabulary in this period changed not only in administration and law, but also in science and learning, religion and general terms.

The vocabulary caused the loss of a large part of the old English

³ Ibid p. 47.

⁴ Ibid p. 78.

word stock and the addition of words from French and Latin. Finally, the Middle English Dialects divisions traditionally recognized in middle English correspond to those found in Old English such as: Kentish, Southern and Northern. Some evidences of these dialects lies in the distinctive words, grammar and spellings found in the manuscripts. Also in usages of verbs, individual vowels and consonants too.

The changes in the Middle English did not happen due to invasions of people from different places only. In the 15th century, English is restored in all social classes and scribes fixed the style. The black plague, Bubonic plague or Black Death, which caused death of many labor. It was an important cause of mixed language as a consequence of people had to get away from places where this plague was settled.

5.3 Early Modern English

There is no doubt that an Early Modern English period needs to be recognized in history of English as Old and Middle English too. The jump from Middle to Modern English was so important in order to know new things about the language itself. In this period there were more phonological changes than in any other century before.

The Early Modern English was also the period of the English renaissance, which was the influence of clearly large number of Latin loan words into English. For that reason, this period was recognized “as the period of world-wide exploration got under way, words came into English from other languages including several indigenous ones of North America, Africa and Asia “.⁵ The focus of interest in renaissance was vocabulary and there were no words in the language to talk accurately about concepts, techniques and inventions. These words uttered in language at the time were taken from Latin, Greek, French, Italian, Spanish and Portuguese. Also, this period from the time of Caxton until around 1650, was called Renaissance.

One of the most important features in the Early Modern English period are the great vowel shift and the rise of standard English. The Great Vowel Shift is perhaps the most significant sound change in the history of the English Language. And if shift in terms of the phonetics chart for vowels, it is important to say that English vowels shifted up the chart and because, thus the high vowels dropped the chart and became diphthongs.

⁵ Ibid p. 68.

By making a summary of this Early Modern English period, it is important to remark that there were phonological changes and people became with more imagination. Shakespeare was the greatest writer of the period in order to create new vocabulary. The best known book written was the King James' version of the Bible and the event of industrial revolution about 1780 remarked the end of this early phase having as a result great changes in the English language history.

5.4 Modern English

The second half of the 18th century differs fundamentally from its own age in its attitudes towards English and the Middle of this century had seen as the compilation of dictionaries, grammars, spelling books and pronunciation manuals focused on standard forms. For being concise, it is useful to mention the successful changes acquired during the present century and it continues to change in numerous small ways. There have been significant changes in the pragmatics of the language talking about public linguistic behavior, because the rules of interaction have altered and showed differences in such diverse areas as the use of first names, personal titles, greetings and relations of letter writing. The most important developments in language during the present

century have been successful in new varieties, both national and international.

As a conclusion, it is necessary to compare the four English language periods, which show that this language, from Old to Modern, suffered a lot of and important changes such as: spelling, sound, grammar, vocabulary, meaning and structure to become a very useful one. Also, there are many people or group of people who contributed in making better uses of the English language, which is a result of a combination of other languages as French and Latin. Through time the English language was used for every people that belonged to each of Old, Middle, Early Modern and Modern periods.

6. THE ENGLISH LANGUAGE WITHIN THE TEACHING LEARNING PROCESS

The English language has become an important element within teaching learning process (TLP), because it has converted in one of the languages, which provide many opportunities to people. The English language has reached a great importance and people who know English has a lot of chances to get better job and also improve their life style. So, nowadays to teach and to learn English has become a necessity.

6.1 Elements Of The Teaching Learning Process

The teaching learning process is the one which includes important elements such as: Teacher, student and environment. Each of these elements has its own function. The teacher is the facilitator of knowledge. The one who communicates all of what has learned and experienced. Thus, the student is the one in charge of acquiring, learning and practicing knowledge which receives through the teacher. And the last element is the environment, which is the space where the teaching learning process takes place. All of these elements: Teacher, student and environment must have a good interaction among them in order to facilitate and make successful the teaching learning process.

In the case of the teaching learning process of English as a foreign language, the three elements must have also a good interaction, because in this way the acquisition of the second or foreign language will be easier, interesting and also successful. In this manner, the most important role of the teacher is to activate the students to make the things good or bad, interesting or not about something. It means the methodology the teacher is going to apply into the TLP. Besides, language is complex, and language teaching is complex. It is difficult to make any statement which is always true about language teaching

because there are many elements which influences on it such as the methodology, techniques, teacher, student and environment.

There are many situations which call for different material, different methods, different activities, and different strategies, but the main purpose for teachers to remember, including on the suitability of an approach or method that will be helpful to particular students in the class, because some foreign language students are learning the language for very specific reasons; others, especially those learning in a state school system, are learning English, because it is part of the system. In all cases, however, students are more likely to enjoy the subject, and to succeed at it. And if they are really involved in the learning process and the environment has all of the requirements, the teaching learning process of the English language will be successful.

6.2 Methods And Techniques For English Language Teaching

As it is usual, the English language teaching has suffered many changes in methods and techniques in order to improve the development of it. In this process, an English teacher takes an

important role because it must make decisions all the time and from it depends the success or failure of this process. It means that the good or bad things, the interesting and not interesting of something is going to depend of the methodology and techniques that the English teacher is going to apply into the English language Teaching. Teacher has to determine what kind of method and technique are useful to acquire or to learn the English language. In the English language teaching, there are some methods and techniques that contribute to the English Teaching such as: Grammar translation method, Direct method, Audio-lingual Method, Community Language Learning and Total Physical Response Methods.

6.2.1 Grammar Translation Method

Some years ago, teachers employed the Grammar Translation Method (GTM) to teach the English language. At that time, this method was called " classical method " since it was first used in the teaching of the classical languages, which were Latin and Greek. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that through the study of grammar of the foreign language, students would become more familiar with grammar of their native language and this

familiarity would help them to speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized also that student would probably never use the target language, but the mental exercise of learning it, would be beneficial any way. In addition, one of the weaknesses of this method is that the primary skills to be developed are reading and writing. And it gives little attention to speaking and listening and almost none to pronunciation. The roles of the teacher and the student are very traditional and student is taught to translate from one language to another. As a conclusion, it is necessary to say that this method was one of the first interesting ones, but it was not the ideal one to teach the English language, and that is why this method has been replaced by better and more productive methods.

6.2.2 Direct Method

This method like the Grammar Translation Method is not new and has been applied by language teachers for many years. Since the GTM was not very effective in preparing students to use the target language communicatively, the Direct Method

became popular. This method has many rules, but one basic rule is "no translation is allowed".⁶

The Direct Method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' native language. It has many principles and some of them are the following: Language is primarily focused on speech and pronunciation and they should be worked on right from the beginning of language instruction. Besides, lessons should contain some talkative activity. It means some opportunities for students to use the language in real contexts. Teachers who use this method try students to learn how to communicate in the target language. The language is primarily spoken, not written. Vocabulary is emphasized over grammar. In addition, reading and writing exercises are based upon what students practice orally first and pronunciation also receives attention.

One of its techniques is the one called "dictation" which consists of that teacher reads any passage three times. The

⁶ Freeman, Diane L. *Techniques and Principles in Language Teaching*. Vermont, 1985, p. 18.

first time the teacher reads it at a normal speed, while the student just listen. The second time, he reads the passage phrase by phrase, passing long enough to allow students to write down what they have heard. The last time the teacher again reads a normal speed and students check their work. There are other techniques such as: Reading aloud, fill in the blank, and so on.

6.2.3 The Audio-lingual Method

This method was developed in the U.S.A. during World War II. At that time there was a need for people to learn a foreign language rapidly for military purposes. Some of its principals are: that native language and target language have separate linguistic systems. Besides, the foreign language learning should be the same as the acquisition of the native language. Another important principle is that speech is more basic to language than the written form. When teachers use the Audio-Lingual Method it is because they want their students to be able to use the target language in a communicative way. Some characteristics of this method are that the new vocabulary and structures are presented through dialogues. Also grammar is induced from the examples given. The emphasized is on

vocabulary and the four skills are developed (listening, speaking, reading and writing). Some of its techniques are:

- **Repetition drill:** In this technique students are asked to repeat teacher's model as accurately and as quickly as possible.
- **Use of minimal pairs:** Here the teacher works with pairs of words, which differ in only one sound; for example, "ship/ sheep ". Students are first asked to practice the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after he has done a contrastive analysis, a comparison between the student's native language and the language they are studying.
- **Grammar game:** The games are designed to get students to practice a grammar point within a context.

6.2.4 Community Language Learning Method

This is another great method because the language is for communication and teachers have to create an acceptable atmosphere. Some goals of this method are that teachers who

use the Community Language Learning (C.L.L.) want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning. In this method, language is for communication and the areas emphasized are: Particular grammar points, pronunciation patterns and vocabulary. the most important skills developed are speaking and listening and some of its techniques are:

- **Tape recording:** This is a technique used to record student generated language as well as giving the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning.

- **Reflective listening:** Here the students relax and listen to their own voices speaking the target language on the tape. Another possible technique is for the teacher to read the transcript while the students simply listen.

6.2.5 Total Physical Response Method

It is considered as a general approach to foreign language

and has been called " The comprehension approach".⁷ It is called like that because it gives a great importance to listening comprehension. Here, the spoken language is emphasized over written language. In this method the oral modality is emphasized in grammatical structures and vocabulary.

All of these methods and techniques, teachers can apply in the English language teaching in order to make the process successful and to facilitate it. It is important to remark that in all of these methods, vocabulary is emphasized and it is important to give teachers a guide on how they could teach vocabulary in the English Language.

One of its most important techniques is “ action sequence “ in which teacher gives some connected commands and they have to follow them in order to complete the whole procedure.

6.3 The Four Skills In The English Language Teaching

It is important to mention that in the English Teaching-Learning Language Process there are four main skills that have to be developed and these are:

⁷ Ibid p. 109.

6.3.1 Listening:

The status of listening skill began to change from one neglect to one of increasing importance as the instructional programs of the 1970's expanded their pragmatic skills-focus on reading, writing and speaking to include listening. During the 1980s new instructional frameworks that featured functional language and communicative approaches also gave special attention to listening. In English Language Teaching programs of the 1940's, 1950's, and 1960's the predominant British model of situational language teaching and the predominant American model of audio-lingual methodology accorded little attention to listening beyond its role in the learners imitation of dialogues, or grammar and pronunciation drills. Listening was regarded as a "passive" skill along with reading and was simply taken for granted. However, over the last 20 years more and different kinds of attention have been given to listening comprehension. Nowadays, instructional procedures can be divided into three different types:

6.3.1.1 Listening to repeat:

There are key components in both audio-lingual and situation instruction. This technique is used for

pronunciation work. And learners are asked to listen, in order to hear a model sentence, a phrase, a word or a sound in order to produce it.

6.3.1.2 Listening to understand:

The focus here is on helping learners develop listening "as a skill in its own right" in order to understand the meaning of spoken language quickly and accurately, comfortable and confidently, in a variety of settings.

6.3.1.3 Listening at the primary focus in the "comprehension approach" second foreign language learning

Beginning in the mid 1960's and continuing into the 1970's, several languages researchers-teachers developed instructional programs that featured two things: early attention to listening comprehension and delay in oral production. Besides, in order to get the learners' attention and to keep them actively engaged, two principles are suggested: relevance and task orientation.

- **Relevance:**

This is essential for getting and holding learner's attention and provides genuine motivational elements. Lessons need to feature content and outcomes that have "face validity" to students.

- **Task orientation:**

In formal classes, it is important to combine two major types of work: language use tasks and language analysis activities.

In language use tasks the purpose is to give students practice in listening to get information and specifically to do something with it immediately, some of these tasks are: listening and performing actions, commands games, songs, etcetera. All of these tasks help students to build up a base of content experiences that helps to develop expectancies and repertory of familiar networks of background knowledge in the second language.

6.3.2 Speaking:

Today language students are considered successful if they

communicate orally in their second or foreign language thus the teaching of the speaking skill has become increasingly important. In order to develop these skill teachers must concentrate on promoting communicative competence in language learners by using communicative activities. When using communicative activities, it is to mention for a classroom in which students feel comfortable and confident, feel free to take risks, and have sufficient opportunities to speak. Teachers have to promote "activities which are meaningful to students and which will motivate them to become committed sustaining that communication to accomplish a specific goal".⁸ Other kind of activities are the participation activities which are the more diverse and interesting in the oral communication repertoire, these are activities where students participate in some communicative activities in a natural setting.

6.3.3 Reading:

In discussing how to teach students to read in a second language, there are various points of view that can be considered. Reading is not limited and researchers are

⁸ Celce, Marianne M. Teaching English as a Second or Foreign Language. 2nd ed. California, Los Angeles, 1991, p. 85.

convinced that reading is a multifacilitated process that goes beyond the description of any single facet. It is said that good readers constantly make predictions about what they are reading while they are reading, and these predictions are based on semantic, syntactic and punctuation cues, the same behavior is not easily accessible for ESL readers, especially in the beginning stages of reading. One problem is that they have very little to go in terms of their understanding of syntax and semantics in the second language, which form the two basis of their ability to make good predictions.

6.3.4 Writing:

The ability to express one's ideas in written form in a second or foreign language and to do so with reasonable accuracy and coherence is a major achievement; many native speakers of English never truly master this skill. Within the communicative framework of language teaching the skill of writing enjoys special status, it is via writing that a person can communicate a variety of messages to a close o distant, known or unknown reader or readers. Writing besides to be a communicative skill of vital importance is a skill, which enables the learner to plan and remark the communication

process. It provides the learner with the opportunity to focus on both linguistic accuracy and content organization. The mechanics of writing are particularly important at the initial stage of the course since it helps students establish a good basis in sound-spellings correspondences.

6.4 Lesson Planning

There are many methods, techniques and also four skills to develop or at least to take into account in order to succeed in the English Language teaching-learning process. But all of these are not enough. It means that teachers need to improve this process and they just will get it through the "Lesson Planning". Every teacher has to design his daily lesson plans, but it has to include contextualized and personalized practice, small group interactions, creative language use, and so on. Also teachers have to take into account the following guide in order to get effective lessons.

1. Teachers have to consider the content is taught for a given class day.

2. Teachers have to prepare terms of themes, cultural contexts and functional tasks to be mastered as well as grammar and vocabulary.
3. Teachers have to plan activities that help students to reach functional objectives.
4. Teachers have to prepare an outline of what they intend to do during the class period.
5. Finally, they have to evaluate the plan after the class in order to check what things could change or improve next time.

As a conclusion to lesson plans that appeal to student's interest and needs, teachers have to follow all of these guidelines so that students acquire and learn in an easy way the knowledge.

7. IMPLEMENTATION OF PHONOLOGICAL SUBJECTS

The implementation of phonological subjects in study programs has permitted that students of English as a Second Language (ESL) as well as of English as a Foreign Language (EFL) can acquire this target language. Likewise, the study program of the English Major of the Universidad Tecnológica de El Salvador includes phonological subjects such as: Phonetics, linguistics and English – Spanish contrastive analysis, which are inferred in topics such as: English – Spanish consonant sounds, methodological steps of the linguistic investigation and phonological contrastive analysis among others respectively (see annex #7). These three areas are applied in a system known as Audio – Lingual Method, which as its name says: Audio means listen; and lingual means speech production, whose objective is to use the language communicatively. Then, this is “ a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing “. ⁹

According to the Dictionary of Language Teaching and Applied Linguistics, “ the Audio – Lingual method was prominent in the 1950’s and 1960’s, especially in the United States and has been widely used in many other

⁹ Richards, Jack C. and et al. Dictionary of language Teaching and Applied Linguistics. 2nd ed. England, 1992, p. 25.

parts of the world”.¹⁰ As a result of the implementation of this method, the language acquisition has become a goal for the ESL as well as the EFL in order to use it as a “lingua franca”.

7.1 To Know A Language And To Acquire A Language

The speech production has been one of the main purposes in the teaching of the English language nowadays. There is, thus, a need to acquire a language and not only to know it. In fact, to know a language refers that “the language learning is promoted by explicit attention to form: rules and word-shapes”.¹¹ This approach has also been called deductive learning, explicit approach and conscious language learning, which has been used traditionally in the classrooms of English as a Foreign Language. On the other hand, to acquire a language means: “the learning and development of a person’s language”.¹² In this manner, such approach has also been called implicit approach, subconscious language acquisition and inductive learning.

The learning of a foreign language should be the same as the acquisition of the native language; in other words, implicit language

¹⁰ Idem.

¹¹ Gingras, Rosario C. Second – Language Acquisition and Foreign Language Learning. U.S.A., 1981, p. 89.

¹² Richards, Jack C. and et al. Dictionary of language Teaching and Applied Linguistics. 2nd ed. England, 1992, p. 197.

acquisition is similar to the way that children learn their first language, and frequently, their second language. The teaching of grammar is inductive and the production of speech is performed by the natural order when acquiring a native language: listening, speaking, reading and writing. Moreover, language cannot be separated from culture. Therefore, “ culture is not only limited to literature and arts, but also the every day behavior of the people who use the target language”.¹³

7.2 Definitions Of Linguistics, Contrastive Analysis And Phonetics

The English language as well as Spanish language has different linguistic systems and the study of the English language by Spanish speakers in order to acquire it, has encompassed up to the study of linguistics, phonetics and the English – Spanish contrastive analysis; chiefly, when the learning of the English language is inductive. Thus, these three areas of a language are related directly.

In order to appreciate the relationship among the three different areas of an implicit learning of a language, they are defined below:

¹³ Freeman, Diane L. Techniques and Principles in Language Teaching. Vermont, 1985, p. 18.

- **Linguistics:** “the study of language as a system of human communication “. ¹⁴
- **Contrastive Analysis:** “ the comparison of the linguistic systems of two languages “. ¹⁵
- **Phonetics:** “ the branch of linguistics dealing with the study of the sounds of speech “. ¹⁶

8. THE CREATION OF A TEXTBOOK FOR THE ENGLISH – SPANISH CONTRASTIVE ANALYSIS SUBJECT

Didactic materials have always been teaching aids for the teaching learning process (TLP). Therefore, they make the TLP easier and the teacher can resort to teaching resources such as: Pictures, charts, flash cards, pamphlets, transparencies and also to make use of technological resources such as: Tape – recorder, TV set, VCR, cassettes, headphones, and overhead projector among others. Nevertheless, the textbook is also

¹⁴ Richards, Jack C. and et al. Dictionary of language Teaching and Applied Linguistics. 2nd ed. England, 1992, p. 215.

¹⁵ Ibid p. 83.

¹⁶ Boyer, Mark and et al. The American Heritage Dictionary. 2nd ed. New York, New York, 1983, p. 15.

an indispensable tool that cannot be missed in the TLP. Thus, a textbook is regarded as an “ instructional material “. ¹⁷

According to the American Heritage Dictionary, a textbook is defined as “ a book used for the study of a particular subject “. ¹⁸ As a matter of fact, the textbook that is in project will be focused upon the study of the English – Spanish contrastive analysis, specifically, on the phonological and morphosyntactical aspects, according to the program of the English – Spanish Contrastive Analysis subject (see annex # 7).

The instructive for the elaboration of a handbook by the Unidad de Egresados of the Universidad Tecnológica, states that a “ handbook consists of the explanation, enlargement and planning of programmatic topics of the subject “. ¹⁹ Such document will be taken into account by the researchers or the creation of the textbook for the English – Spanish Contrastive Analysis subject, which will be described in three parts: Characteristics, form and content.

¹⁷ Hadley, Alice O. Teaching Language in Context. 2nd ed. U.S.A., 1993, p. 483.

¹⁸ Boyer, Mark and et al. The American Heritage Dictionary. 2nd ed. New York, New York, 1993, p. 702.

¹⁹ Instructivo para la Elaboración de un Handbook. Unidad de Egresados de la Universidad Tecnológica, 1995, p. 8.

8.1 Characteristics Of The Textbook

The English–Spanish Contrastive Analysis textbook as a good resource must be applicable didactically to the teaching learning process, and “ respond to the necessities of the students ”, ²⁰ according to the data that will be gathered through questionnaires which will be handed out students, teachers who are in charge of the English – Spanish Contrastive Analysis subject as well as textbook’s designers inside the English Department.

For its implementation in the subject mentioned above, the textbook has to fulfill certain requirements in order to be a useful source in the teaching learning process. Thus, the characteristics of this instructional resource will be: **“Interactive, organized, original, self-didactic, undersized, updated, and user friendly”**.²¹

- **Interactive:** The textbook will allow the students to execute different actions by performing the different activities that it will demand the student.

²⁰ Hadley, Alice O. Teaching Language in Context. 2nd ed. U.S.A., 1993, p. 484.

²¹ Valse, Lidia María. Dirección de Tecnologías Educativas. División de Materiales Educativos. MINED 2002.

- **Organized:** The topics and lay out of the textbook will appear in a logical sequence (page diagram).
- **Original:** The textbook will count with an original presentation about dialogues, examples and exercises with cultural information in its content.
- **Self-didactic:** The textbook will permit the pupils to instruct to themselves with the interactive activities of it. Thus, the teacher will become a facilitator only.
- **Undersized book:** The textbook will not have over 250 pages. The students will be encouraged to read a textbook not very bulky.
- **User Friendly:** All of the topics presented in the textbook will be arranged in such a way that will make learning an agreeable and effortless task.

8.2 Form Of The Textbook

According to the “Dirección de Tecnologías Educativas”, of the Education Ministry, the textbooks are characterized by their standard

designs. Although, they must be in accordance to the academic level. Nevertheless, “ they have to follow the same pattern for their creations from the first lesson up to the last one”.²² In this way, the English – Spanish Contrastive Analysis textbook will be designed by taking into account the phonological and morphosyntactical aspects, due to its implementation will be for students of advanced levels of this subject.

The textbook must be in accordance to the patterns established by the Dirección de Tecnologías Educativas of the Education Ministry.²³ Although it can be more authentic and original than any other in terms of its information and design from the first lesson to the last one. Therefore, the lay out of the textbook will be arranged in the following way:

- a) The topics of the textbook will be divided into lessons.
- b) Every lesson will count with the topic's name as a headline.

²² Idem.

²³ Idem.

- c) Every lesson will have specific objectives at the beginning.
- d) Every lesson will have a presentation of the topic, a section of conversation (dialogue) or reading related to it, and besides, a vocabulary practice, group work, pair work, individual work, exercises and self-tests.
- e) The lessons will count with suggestions for the teacher if necessary.
- f) Every lesson will have to follow the same page diagram from the first one to the last one.
- g) The presentation of the textbook's content will be in black and gray.

8.3 Content Of The Textbook

The content of the textbook will be in harmony with the objectives and level of the students. Therefore, it will be focused on the teaching of the English-Spanish Contrastive Analysis subject, which is

programmed in the eighth semester in the new 2000 plan of the English Major (see annex # 6).

For its content, the textbook will include the following aspects: Readings, dialogues, list of specialized vocabulary related to the field of study, “interactive exercises for group and pair work analysis and discussions on readings and concepts”.²⁴ Moreover, according to the instructive for the elaboration of a handbook, a manual (textbook) will also include self-evaluations of the topics at the end of each lesson with multiple-choice items and true or false questions, annexes, glossary and bibliography.²⁵

²⁴ Hadley, Alice O. Teaching Language in Context. 2nd ed. U.S.A., 1993, p. 484.

²⁵ Instructivo para la Elaboración de un Handbook. Unidad de Egresados de la Universidad Tecnológica, 1995, p. 8.

CHAPTER II

RESEARCH METHODOLOGY

1. TYPE OF INVESTIGATION

The present project comprised a descriptive research. It was descriptive, because it stated a problem to solve, which consisted of lack of material for the teaching of the English – Spanish Contrastive Analysis subject in the new 2000 plan. Therefore, the researchers resorted to questionnaires which were conducted the students and teachers of such a subject as well as textbook's designer in order to obtain data to establish the design and elaboration for the "English – Spanish Contrastive Analysis textbook" as a solution for this problem. The researchers took into account information already written for this project.

2. POPULATION AND SAMPLE

The population of this research were the students and teachers of the English Department at the Universidad Tecnológica de El Salvador as well as professional persons of the Educative Technology Area from the Ministry of Education. The sample of this research was direct. 2 teachers(one of the two teachers was not teaching the subject when this project was carried out), 22 students from the English-Spanish Contrastive Analysis II subject and one textbook's designer of the Educative Material Division of the Educative Technology Area. The sample of this research was taken from students and

teachers of the English-Spanish Contrastive Analysis subject, in the ninth semester of the old plan (see annex #5). It is necessary to mention that the sample was equal the universe, due to the fact that there were 22 students in the course mentioned before. However, 18 students were present only during the data gathering. Therefore, this last sample of students was taken as 100%.

3. INSTRUMENTS

For this project, the researchers used three varieties of questionnaires. One was aimed the teachers, which contained nine questions. Another one was aimed the students, which had nine questions too. And a third questionnaire was for a textbook's designer, which contained just eight questions. The questionnaire for the teachers was created in order to obtain information about the characteristics, and form of the English-Spanish Contrastive Analysis textbook. The questionnaire for the students was elaborated in order to obtain information about the characteristics only of such a textbook; and the questionnaire for the expert was created to get specific data on the characteristics and form. These questionnaires were composed of open and close questions.(see annexes # 1, 2 and 3).

4. DATA COLLECTION

In order to collect the data, the researchers applied the following procedure:

- To elaborate the questionnaires.
- To ask for cooperation to the teachers who have taught the English – Spanish Contrastive Analysis II subject of the major Licenciatura en Idioma Inglés at the English Department, for filling out the questionnaire.
- To ask for authorization to the teacher who is in charge of the English – Spanish Contrastive Analysis II subject in the second semester of the 2002 year.
- To hand out the questionnaires to the students as well as the teacher too.
- To read and explain the instructions before starting the questionnaire.
- To contact the textbook's designer at the Ministry of Education.
- To ask for cooperation to the textbook's designer to fill out the questionnaire.
- To read and explain the objective of the questionnaire to the textbook's designer in order to clarify the purpose of the opinion poll.
- To hand out the questionnaire to the textbook's designer.

The questionnaires were self – administered by the students, the teachers and the textbook's designer.

5. DATA ANALYSIS

The collected information from the questionnaires was presented with two ways of analysis: Quantitative analysis and qualitative analysis. The questionnaire for the students was analyzed in a quantitative and qualitative way, because the information obtained per each question of the questionnaire was presented on a pie graph and then interpreted, according to the results. Meanwhile, the questionnaires for teachers and the textbook's designer were just interpreted in every one of their questions, because of there were two teachers only and just one textbook's designer, therefore the sample was too much little and the type of analysis was qualitative only.

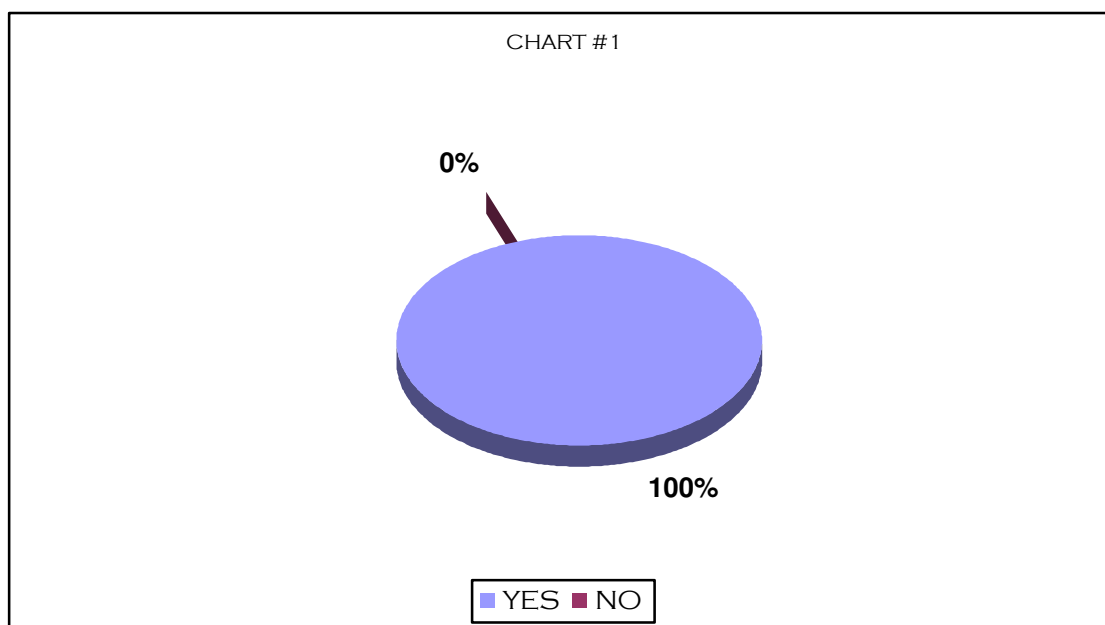
RESULTS OBTAINED FROM THE QUESTIONNAIRE FOR STUDENTS

Question one

Would you like to have an English-Spanish Contrastive Analysis textbook with practical organization?

Objective: To determine the necessity of having an English – Spanish Contrastive Analysis textbook with practical organization.

ANSWER	STUDENTS	PERCENTAGE
YES	18	100%
NO	0	0%
TOTAL	18	100%



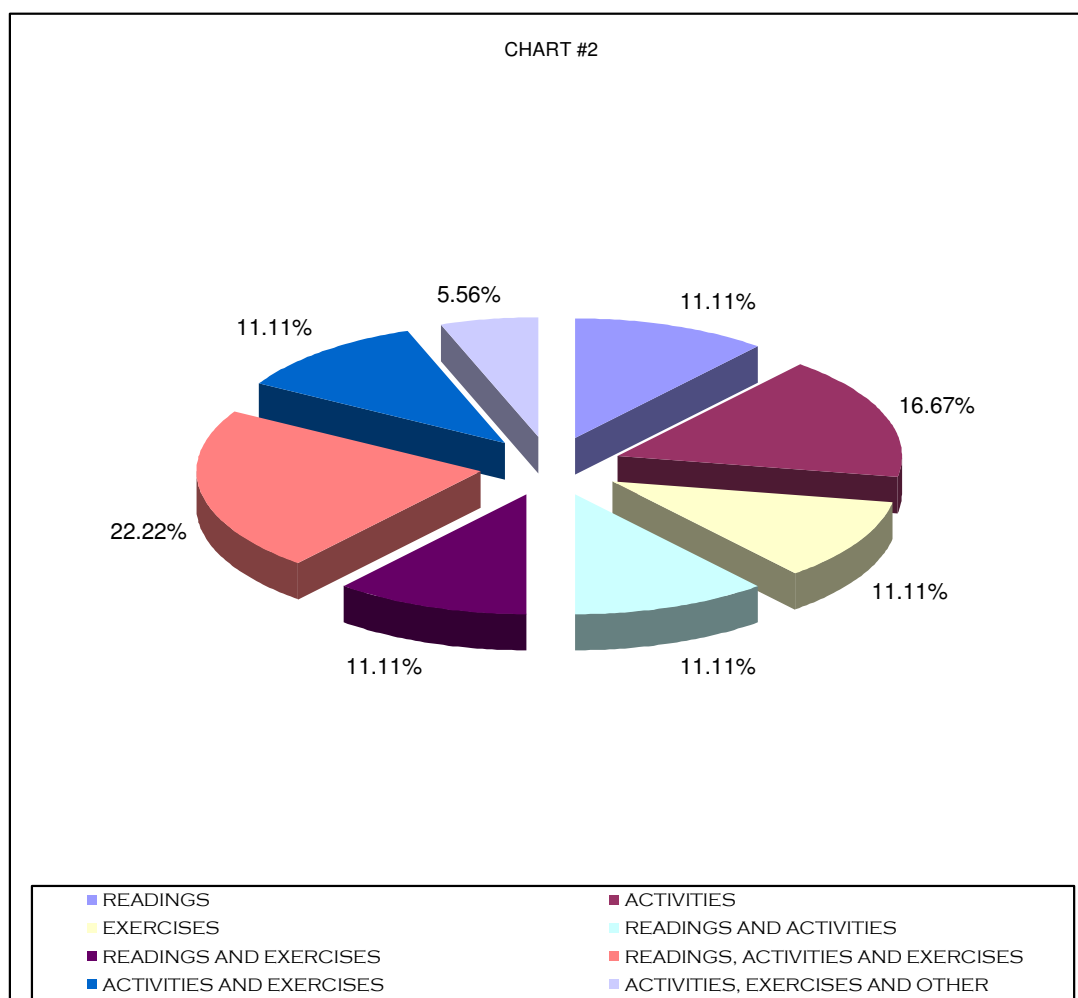
INTERPRETATION: The data demonstrate how important it would be to use instructional material for the subject mentioned before. Thus, the textbook's creation is a need.

Question two

What would you like the lessons of the English-Spanish Contrastive Analysis textbook to contain?

Objective: To establish the presentation of the content that the lessons of the English-Spanish Contrastive Analysis textbook should have.

ANSWER	STUDENTS	PERCENTAGE
READINGS	2	11.11%
ACTIVITIES	3	16.67%
EXERCISES	2	11.11%
READINGS AND ACTIVITIES	2	11.11%
READINGS AND EXERCISES	2	11.11%
READINGS, ACTIVITIES AND EXERCISES	4	22.22%
ACTIVITIES AND EXERCISES	2	11.11%
ACTIVITIES, EXERCISES AND OTHER	1	5.56%
TOTAL	18	100%



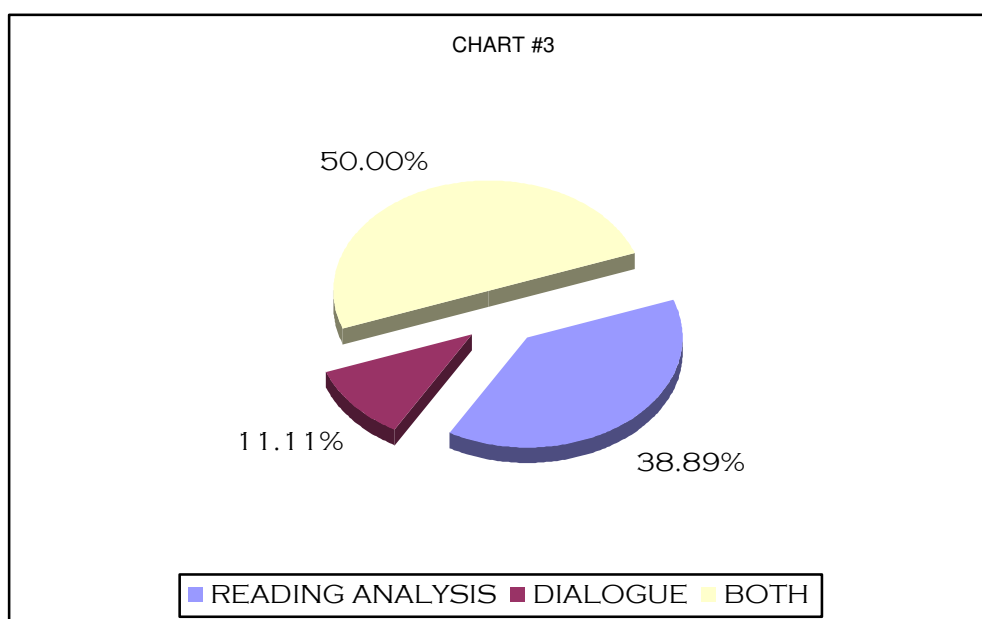
INTERPRETATION: According to the results, all of the options listed above are accepted by students in a way almost equitable. In this manner, the presentation of the textbook must be diversified.

Question three

What kind of reading activities would you like the English-Spanish Contrastive Analysis textbook to contain?

Objective: To determine the necessity of implementing reading activities in the English –Spanish Contrastive Analysis textbook.

ANSWER	STUDENTS	PERCENTAGE
READING ANALYSIS	7	38.89%
DIALOGUES	2	11.11%
BOTH	9	50%
TOTAL	18	100%



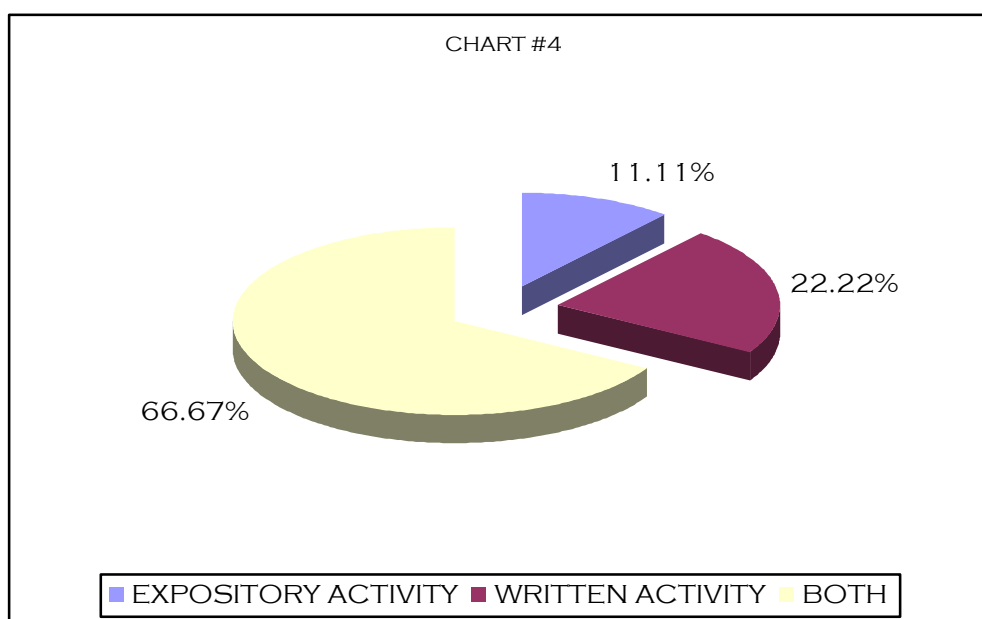
INTERPRETATION: According to the results, the 50% of students are in favor of reading analysis as classroom activity, in accordance with their experience in this subject. Besides, a 38.89% of them prefer having dialogues as practice activity for their learning.

Question four

What type of activity would you like the English-Spanish Contrastive Analysis textbook to contain?

Objective: To set up what kind of activities the English – Spanish Contrastive Analysis textbook should have.

ANSWER	STUDENTS	PERCENTAGE
EXPOSITORY ACTIVITY	2	11.11%
WRITTEN ACTIVITY	4	22.22%
BOTH	12	66.67%
TOTAL	18	100%



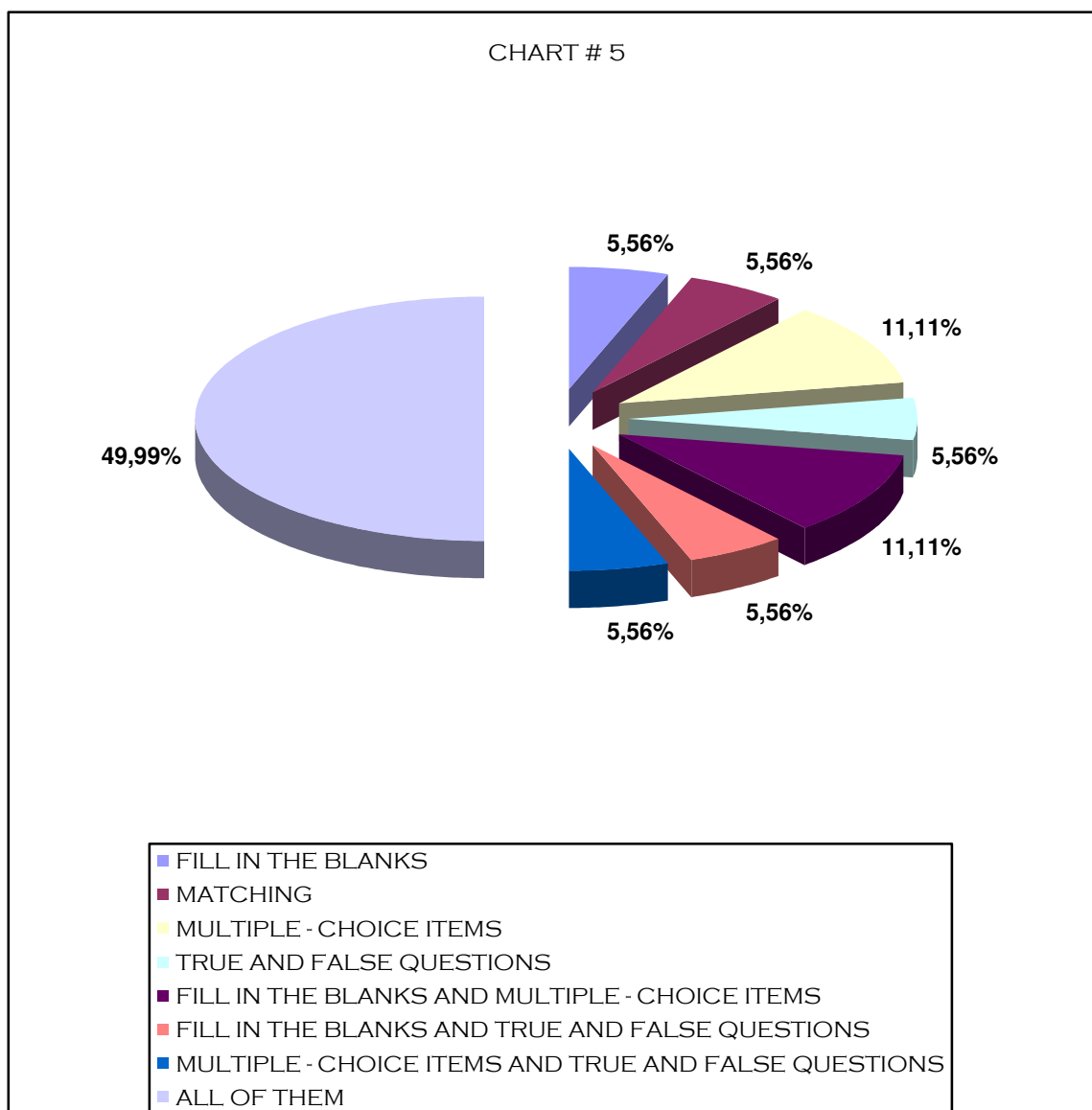
INTERPRETATION: The 66.67% of students consider fundamental to include expository and written activities for the development of different topics, taking into account that both activities become a complement for the reading analysis.

Question five

What kind of exercises would you like the English-Spanish Contrastive Analysis textbook to contain?

Objective: To determine what kind of exercises the English – Spanish Contrastive Analysis textbook should have.

ANSWER	STUDENTS	PERCENTAGE
FILL IN THE BLANKS	1	5.56%
MATCHING	1	5.56%
MÚLTIPLE – CHOICE ITEMS	2	11.11%
TRUE AND FALSE QUESTIONS	1	5.56%
FILL IN THE BLANKS AND MULTIPLE – CHOICE ITEMS	2	11.11%
FILL IN THE BLANKS AND TRUE AND FALSE QUESTIONS	1	5.56%
MULTIPLE – CHOICE ITEMS AND TRUE AND FALSE QUESTIONS	1	5.56%
ALL OF THEM	9	50%
TOTAL	18	100%



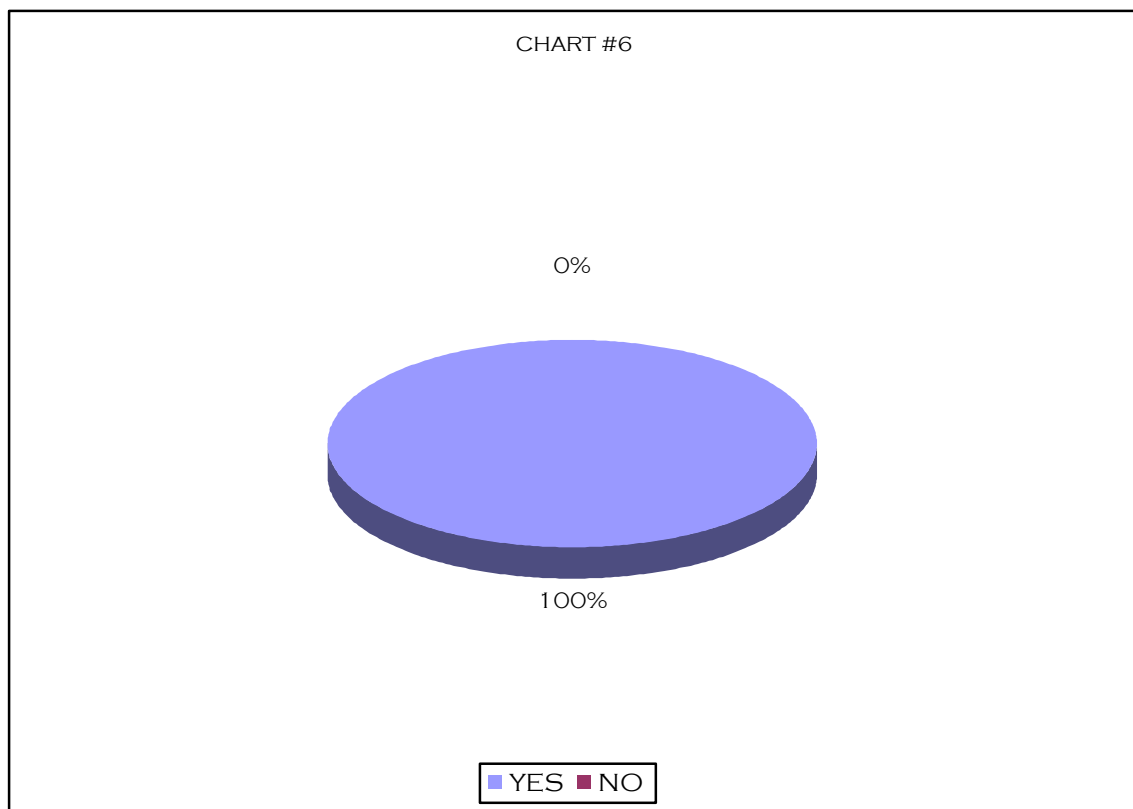
INTERPRETATION: According to the results showed in the chart, it demonstrates that the half of students surveyed, prefer a variety of exercises and not only one or two types of them.

Question six

Would you like the English-Spanish Contrastive Analysis textbook to be illustrated?

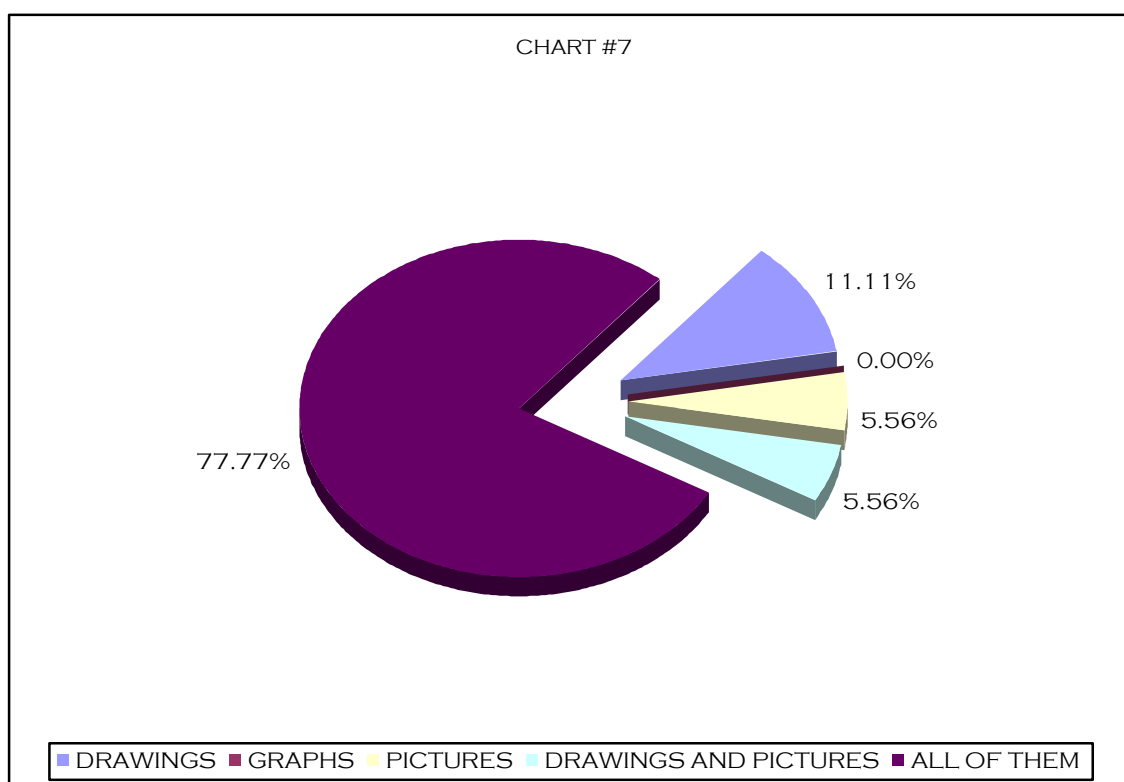
Objective: To establish the necessity of designing an illustrated textbook.

ANSWER	STUDENTS	PERCENTAGE
YES	18	100%
NO	0	0%
TOTAL	18	100%



If so, which of the following illustrations would you like to be included?

ANSWER	STUDENTS	PERCENTAGE
DRAWINGS	2	11.11%
GRAPHS	0	0%
PICTURES	1	5.56%
DRAWINGS AND PICTURES	1	5.56%
ALL OF THEM	14	77.78%
TOTAL	18	100%



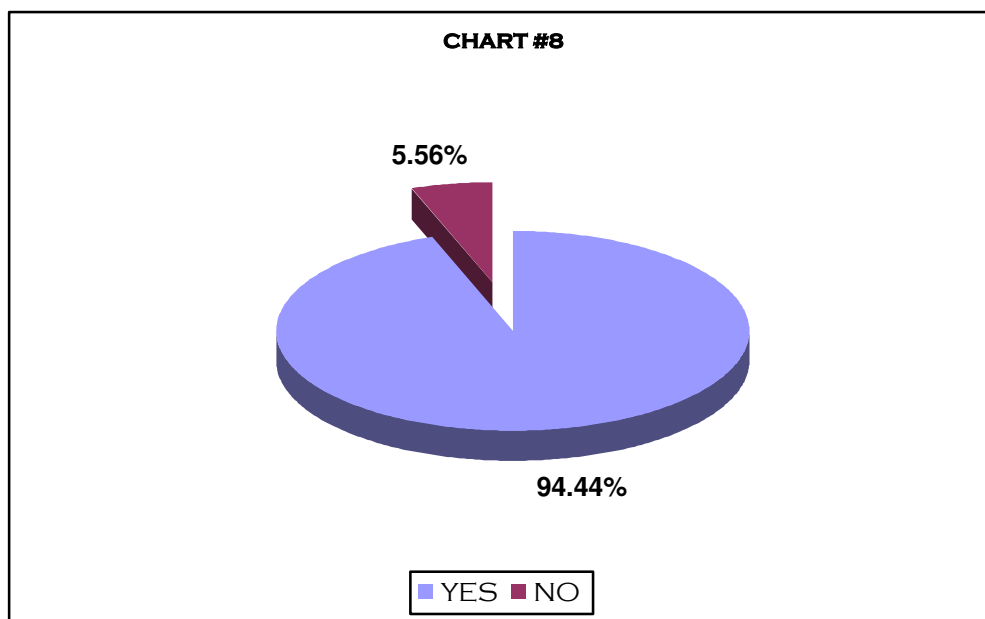
INTERPRETATION: It is possible to infer that students do not like textbooks without illustrations, or illustrated textbooks with just one type of illustration.

Question seven

Do you consider necessary to have a self-test at the end of every lesson of the textbook as an individual work activity?

Objective: To set up the necessity of including a self-test at the end of every lesson.

ANSWER	STUDENTS	PERCENTAGE
YES	17	94.44%
NO	1	5.56%
TOTAL	18	100%



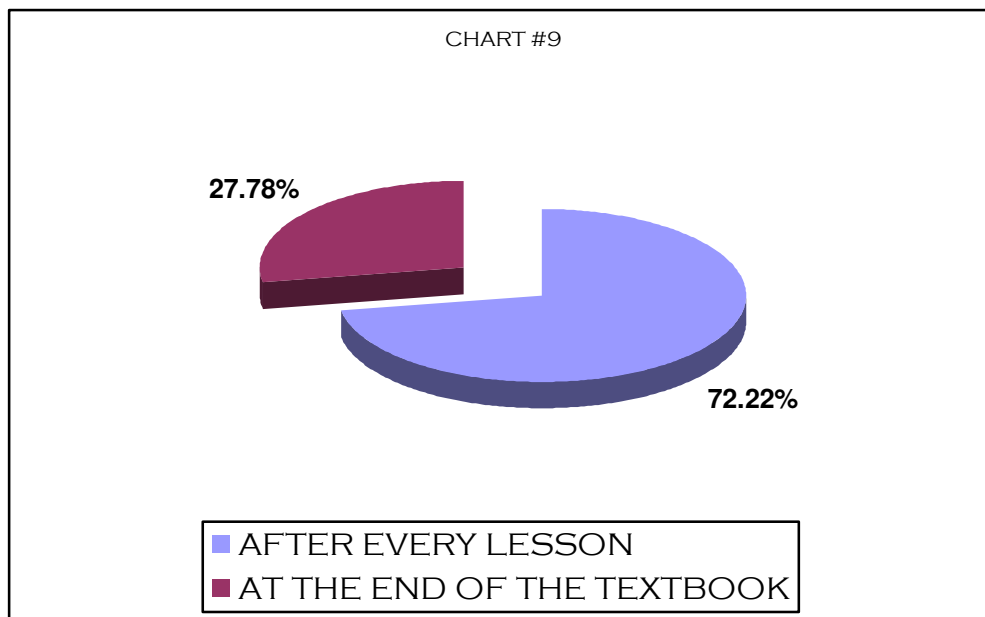
INTERPRETATION: As shown in this chart, the need of including a self – test is important, because the 94.44% of students consider necessary to measure their level of acquired knowledge.

Question eight

Where would you like to have a glossary?

Objective: To determine the position of a glossary in a textbook.

ANSWER	STUDENTS	PERCENTAGE
AFTER EVERY LESSON	13	72.22%
AT THE END OF THE TEXTBOOK	5	27.78%
TOTAL	18	100%



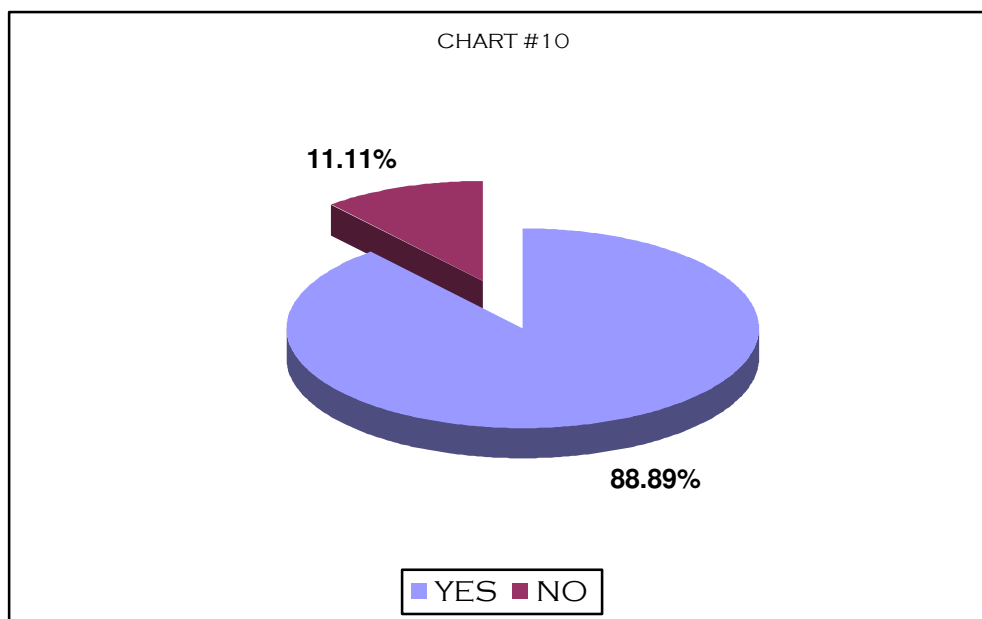
INTERPRETATION: In comparison with the traditional position of a glossary, which is normally placed at the end of a textbook, the 72.22% of surveyed students prefer having it after every lesson.

Question nine

Would you like to have an answer key for the exercises in the English-Spanish Contrastive Analysis textbook?

Objective: To establish the necessity of including an answer key for the exercises in the English – Spanish Contrastive Analysis textbook.

ANSWER	STUDENTS	PERCENTAGE
YES	16	88.89%
NO	2	11.11%
TOTAL	18	100%



INTERPRETATION: The answer to this question was expected, because students like to make sure about their answers. This is reflected in the high percentage of students that marked the option “yes”, which is 88.89%.

RESULTS OBTAINED FROM THE QUESTIONNAIRE FOR TEACHERS

Question one

Do you consider necessary to use a textbook for the development of the English-Spanish Contrastive Analysis subject?

Objective: To determine the necessity of using a textbook for the development of the English-Spanish Contrastive Analysis subject.

Yes ☒

No ☐

Explain: It would save the teacher a lot of time and the students would have a guideline to follow.

Interpretation: The teacher as well as the students would be benefited with this important source. Besides, they would have to be led by a programmatic content order.

Question two

Do you consider the English-Spanish Contrastive Analysis textbook should have interactive activities?

Objective: To know the reasons why a textbook should have interactive activities.

Yes ☒

No ☐

Explain: Many of the contents are very complex, by having interactive activities students can share and clarify ideas.

Interpretation: activities are necessary since they allow the students to acquire knowledge in a dynamic way, chiefly, when the topic is not so clear and is too difficult to understand at the very first time.

Question three

Do you think the English-Spanish Contrastive Analysis textbook must contain original activities adapted to the students' needs?

Objective: To establish the necessity of that a textbook contains original activities adapted to students' needs.

Yes ☒

No ☐

Explain: Not only adapted to the students' needs, but also to our own context and reality; the activities should be applicable and practical, and not too technical.

Interpretation : The activities must not be limited to the needs of the students or to theory only, but they must be in accordance with the environment of the students and practice too.

Question four

How would you use the English-Spanish Contrastive Analysis textbook in your course if it is self-didactic material?

Objective: To Know how the teacher would apply the textbook as self- didactic material.

Explain: I would suggest extra – readings and research to expand the contents.

Interpretation: The teaching of the English – Spanish Contrastive Analysis subject cannot be limited to the textbook as an instructional material only.

Question five

Do you consider important to write the general objectives for each topic at the beginning of every lesson?

Objective: To determine the importance of writing the general objectives at the beginning of every lesson.

Yes ☒

No ☐

Explain: One general objective would be enough to draw the students' attention and focus them on what they are to learn.

Interpretation: It is not necessary to write more than one objective to delimit the actions expected by the students.

Question six

Do you consider necessary to include methodological suggestions for the teacher, regarding the development of the topics in the English-Spanish Contrastive Analysis textbook?

Objective: To evaluate the necessity of including methodological suggestions for the teacher.

Yes ☒

No ☐

Explain: We never know if it is going to be used by at first – time contrastive analysis teacher, so, the suggestions would be of great value.

Interpretation: It would be the teacher's criterion what determines the application of the methodological suggestion. So, it would be always available in the textbook.

Question seven

Do you consider relevant that the students perform reading analysis in the English-Spanish Contrastive Analysis textbook?

Objective: To consider the relevance of performing reading analysis.

Yes ☒ No ☐

If so, which of the following activities would you apply to the reading analysis:

Expository activity ☐ Written activity ☐ Both ☒

Why? They should be "intercaladas" so that they can check their understanding of the material.

Interpretation: It is necessary to use both activities for the students to demonstrate the acquired knowledge of the contents.

Question eight

Do you consider relevant to include dialogues in the English-Spanish Contrastive Analysis textbook?

Objective: To consider how relevant it is to include dialogues.

Yes ☒ No ☐

If so, how would you develop the dialogues in your class?

Actually, I would use them as introductory activities (like comic strips) through which topics are represented.

Interpretation : The teacher resorts to dialogues in an illustrated way for representing the topics as a primary activity.

Question nine

Do you consider important to include a glossary in the English-Spanish Contrastive Analysis textbook?

Objective: To determine the importance of the position of a glossary in the textbook.

Yes ☒

No ☐

If so, where would you like the glossary to be?

After every lesson ☐

At the end of the book ☒

Why? Because students can always refer to it any way.

Interpretation: The students can always look for the glossary on the back of the textbook; even though, it is placed after every lesson.

RESULTS OBTAINED FROM THE QUESTIONNAIRE FOR TEACHERS

Question one

Do you consider necessary to use a textbook for the development of the English-Spanish Contrastive Analysis subject?

Objective: To determine the necessity of using a textbook for the development of the English-Spanish Contrastive Analysis subject.

Yes ☒

No ☐

Explain: To systematize the learning process and to provide a bibliographical support.

Interpretation: To establish a sequence for the development of the English-Spanish Contrastive Analysis subject through the textbook, and at the same time, to allow the students to have a bibliographical source.

Question two

Do you consider the English-Spanish Contrastive Analysis textbook should have interactive activities?

Objective: To know the reasons why a textbook should have interactive activities.

Yes ☒

No ☐

Explain: A variety of interactive activities can enable students to make extensive use of the information they previously know or are to learn from both languages.

Interpretation: Activities allow students to make a deeper study of the topics that serve as a feedback through dynamism.

Question three

Do you think the English-Spanish Contrastive Analysis textbook must contain original activities adapted to the students' needs?

Objective: To establish the necessity of that a textbook contains original activities adapted to students' needs.

Yes ☒

No ☐

Explain: The activities should integrate a multi – skills textbook that includes topics, exercises based on grammar tasks and any communicate practice that supports the progressive teaching of topics.

Interpretation: A textbook should contain original activities in order to supply students' needs in the moment they have to put into practice what they have learned in the different topics.

Question four

How would you use the English-Spanish Contrastive Analysis textbook in your course if it is self-didactic material?

Objective: To Know how the teacher would apply the textbook as self- didactic material.

Explain: Assigning homework or giving them some guidelines and then, let them work creatively. Besides, eliciting doing research on specific or general topics, etc.

Interpretation: The textbook is not limited to the classroom only, but also for research about the topics themselves as an extra – activity.

Question five

Do you consider important to write the general objectives for each topic at the beginning of every lesson?

Objective: To determine the importance of writing the general objectives at the beginning of every lesson.

Yes ☒

No ☐

Explain: Yes, because objectives state the scope and limits of every lesson, thus, allowing students and teachers be clear about their achievements.

Interpretation: With the objectives the teacher and the students are aware about the goal they have to get in the class without surpassing or delimiting the content.

Question six

Do you consider necessary to include methodological suggestions for the teacher, regarding the development of the topics in the English-Spanish Contrastive Analysis textbook?

Objective: To evaluate the necessity of including methodological suggestions for the teacher.

Yes ☒

No ☐

Explain: In this way, teacher's class planning will be more effective and task based.

Interpretation: The methodological suggestion will contribute to the orientation of the teacher about the development of the class.

Question seven

Do you consider relevant that the students perform reading analysis in the English-Spanish Contrastive Analysis textbook?

Objective: To consider the relevance of performing reading analysis.

Yes ☒

No ☐

If so, which of the following activities would you apply to the reading analysis:

Expository activity ☐ Written activity ☐ Both ☒

Why? Because through reading students will have a wider and better approach to the topics and will improve their competence of every aspect of this study.

Interpretation: Reading analysis is important in expository and written activities because students can assimilate and demonstrate their understanding about topics in two different ways.

Question eight

Do you consider relevant to include dialogues in the English-Spanish Contrastive Analysis textbook?

Objective: To consider how relevant it is to include dialogues.

Yes ☐

No ☒

If so, how would you develop the dialogues in your class?

Not relevant, but very helpful.

Interpretation: the answer is not detailed about how.

Question nine

Do you consider important to include a glossary in the English-Spanish Contrastive Analysis textbook?

Objective: To determine the importance of the position of a glossary in the textbook.

Yes ☒

No ☐

If so, where would you like the glossary to be?

After every lesson ☐

At the end of the book ☒

No explanation.

Saludo: Respetable Licenciado José Luis Segovia Rodríguez, reciba un cordial saludo, deseándole éxitos en sus actividades profesionales.

Nosotros, Alumnos egresados de la Universidad Tecnológica de El Salvador de la carrera Licenciatura en Idioma Inglés, estamos elaborando nuestro trabajo de grado, el cual incluye la propuesta de un libro de texto para la asignatura “Análisis de los Contrastes Inglés – Español”. Por lo tanto, le solicitamos a través del siguiente cuestionario su valioso e importante conocimiento para la creación de libros de texto.

Agradecemos de antemano su invaluable cooperación.

Objetivo: Determinar las características y forma que el diseñador de libros considera para crear un libro de texto.

Instrucciones: Por favor Lea cada pregunta, elija la opción que considere conveniente y luego conteste la misma.

RESULTS OBTAINED FROM THE QUESTIONNAIRE FOR TEXTBOOK'S DESIGNER

The present questionnaire was elaborated in Spanish, because the textbook's designer could not speak nor write in the English language.

Question one

¿Considera Usted necesario que un libro de texto tenga contenido interactivo?

Objective: To determine the necessity of including interactive content in a textbook.

Si ☒ No ☐

¿Por qué? Por que el texto viene a ser como el profesor, quien le orienta e interactúa para hacer más didáctico y dinámico el proceso educativo.

Interpretation: The content should be interactive, because this will make self-didactic students and the teacher will become a facilitator. Therefore, the students will become responsible of their own learning.

Question two

¿Qué técnicas aplicaría Usted para actividades expositivas y escritas?

Objective: To establish the techniques for the expository and written activities.

No answer.

Question three

¿Qué clase de ejercicios emplearía Usted para el análisis de un contenido?

Objective: To establish the type of exercises for content analysis.

Pues eso dependerá del contenido mismo y del objetivo planteado.

Interpretation: Each content has its own objective and the teacher will decide what kind of exercises and how many of them should be included in each lesson.

Question four

¿Considera Usted necesario incluir una hoja de respuestas para los ejercicios en un libro?

Objective: To determine the necessity of including an answer key for the exercises of a textbook.

Si ☒ No ☐

¿Por qué? Así el lector, tiene la oportunidad de comprobar su aprendizaje. Que porcentaje del contenido domina.

Interpretation: The answer key is necessary, because with it the students will check their progress in learning.

Question five

¿Considera Usted necesario incluir una auto evaluación después de cada lección como una actividad individual?

Objective: To determine the necessity of including a self-test as an individual work activity after every lesson.

Si ☐ No ☐

¿Por qué? No answer.

Question six

¿Qué principios didácticos influyen para que un glosario se ubique al final de un libro?

Objective: To obtain the reasons why a glossary is placed on the back of a textbook.

Bueno, la verdad es que no es del todo estrictamente rígido; pero un criterio sería, que al final ya se han leído todas las lecciones y contenidos y por consiguiente se han acumulado todos los términos utilizados en todo el desarrollo del texto.

Interpretation: The position of the glossary is not relevant. However, its utility would be better if it is placed on the back of the textbook; due to the fact that it would be a feedback for the students.

Question seven

¿Considera Usted importante que un libro sea ilustrado?

Objective: To determine why a textbook should be illustrated.

Si ☒ No ☐

¿Por qué? La ilustración además de ser un complemento del texto, es una forma de descanso en la lectura. Además una buena ilustración dice más que un texto.

Interpretation: Illustrations would make an agreeable, interesting and entertained text.

Question eight

¿Cuánto sería el mínimo y el máximo de páginas para crear un libro?

Objective: To set up the number of pages that a textbook should have.

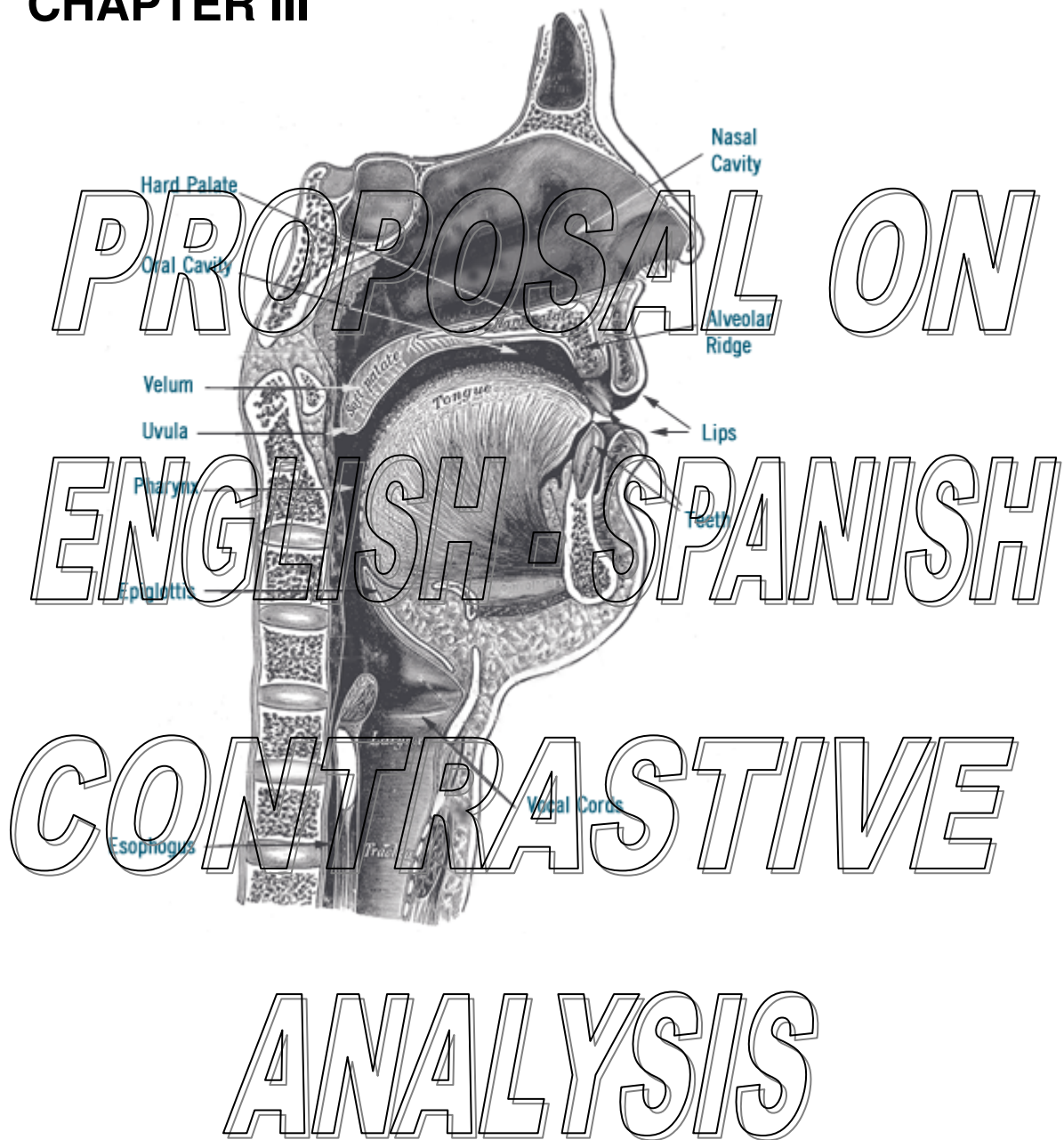
¿Por qué?

Depende al nivel que se dirija y los contenidos que se vayan a desarrollar. El número de páginas depende del formato que se establezca: tipo y tamaño de letra, interlineado, ilustración, formato, empastado, etc.

Interpretation: There is no any specific format for a textbook design. The numbers of pages cannot be established with precision, but it is possible to

calculate or approximate a quantity, depending on several factors such as: type of letter, illustrations, format, etc., which was already mentioned by the textbook's designer.

CHAPTER III



**Proposal elaborated by: Ricardo Ernesto Barahona Valle
Jeanet Beatriz Manzano López
Iris Yesenia Pacheco Cornejo**

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INTRODUCTION

The present textbook has been designed with the purpose of satisfying the students and teachers who are involved in the English Spanish – Spanish Contrastive Analysis subject and also those persons that are interested in learning something more about morphosyntactical and phonological studies. In this way, this didactic material supports and gives a feedback for all those students who are already studied grammar, phonetics, and linguistics.

It is important to mention that this textbook is arranged in such a way that allows students to study first the grammatical analysis in the first unit, which contains the comparisons of structures of English and Spanish as well as the parts in which a sentence is composed in English and in Spanish. Besides this, prepositions of both languages are studied as fundamental part for study of the languages mentioned before. Thus, the verbs and the complement clause are studied among other important parts inside the phrase.

In the second part, it is displayed how the English and Spanish languages emerged from different historical linguistic roots such as Latin and Germanic languages.

In the third unit, the textbook is focused on the different types of linguistics research such as dialectology and bibliographical investigation among others.

The fourth unit is about phonological analysis of English and Spanish. In other words, it consists of consonant and vowel phonemes, which besides the classification of these ones, show the voicing, manner of articulation, place of articulation and high –

mid – low, front – central – back, tense – lax, complex – simple, rounded and unrounded respectively.

In the last unit, the textbook presents the transformational grammar, in which it is better understood and analysed, due to all the parts of a sentence are studied phrase by phrase. Such a unit contains the noun phrase, the verb phrase, the particle, the adverbial phrase, the adverbial clause and the relative clause. We hope all of you enjoy this material and help you to increase your knowledge, because remember “the more you study the faster you will improve”.

UNIT I

GRAMMATICAL ANALYSIS

LESSON 1.1 THE MEANING OF THE WORD GRAMMAR

Objective: To know the meaning of grammar.

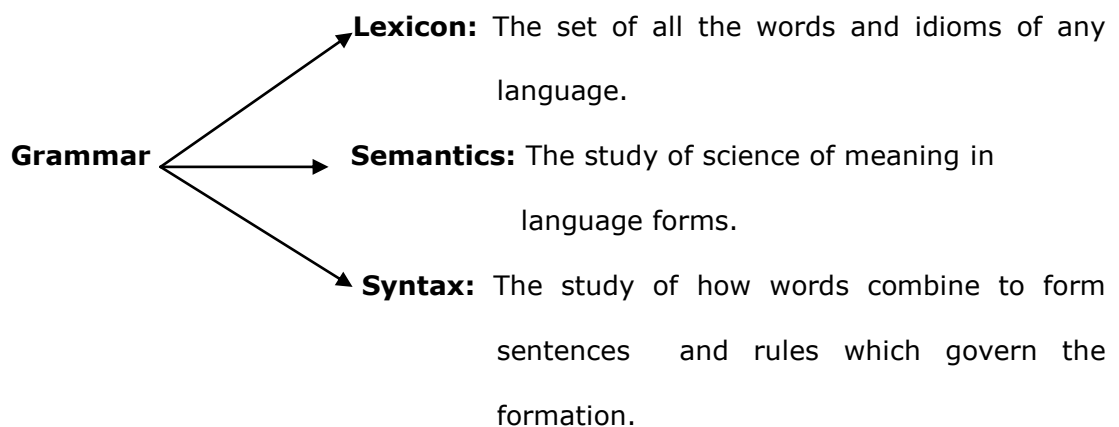


The word grammar is a term with wide meaning, which is related to good English, correct English, correct style, formal language, formal usage and so on. Thus, grammar can be defined in the following ways:

- a) The study of how words and their component parts combine to form sentences.

- b) A set of rules to discriminate between educated usage and all other varieties of usage.
- c) Grammar is a finite number of sentence patterns, each pattern containing one or more slots within which a corresponding class of lexical units may replace one another.

Grammar also encompasses other linguistic areas such as: Lexicon, semantics and syntax. Although, it may or may not include the description of the sounds of a language.



Grammar can be also prescriptive and descriptive. The first one is referred to normative or traditional grammar which states rules for what is considered the best or most correct usage. The rules may be based on classical literary works and on earlier grammars of Latin and Greek or the speech of those people who are considered as models for others to copy. On the other hand, descriptive

grammar describes how a language is actually spoken and/or written, and does not state or prescribe how it ought to be spoken or written. For example, If a descriptive grammar of a non-prestige variety of English were written, it might show that speakers of this variety sometimes said:

I seen 'im. instead of I saw him.

'im 'n me done it. instead of He and I did it.

Methodological suggestion: The teacher resorts to pair work in order to promote the participation and discussion among students about the topic.

Activity

Look up one definition of grammar with the help of a linguistic dictionary and discuss it in the classroom with your classmates.

LESSON 1.2 COMPARISON OF THE STRUCTURES OF ENGLISH AND SPANISH

Objective: To analyze different English and Spanish structures comparisons.



The grammar system is a classification of the signals which differentiate one sentence from another. This is sometimes called: Signals grammar, formalistic grammar, or taxonomic grammar which consist of a description of those surface respects in which one sentence differs from another and of a classification of those differences. To compare the grammatical structures of Spanish and English say little or nothing about the way in which sentences are formed. Some of the grammatical signals of English and Spanish are the following:

A. Word Order

It is the arrangement of words to show relationship of meaning within a sentence. The difference in the order of the words signals is the meaning. Also, Spanish has pairs of sentences where a difference of meaning is signaled solely by a difference in word order. Examples:

English	Spanish
1. <i>I have something to do.</i>	Tengo algo que hacer.
<i>I have to do something.</i>	Tengo que hacer algo.
2. <i>The Jose's dog likes me.</i>	El perro de José me gusta.
<i>I like the Jose's dog.</i>	Me gusta el perro de José.
3. <i>The restaurant's food is delicious.</i>	La comida del restaurante es deliciosa.
4. <i>It is delicious the restaurant's food.</i>	Es deliciosa la comida del restaurante.

B. Intonation

It is the higher pitch that is part of the rising and falling patterns of speech which is the melody across group of words. There are three kind of signals of intonation such as:

1. It joins phrases together into a single unit. Examples:

English: The people altogether/ went on strike.

Spanish: ¿Que esta haciendo Maria?

2. It disjoins phrases which are not a single unit. Examples:

English: The people / altogether/ went on strike.

Spanish: ¿Que esta haciendo/ Maria?

3. It marks certain sentence types, such as the interrogative. Examples:

English: The people altogether went on strike?

Spanish: ¿Que esta haciendo Maria?

C. Function words

Each word in a sentence has a specific function. This function is in some moment more semantic than grammatical, and in others more grammatical than semantic.

Examples:

English: They know

They do not know.

Spanish: Tengo que ir al cine

No voy a ir al cine.

D. Affixation

It is the process by which word elements are attached to a lexical unit to change its function or meaning such as :

Adj.--- Noun: Able ----- Ability.

Nouns ____ Adj.: Beauty ----- Beautiful.

Nouns ---- Nouns: Score ----- Underscore.

Adj. ----- Adv: Polite ----- Politely.

Verb ---- Verb: Act ----- React.

Adj.----- Adj.: Happy ----- Unhappy

Verb ---- Noun: Bore ----- Boredom.

The affixation system is divided in two ways as:

- Prefix: It is a letter or group of letters added at the beginning of a word to change its meaning. The most common prefixes in English are the following:

Il: Illegal, Illogical.

In: Invisible, inoffensive, inaudible.

Im: Impossible, impartial, immoral, immature.

Un: Unstress, unnecessary, unsatisfy.

Dis.: Disapprove, disappear.

Re: rewrite.

Over: Overcome, overgrown.

Contra : Contradict, contraband.

Dia: Diameter, diaper.

Equi: Equivalent, equilibrium.

Hetero: Heterogeneous, homosexual.

Intro: Introduce, introvert.

Micro: Microscope, microphone.

Non: Non existent,

Ob : Obstinate, obscure.

Peri: Perimeter, periscope.

Poly : Polygamy, polychrome.

Pro: Propulsion, prologue, project.

Re : Return, retroactive.

Simil : Similar, simile.

Sub : Subway, submarine, subnormal.

Tele: Telegraph, television.

Tri : Trimester, trilateral.

Ultra : Ultraliberal, ultramodern.

Uni : Uniform, unique.

Vice : Viceroy, vice-president.

Most common prefixes in Spanish. The majority of Spanish prefixes are prepositions that can be separated from the lexical unit and can be used independently. For example:

Sin/numero
 Tras/pie
 Ante/ayer
 So/cavar
 Sobre/humano

When these Spanish prepositions are part of the word, they cannot be separated without destroying the meaning of a word. e.g.:

Extra/vagancia ----- Obstruir.
 So, the real common prefixes in Spanish are:
 Vice: Vicepresidente, viceministro.
 Sub: Subdirector, subjefe.
 Retro: Retrogrado, retroceder, retroalimentacion.
 Equi: Equitativo, equivalencia.
 Pre: Preposición, prehistórico.
 Infra: Infraestructura, infrarrojo.
 Ab Abnegación, absuelto, abnegado.
 Semi: Semiautomático.
 Bi/bis: Bilingüe, bisabuelo.
 Pro: Propiedad, procurador.
 Extra: Extraoficial.
 Post/pos: Posguerra, posponer.
 Re: Rehacer, reestructurar.

As it is notory, there is a difference between Spanish and English prefixes:

In English prefixes can not be separated because it does not have any meaning. So, they are inseparable, generally speaking and in Spanish it is the other way around most of the prefixes have meaning by themselves. The following examples illustrate words from Spanish and English with prefixes that have similar form and elements of common meaning:

Spanish	English
Ab-normal	<i>Ab-normal</i>
Ad-mitir	<i>Ad-mit</i>
Ante-cedente	<i>Ante-cedent</i>
Anti-doto	<i>Anti-dote</i>
Contra-banza	<i>Counter-balance</i>
Contra-decir	<i>Contra-dit</i>
Co-operar	<i>Co-operate</i>
Des-cubrir	<i>Dis-cover</i>
En-contrar	<i>En-counter</i>
Im-posible	<i>Im-possible</i>
In-accion	<i>In-action</i>
Post-poner	<i>Post-pone</i>
Pre-parar	<i>Pre-pare</i>
Sobre-humano	<i>Super-human</i>
Sub-marino	<i>Sub-marine.</i>

Activity

Write two or three words for each prefix below:

Il:-----.

In:-----.

Un:-----.

Im:-----.

Dis :-----.

Re :-----.

Over :-----.

A-, an -- :-----.

Ab :-----.

Auto :-----.

Be :-----.

Cor :-----.

Dia :-----.

Epi :-----.

Equi :-----.

Hetero :-----.

Pre :-----.

Ultra :-----.

Vice :-----.

Tri :-----.

Suffixes

They are a group of letters or a letter added at the end of a word to change its meaning. For example:

English Suffixes	
-ness: sadness	-ism: Catholicism
-ly: carefully	-ty: reality
-less: lifeless	-dom: freedom
-ful: powerful	-ship: relationship
-ment: development	-hood: neighborhood
-ing: working	-ion: composition
-ed: started	-ian: musician
-ied: studied	-ium: stadium
-er/or: worker	-ier: earlier
-es: watches	-ity: facility
-est: biggest	-ous: anxious
-ward: toward	-ish: selfish

The following lists of suffixes are to use them in their areas of meaning. For example:

Noun Suffixes

The following suffixes are added to nouns to show:

The one who practices

---- ist	Socialist, biologist.
---- cian	Magician.

The one who works

---- man	cameraman
---- wright	Playwright

Art or skill

---- ship	Showmanship, craftsmanship

Female

---- ess, -- stress, -- trees	Hostess, seamstress, actress
---- enne	Comedienne, equestrienne
---- ette	usherette, majorette
---- ine	Heroine
---- trix	Aviatrix

A trade or occupation

---- ery	surgery, robbery
---- ry	dentistry, husbandry
---- er, -- or	teacher, mentor
---- eer	engineer
---- ite	socialite
---- ant, -- ent	applicant, occupant, correspondent

An action or process

---- ade	blockade, parade
---- age	marriage, pilgrimage
---- ation	vacation, visitation
---- cy	accuracy, truancy

---- ism	baptism, heroism
---- ment	amusement, agreement
---- ure	tenure, seizure, failure

A product or thing

---- ade	orangeade
---- ery, --ry	mastery, jewelry
---- ment	adornment, instrument
---- mony	harmony, matrimony

Material

---- ing	lining, stuffing, siding, meeting, learning

Place for

---- arium	aquarium, planetarium
---- ary	infirmary, library
---- orium	auditorium
---- ory	laboratory, observatory

Small things

---- cle	particle, icicle
---- cule	molecule, miniscule
---- et	bonnet, sonnet
---- ette	kitchenette, cigarette
---- let	owlet, pamphlet
---- ling	duckling, fledgling

The study of

---- ology	biology, physiology

Scientific or social systems

---- ics	physics, statistics

Surgical removal of

---- ectomy	tonsillectomy, appendectomy, vasectomy

Inflammation of

---- itis	tonsillitis, appendicitis

State or quality of

---- ance, --- ence	admittance, dependence
---- ancy, ---ency	buoyancy, insurgency
---- ation	demonstration, registration
---- cy	infancy, primacy
---- dom	freedom, kingdom
---- ery, ---ry	treachery
---- hood	boyhood
---- ion	companion, passion
---- ism	socialism, racism
---- ity	brevity, inequity
---- ization	civilization, commercialization
---- ment	enjoyment, advertisement
---- ness	happiness, friendliness

---- or	horror, terror, stupor
---- ship	friendship, hardship
---- sion	dimension, apprehension
---- th	length, width, warmth
---- tion	partition, confirmation
---- tude	rectitude, attitude
---- ty	felicity, obscurity

Adjective Suffixes

The following suffixes are added to nouns and verbs to form adjectives which mean:

Full of

---- ful	joyful, hopeful
---- ose	verbose, grandiose
---- ous	anxious, joyous
---- ulent	turbulent

Lacking or without

---- less	hopeless, joyless

Relating to

---- al, --an	natural, urban
---- ary	honorary
---- esque	picturesque
---- etic	pathetic
---- ical	identical

---- ic	barbaric
---- ian	agrarian
---- ial	congenial
---- ine	bovine
---- ish	childish
---- like	lifelike
---- ly	comely, sisterly
---- oid	celluloid
---- ular	popular

Made of

---- en	earthen, flaxen

Capable of

---- able, -- ible	fixable, desirable, intelligent

Inclined to

---- acious	tenacious
---- ant, -- ent	observant, prudent
---- ative	talkative
---- ble	inhabitable
---- ive	responsive
---- some	quarrelsome

State or quality of

---- ate	temperature

---- id	lucid, splendid
---- ile	hostile, docile
---- ious	sensuous
---- y	wealthy, sunny

Adverb Suffixes

The following suffixes attach to adjectives and nouns to form adverbs of manner.

---- ily	happily, speedily
---- ly	quickly, jointly
---- wise	clockwise
---- ways	sideways
---- ly	urgently, extremely

Verb Suffixes

The following suffixes form verbs with the meaning:

To make

---- ate	liberate, activate
---- en	brighten, broaden
---- fy	nullify, satisfy
---- ize	popularize, generalize

Action or Process

---- ade	invade
---- age	scrimmage, pillage
---- er	badger, nourish

---- ure endure, censure

Repeated action

---- ble fumble, mumble, stumble.

Spanish Suffixes

-eza: naturaleza	-or: traidor
-ura: hermosura	-tud: solicitud
-ancia: elegancia	-ante: comandante
-ad: creatividad	-osa: asombrosa
-ia: compañía	-fero: aurífero
-ero: hormiguero	-fico: maléfico
-ez: madurez	-ficar: rectificar
-azo: zapatazo	-forme: uniforme
--cola: agrícola	-fugo: prófugo
-cida: insecticida	-grado: retrogrado
--cultura: apicultura	-movil: automóvil
-cultor: agricultor	-paro: ovíparo
-pedo: bípedo	-voro: carnívoro

The relative large number of derivational affixes that Spanish and English share have important transfer value for a speaker of one language learning the other.

Methodological suggestions: Teacher could give any reading to students in order they underline the prefixes and suffixes they find.

Activity

Classify each suffix listed below as a noun, verb, adjective, or Adverb. Then, write an example for each of them.

Suffixes	Part of speech	Example word
1. -Ment	_____	_____
2. -Ic	_____	_____
3. -Ant	_____	_____
4. -Ize	_____	_____
5. -Ary	_____	_____
6. -Ish	_____	_____
7. -Acious	_____	_____
8. -Ily	_____	_____
9. -Fy	_____	_____
10. -Wise	_____	_____
11. -Ular	_____	_____
12. -Cy	_____	_____
13. -Hood	_____	_____
14. -Ism	_____	_____
15. -Ion	_____	_____

LESSON 1.3 PHRASE STRUCTURE

1.3.1 NOUNS, PRONOUNS AND ADJECTIVES

Objective: To analyze noun, pronouns, and adjectives in a sentence.

The words in a language are diverse for meaning and functions these have in a sentence . With these words, it is possible to make classes and groups of word forms such as:

A. Noun

The noun tells who or what sentence is about. In English there are singular and plural subjects as follow:

▪ Singular and Plural nouns:

To make the plural form of most nouns add –s . Example:

One pen	two pens
One elephant	two elephants
One cup	five cups

End of noun: vowel+ -y, plural form change y to I, add –es. Examples:

Baby	babies
City	cities
Energy	energies

End of noun vowel + y, plural form add –s. Examples:

Boy	Boys
Key	Keys
Cowboy	cowboys

End of noun -fe or -f, plural form change f to v add -es. Examples:

Wife	wives
Thief	thieves
Knife	knives

End of noun -sh, -ch, -ss, -x plural form add -ss. Example:

Dish	dishes
Match	matches
Class	classes
Box	boxes

End of noun consonant + or plural form add -es. Examples:

Tomato	tomatoes
Potato	potatoes

End of noun vowel + or plural form add -s. Examples:

Zoo	zoos
Radio	radio

▪ Irregular Plural Forms

Singular	Plural	Examples
Child	Children	Mr. And Mrs. Smith have a child. Mr. And Mrs. Jones have two Children.
Foot	Feet	I have a right foot. I have two feet.
Man	Men	I see a man on the street. I see two men on the street.

Mouse	Mice	My cat sees a mouse.
		Cats like to catch mice.
Tooth	Teeth	My tooth hurts.
		My teeth are white.
Woman	Women	There is one woman in class.
		There are ten women in class.
-----	People	There are ten people in class.
Note: People does not have final -s.		

▪ **Count and Noncount Nouns:**

The count nouns are the ones you can count. The noncount nouns usually refer to a whole group of things that is made up of many individual parts, a whole category made up of different varieties. For example:

	Singular	Plural
Count	A book	Books
	One book	Two books
		Some books
		A lot of books
		Many books
		A few books
Noncount	-----	Money
		Some money
		A lot of money
		Much money
		A little money

There is a list of common noncount nouns such as:

Abstract:

Advice	Beauty	Communism	Age
Capitalism	Democracy	Energy	Help
Justice	Laughter	Fun	Honesty
Kindness	Liberty	Happiness	Information
Knowledge	Life	Play	Recreation
Strength	Trouble	Truth	Virtue
Wisdom	Work		

Matter, Material:

Air	Cheese	Grass	Meat
Beer	Coal	Hair	Milk
Blood	Coffee	Ice	Oil
Bread	Electricity	Ink	Oxygen
Butter	Fog	Iron	Paper
Cake	Fish	juice	Rain
Chalk	Gold	Lumber	Rice
Smoke	Snow	Soap	Soup
Tea	Water	Wine	Wood

Generic Terms:

Business	Jewelry	Money	Stationery
Change	Luggage	News	Traffic
Equipment	Machinery	Propaganda	Vegetation

Fruit	Mail	Scenery	Weather
Subject Matter:			
Architecture	Engineering	Literature	Science
Art	English	Mathematics	Technology
Chemistry	Geology	Music	Vocabulary
Civics	Grammar	Philosophy	Economics
History	Physics		

Sports and Recreation:			
Baseball	Camping	Football	Hockey
Basketball	Dancing	Golf	Homework
Bridge	Drinking	Hiking	Hunting
Opera	Softball	Traveling	Sailing
Swimming	Volleyball	Singing	Television

Possessive Nouns:

They show that a person possesses something, add an apostrophe ' and -s to a singular noun: For example:

My mother has a name.	My mother's name is Fran.
My fiend has an apartment.	My friend's apartment is small.
The student has a book.	The student's book is red

Also, in Spanish the subject exists in a sentence which are the words that name materials and inmaterials things which can say something. The subjects for its meaning is divided in many groups such as:

1. Common and Proper Nouns

Common are those that make reference to the characteristics of the being named. For example:

Perro
Rosa
Gato

The Proper subject are individuals even there are many people and countries with the same name such as:

Mariana
Nerón
Barcelona
Caribe
Rodriguez

2. Concrete and Abstract Noun:

The concrete subject name things that can be perceived by the senses such as :

Tren	Aroma	Donald
Limón	Pirineos	Superman
Pitido	Aconcagua	Aplausos

The Abstract subjects name things that can not be perceived by the senses such as:

concepto	Secreto	Agradecimiento
Decisión	Ignorancia	Hermosura
Deporte	Longitud	Tiempo

3. Individual and Collective :

The individual nouns are in singular and name only one thing for example:

Oveja
Soldado
Perro
Casa
Cuaderno

The collective ones are in singular and name group of things . For example::

Rebaño
Ejercito
Jauría
Caserío
Manada
Ato

4. Countable and Non countable:

Countable nouns name things that can be counted for example

Un lápiz	Dos lápices	Tres mesas
Un día	Un gato	diez manzanas

Non countable nouns name things that can not be countable as:

Agua	Arena	Simpatía
Crema	Azúcar	Sal

Activity

Write True or False for the following sentences.

1. The subject tells who or what the sentence is about. -----
2. The noncount nouns are abstract, matter, generic terms, subject matter, sports and recreation. -----
3. The possessive nouns show that a person does not posses something.-----
4. Nouns in Spanish are the words that name materials and immaterial things which can say something.-----
5. The nouns for their meaning are only divided in groups as : common and proper concrete and abstract countable and noncountable. -----
6. Agua, arena, azúcar, sal and amistad are sample of countable nouns. -----

B Pronouns

Generally, pronouns are a small closed class in both Spanish and English languages. In Spanish, there is a full set of distinctions for person and number, a partial set of case distinctions, specifically marked gender forms and a level of formality category in the form of the second person. Pronouns in Spanish derive historically from three separate sources. The first and second person pronouns in Spanish are inherited forms of Latin pronouns which are represented by *yo*, and *tu*. And the plural ones are: *nosotros*, *nosotras*, *vosotros*, and *vosotras*.

The third person pronoun forms are derived historically from Latin demonstratives words and are closely related to the Spanish definite articles. The third person pronouns refer to: *el*, *ella* in singular and *ellos*, *ellas* in plural.



Personal Pronouns in Spanish

	Persons	Subject	Object	Terminal	Special form
SINGULAR	1 st	Yo	me	mi	conmigo
	2nd	Tu, vos(usted)	te	ti	contigo
	3rd	el, ella, ello	se, lo, la, le	si, (el, ella, ello)	consigo
PLURAL	1st	nosotros(as)	nos	nosotros(as)	
	2nd	vosotros(as)(ustedes)	os	vosotros(as)	
	3rd	ellos, ellas	se, los, las, les	Si(ellos, ellas)	

- The personal pronoun "usted" was written between parenthesis because it is a noun that names the second person but with forms of the third one.
- The personal pronouns have the function to communicate and they take the place of a noun which names a person.

The English pronoun system is somewhat simpler, with distinctions for number, case, and gender. The pronouns substitute the name when the listener knows who talks. It can not be possible to omit the nominative personal pronoun before the verb.

Personal Pronouns in English

	Persons	Nominative	Accusative and Dative
SINGULAR	1 st	I	Me
	2 nd	You	You
	3 rd	He/she/it	Him/her/it
PLURAL	1 st	We	Us
	2 nd	You	You
	3 rd	They	Them



I/me : To the person who talks.

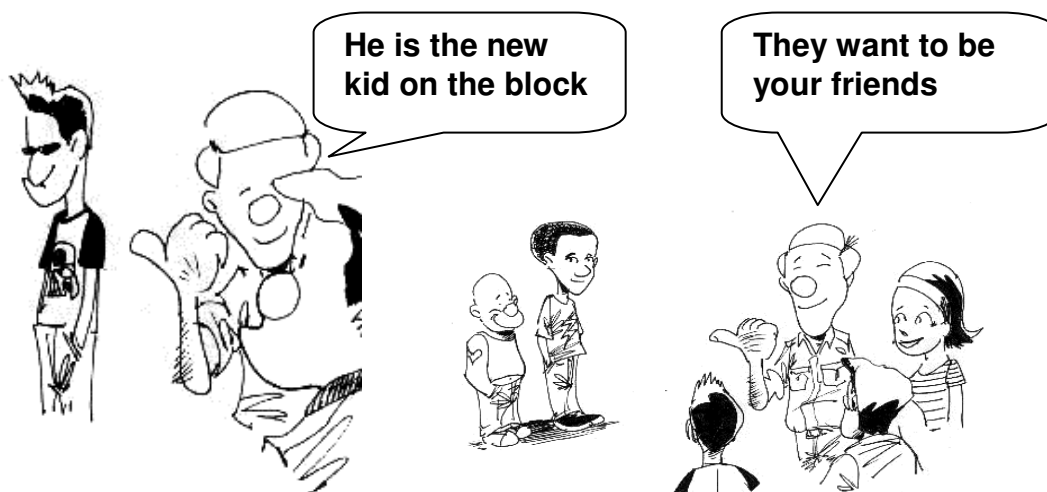
You : To the person to whom we talk. to

He/him : To one person masculine gender or any domestical masculine animal.

She/her : To one person feminine gender or any domestical female animal.

We/us : To the person who talks and other.

They/them : To many persons and animals.



COMPARISON

ENGLISH	EXAMPLES	SPANISH	EXAMPLES
I	I live in San Salvador	yo	Yo vivo en San Salvador
We	We came to school.	Nosotros(as)	Nosotros vinimos a la escuela.
You	You can swim.	Tú ,vosotros ,vosotras, Usted ,ustedes ,ti ,te ,os, Lo ,la ,le ,los ,las ,les ,se.	Usted puede nadar.
He	He is intelligent.	el	El es inteligente.
She	She is beautiful.	ella	Ella es hermosa.
It	It is beautiful.	Lo, la, el. ella, ello.	El es hermoso.
They	They are brothers.	Ellos, ellas.	Ellos son hermanos.
Me	That boy is looking at me.	Mi, me	Ese chico me esta mirando.
Us	She forgive us.	Nos, nosotros ,nosotras	Ella nos perdono.
Him	He is looking at him.	Lo ,le ,se, el.	El lo esta mirando.
Her	Sandra give the pencil to her.	La ,le ,se ,ella.	Sandra dale el lápiz a ella.
Them	I invite them to the party.	Los, las,,les, se, ellos, ellas.	Los invite a la fiesta.

- An important problem revealed by this chart is the correspondence of fifteen Spanish forms to the English pronoun you, which is not formally marked for gender, number, case, or formality level.
- Only three pronouns form have one-for-one correspondence moving from English to Spanish, and only one of these (yo) maintains that correspondence moving back to English (el-ella can be he – she, him-her, or it).

All of the other English pronouns have from two to four Spanish equivalents, except them, which has six.

Methodological Suggestions:

- Teacher could ask students to make sentences using the different personal pronouns.
- Teacher could ask students to create a story using different pronouns.

Exercises

Exercise 1. Write three sentences using the personal pronouns in English (I, we, they)and their equivalents in Spanish (yo, nosotros(as), ellos(as)).

English	Spanish
1. _____	_____
2. _____	_____
3. _____	_____

Exercise 2. Match the number with the correct answer.

1. It derives historically from three separate sources () "usted"
2. The third person plural pronoun in Spanish are () personal pronoun
3. The third person I pronoun in Spanish derive from () fifteen
4. Pronoun that names the second person in Spanish. () six
5. They take the place of a name in a sentence () Latin
6. Number of forms of the English pronoun "you" in () ellos, ellas
Spanish.
7. Number of equivalents that has the pronoun "them" () pronouns in
Spanish

Exercise 3. Choose the correct personal pronoun from the chart and write it on the line provided.

I	Mí
They	Ellos
Me	Nosotros
Them	Yo

English

1. You will invite ____ to the party.
2. ____ can play basketball.
Santa Ana.
3. He is talking to _____.
próximo.
4. ____ am studying English.

Spanish

1. ____ estudié Matemática.
2. _____ vivimos en
3. _____ se casarán el mes
4. Ese regalo es para ____.

C Adjectives

In English Adjectives describe a noun or pronoun. There are three types of adjectives such as:

Positive	Comparative	Superlative
Big	Bigger	Biggest
Beautiful	More beautiful	Most beautiful
Bright	Less bright	Least bright

Comparative Adjectives

They are forms of adjectives or adverbs used to compare different things. With adjectives, You usually add -er to the end to make a comparative. If the adjective ends in y, drop the y and add -ier. For example:

Adjective	Comparative
Tall	Taller
Easy	Easier
Big	Bigger
Hot	Hotter
Pretty	Prettier
Short	Shorter

Adverb	Comparative
Quickly	More quickly
Softly	More softly

Note: When the adjectives good and bad are used to compare things, the entire word changes. Examples:

	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst

Use the comparative form of an adjective to compare two people or objects. Use the superlative form to compare three or more people or objects.

Demonstrative and Indefinitive Adjectives

A demonstrative adjective identifies a particular person, place or thing. The demonstrative adjectives are:

This, these, that, those. Examples:

This pen is red.

These earrings are of gold.

That chair is new.

Those books are about math.

An Indefinitive adjective does not identify a particular person, place or thing but rather a group or number. Among the indefinite adjectives are the following:

All, any, both, many, another, several, such, some, few, and more.

e.g.:

All teachers come to the party.
 Both girls are pretty.
 Another man did the work.
 Any person accepted the risk.
 Many flowers in the garden look good.
 More marbles for you.
 Some places are good to visit them.
 Few tomatoes for the salad.

Interrogative and Possessive Adjectives

An interrogative adjective is used when asking a question. The interrogative adjectives are the following: What and Which. Examples:

What kind of haircut will you get?
 Which dog snarlet at you?

A possessive adjective shows ownership. Among the possessive adjectives are the following: Our, your, her, his, its, my, and their.

e.g.:

That is my dog.
 He washes his jeans.
 Our pictures turned out great.
 Her dog is pretty.
 Your house is big.
 Their car is new.

Adjective in Spanish is every word that modified directly the subject .in a sentence. Adjectives in Spanish can be divided into two big groups:

1. Adjetivos Calificativos.
2. Adjetivos Determinativos.

1. **Adjetivos Calificativos:** indicate quality in a big sense. They indicate:

1.1	Quality-----	Bueno, alto, noble, hábil, torpe, rápido, liquido, Férreo, aterciopelado, luminoso, azul, fuerte.
1.2	Class -----	Español, francés, cristiano.
1.3	Condition -----	Enfermo, sano, roto, soltero, helado, comprometido.
1.4	Situation -----	Próximo, lejano, superior, anterior, exterior.
1.5	Action -----	Alborotador, escandaloso, chillón.

Besides, the qualifying adjectives in Spanish mean qualities that beings have; for that reason or qualities, they are divided into degree such as:

- Positive degree.
- Comparative degree.
- Superlative degree.

Degree	Meaning	Kind	Examples
Positive	Simply name quality	-----	El caballo es un animal veloz.
comparative	Names quality of one thing comparing with the same quality of other thing.	Superiority mas..... que Inferior Menos.. .que Equal Tan... como Igual... que	El caballo es mas rápido que la mula. La mula es menos lenta que el caballo. La cebra es tan rápida como el caballo. La cebra es igual de rápida que el caballo.
Superlative	Names a quality In high grade.	Absolute Muy -ísimo. -a -érrimo, -a	El caballo es muy rápido. El caballo es rapidísimo. Lope de Vega es celeberrimo.
		Relative El más ... El menos ...	El guepardo es el mamífero más veloz. Este vestido es el menos caro.

2. **Los Adjetivos Determinativos:** The determiners adjectives specify the meaning of the subject; and it does not express qualities as:

Algunos lápices	Tres lápices
Estos lápices	¡Que lápizi

So, the meaning of adjectives in English and Spanish depend of the grammatical structures.

Methodological suggestions: Teacher could ask students to read a reading in order to underline subjects, verbs and adjectives.

Activity

Use the following comparative, demonstrative, indefinite, interrogative and possessive adjectives to make sentences.

1. (Easier) -----
2. (Prettier) -----
3. (More quickly) -----
4. (More softly) -----
5. (This) -----
6. (These) -----
7. (That) -----
8. (Those) -----
9. (Both) -----
10. (All) -----
11. (Such) -----
12. (Few) -----
13. (What) -----

1.3.2 PREPOSITIONS

Objective: To identify the different prepositions.

a)Prepositions: They show relationships in time and space and relationships between ideas(logical relationship). Many words that can be used as prepositions can also be used as adverbs ,but not all of them can. A preposition in a prepositional phrase is always followed by a noun, a pronoun, or another word that can replace a noun, such as -ing form (gerund). Always use an object form of a personal pronoun after a preposition. For example:

Noun	Preposition	
Robert put the book	on	the table
Robert went	with	Carol

Pronoun		
Robert went	with	her.

Noun
With practice Priscilla learned to ski.

Ing form/ Gerund
With training the dog learned to obey.

Prepositions of Place: at, in, on.

Prepositions of Place and Movement: about, above, across, against, along, among, at, by, before, behind, below, beneath, beside, between, beyond, down, from, inside, in, into, near, off, over, on, past, round, through, to, towards, under, underneath, up.

Prepositions of Time: after, about, at, by, before, between, during, for, from, in, on, since, till, through, at the time, in the middle of, down to, up to.

*Generally, at, by, and on indicate a point of time. Examples: at 4 o'clock, by 3:30, on Saturday.

*The prepositions: after, before, by, in, since, till, and until indicate a period of time. Examples: after Christmas, by Monday, in the evening.

Prepositions that show Logical Relationships :

1. Use "of " to show relationship between a part or parts and the whole. Also it shows material or content. e.g.: One **of** our friends has a car.

We bought a basket **of** tomatoes.

2. Use "for" to show purpose. e.g.: Thelma is going **for** an interview tomorrow.

3. Use "Except and but" to show omission.

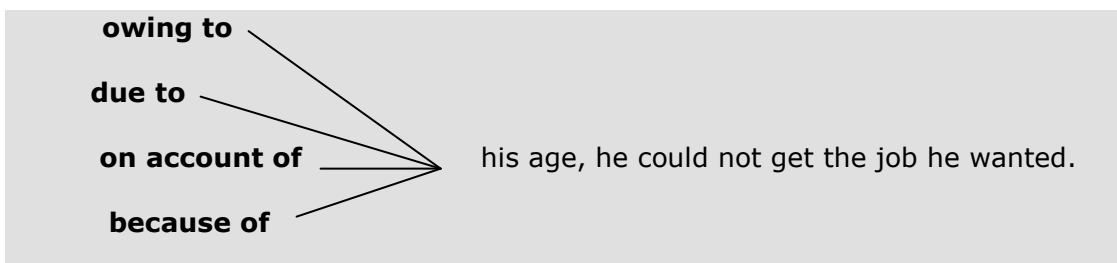
e.g.: No one **except/ but** Catherine saw the new schedule.

4. Use "by and with "to show an agent and without the lack of an agent.

e.g. : They traveled **by** foot .

The small boy tied his shoes **without** any help.

5. To show cause use on account of, because of, owing to, and due to. e.g.:



In Spanish, the prepositions are the following: a, ante, bajo, cabe, con, contra, de, desde, en, entre, hacia, hasta, para, por, sin, sobre, tras.

COMPARISON		
PREPOSITION	ENGLISH	SPANISH
in	I live in San Marcos	Vivo en San Marcos
between	The library is between the university and the hotel	La librería esta entre la universidad y el hotel.
By	She traveled by plane.	Ella viajo por avión

Methodological Suggestions:

- Teacher could give any reading in order students underline the prepositions they find.
- Students could write a paragraph about themselves using the prepositions.

Exercises

Exercise 1. Rewrite each sentence and add the preposition in parenthesis.

1. (in) I live San Salvador. _____
- 2.(from) She comes Nicaragua. _____
- 3.(at) The meeting will be 3:00 p.m _____
- 4.(on) The party is Sunday. _____

5.(after) The homework will be given Christmas._____

6.(since) I know her school._____

7.(about) I bought a book botany._____

8.(because of) his appearance, he could get the job_____

Exercise 2. Write the correct preposition on the spaces given (in, on, at, about, desde, entre, para)

English

Spanish

1. *She lives ____ Mexico*

1. *Nosotros hemos sido amigos _____ niños.*

2. *They knew _____ the party.*

2. *La farmacia está ubicada _____ tu casa y la mía.*

3. *You have to be here ____ 7:00 p.m*

3. *La leche es buena _____ la salud.*

4. *The gift is ____ the table.*

4. *El la ama _____ que la conoció.*

Exercise 3. Circle True (T) or False (F) to each statement.

1. Prepositions show relationship in time and space. T F

2. In a prepositional phrase a preposition is followed by
a noun or a pronoun T F

3. In English "on" is a preposition of time. T F

4. "contra" is a preposition in Spanish. T F

5. The preposition "till" indicate a point of time. T F

6. "above" is a preposition of place and movement. T F

7. The preposition "for" show omission. T F

1.3.3 VERBS

	Simple	Progressive	Perfect	Perfect Progressive
Future	I will walk. Will I walk? I won't walk.	You will be walking. Will you be walking? You won't be walking.	She will have walked. Will she have walked? She won't have walked.	We will have been walking. Will we have been walking? We won't have been walking.
Present	I walk. He walks. Do I walk? Does She walk? I do not walk. He does not walk.	I am walking. You are walking. She is walking. Am I walking? Are you walking? Is she walking? I am not walking. You are not walking. She is not walking.	I have walked. He has walked. Have I walked? Has He walked? I have not walked. He has not walked.	I have been walking. Have I been walking? I have not been walking. She has not been walking.
Past	I walked. Did I walk? I did not walk.	I was walking. You were walking. Was I walking? Were you walking? I was not walking. You were not walking.	I had walked. Had I walked? I had not walked.	I had been walking. Had I been walking? I had not been walking.

Verb is a term expressing an action or a state of being. Verbs are classifying in different times as is shown in the chart below.

1. The simple present express daily habits or usual activities, general statements of facts. Also it is used for events or situations that exists always, usually or habitually in the past, present and future.
2. The present progressive expresses an activity that is in progress right now. The event is in progress at the time the speaker is saying the sentences. Besides, the event began in the past, it is in progress now, and will probably continue into the future.
3. The simple past is used to talk about activities or situations that began and ended at a particular time in the past.
4. The past progressive expresses an activity that was in progress at a point of time in the past or at the time of another action.
5. Simple future is used to express or make predictions about the future, preconceived plan and willingness.

In addition, the regular verbs in past are known for its form of add -ed at the end of a verb. The Irregular verbs change completely in the past tense and in the past participle needs a helping verb.

Regular Verbs	
Finish – Finished	Fix – Fixed
Stop – Stopped	Look – Looked
Hope – Hoped	Call – Called
Wait – Waited	Visit – Visited
Play – Played	Die – Died
Try – Tried	Tie – Tied

Wash – Washed	Watch – Watched
Offer – Offered	Walk – Walked
Help – Helped	Study – Studied
Learn – Learned	Enjoy – Enjoyed
Want – Wanted	Happen – Happened
Paint – Painted	Start – Started
Talk – Talked	Open – Opened
Play – Played	Join – Joined

Irregular Verbs		
Simple form	Simple Past	Past Participle
Be	Was, Were	Been
Become	Became	Become
Buy	Bought	Bought
Catch	Caught	Caught
Cost	Cost	Cost
Cut	Cut	Cut
Dig	Dug	Dug
Do	Did	Done
Draw	Drew	Drawn
Eat	Ate	Eaten
Fall	Fell	Fallen
Fight	Fought	Fought
Find	Found	Found
Get	Got	Gotten

Give	Gave	Given
Go	Went	Gone
Have	Had	Had
Hear	Heard	Heard
Keep	Kept	Kept
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led
Lie	Lay	Laid
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
See	Saw	Seen
Sing	Sang	Sung
Take	Took	Taken
Tear	Tore	Torn
throw	Threw	Thrown
Wear	Wore	Worn
Win	Won	Won

Also, in Spanish there are many different kind of verbs which means actions, conditions and process of the subject. The following three times are the roots of groups. The changes are always presented for time groups. For example:

	Tiempos	Ejemplos	
Presentes	Presente de Indicativo	Juego	Quepo
	Presente de Subjuntivo	Juegue	Quepa
	Presente de Imperativo	juega tu	Quepan
Pretéritos	Pretérito Indefinido	Pud-e	Cup-e
	Pretérito Imperfecto	Pud-iera	Cup-iera
Futuros	De Subjuntivo.		
	Futuro Imperfecto	Sab-re	D-ire
	Condicional Simple	Sab-ria	D-iria

It is important to mention that verbs not only indicate time and manner but also gives information for the development of the actions.

Methodological suggestion: Teacher will ask students to choose ten verbs from the list given before and do ten sentences by using the different tenses of the verb.

Exercises

Exercise 1

Match each verb tense with its corresponding meaning.

1. Verb () It is used to express or make predictions about the future.
2. Simple Present () They are verbs that change completely in the past tense.
3. Present Progressive () They express an activity that was in progress at a point of time in the past.
4. Simple Past () It is a term expressing an action or state of being.
5. Past Progressive () They are verbs in past are known for its form of add -ed at the end of the verb.
6. Simple Future () They expresses daily habits or usual activities general statements of fact.
7. Regular Verbs () They expresses an activity that is in progress right now.
8. Irregular Verbs () It is used to talk about activities or situations that began and ended at a particular time in the past.

Exercise 2

Complete the sentences. Use the words in parentheses. Use different verb tenses.

1. Bob (like) ----- tea, but He (like, not) ----- coffee.
2. My friends (live, not) -----in the dorm. They (have) -----
-----An apartment.

3. I (study) ----- right now and Caroline (eat) -----chicken.
4. Wendy and Carlos (play) football and Jose and Iris (talk)-----
about the exam.
5. I (walk)----- yesterday at night around the park.
6. She (find)----- a wallet on the street.
7. They (write)----- a letter for your friend.
8. They (think) ----- about their family.
9. Sue (study) -----at the library tomorrow afternoon.

LESSON 1.4 COMPLEMENT CLAUSES

Objective: To study what complement clauses consist of

Sentential Complement Clauses

Complement clauses, more specifically, sentential complements are clauses that complement the main clause. They are also called **“Nominal clauses”** because they function as noun phrases. Sentential complement clauses can occur as subjects as well as objects of sentences. For example:

-That Tom remembered the appointment amazed the doctor.

(clause as subject)

-The doctor warned that nicotine causes cancer.

(clause as object)

The word that, which introduces the complement clauses in the sentences ,is called a **“complementizer or a complementizing conjunction”**. Parts of

speech such as complementizer which have no independent meaning but which instead express a relationship between other words in a sentence are called

“grammatical words”.

In addition to complementizers, articles, prepositions and coordinating conjunctions are usually classified as grammatical words. Words that do not have independent meaning, such as nouns, pronouns, verbs, and adjectives, are called **“lexical words”.**

Complement Clauses without “That”

Sometimes, when the complementizer **“that”** is not needed to avoid confusion, it can be omitted. For example:

- We knew that George preferred tea to coffee.
- We knew George preferred tea to coffee.

The complementizer can usually be omitted when the complement clause acts as the direct object of the main sentence. It is needed, however, when the complement clause is the subject of the sentence such as:

- a)That Joan ran for public office amazes me.
- b)Joan ran for public office amazes me.

The purpose of the complementizer **“that”** is to alert the hearer that a complement clause is about to follow. So, it is important to note, however, that the complementizer is required when the complement clause is the subject of the sentence.

Nominal Complement Clauses

These clauses are called in that way because they complement or complete the meaning of the nouns that they follow. For example:

- The theory that Martians inhabit Vermont amazed Clarence.
- The conceived the idea that insomnia prolongs life.
- We laughed at the ridiculous notion that Kathy resembles Linn.

Adjectival Complement Clauses

The adjectival complement clause complements an adjective that follows a linking verb. Together, the adjective and the complement clause constitute a phrase, which we will call an **"adjectival phrase"**. e.g.:

- Randolph was angry that art the neighbors threw a wild party.

Methodological Suggestions:

- Teacher could give students some sentences in order they classify them by complement clauses, nominal complement clauses, or adjectival complement clause.
- Teacher could ask students to make groups to classify as nominal complement clauses or adjectival complement clauses by writing three sentences per group.

Activity # 1

Underline the correct answer.

1.The words which connect the noun phrase are called:

- a)Coordinating conjunctions b)Subordinating conjunctions c)Prepositions

2.A sentence that contains only a simple s-groupings is called:

- a)Clause b)Simple sentence c)Compound sentence

3. An entire sentence can be joined by a:

- a)Verb b)Noun c)Conjunction

4.A sentence that has two **s**-groupings joined by a coordinating conjunction is called:

- a)Simple sentence b)Compound sentence c)Clause

5.They are clauses that complement the main clause

- a)Sentential complement clauses b)Nominal clauses c)Adjectival clauses

6.The word which introduces to the complement clauses in sentences is called:

- a)Clause b)Complementizer conjunction c)Object

7.One of the functions of this complementizer is to alert the hearer:

- a)For b)but c)That

8.These clauses are called like that because they complement the meaning of the nouns they follow:

- a)Adjectival complement clauses b)Nominal complement clauses
c)Sentential complement clauses

9.The adjective and the complement clause constitute a phrase which is called:

- a)Adjectival phrase b)Complementizer c)Noun phrase

Activity # 2

Write five sentences using the coordinating conjunctions: "but" and "or" and their equivalent in Spanish.

1. _____
2. _____
3. _____
4. _____
5. _____

VOCABULARY

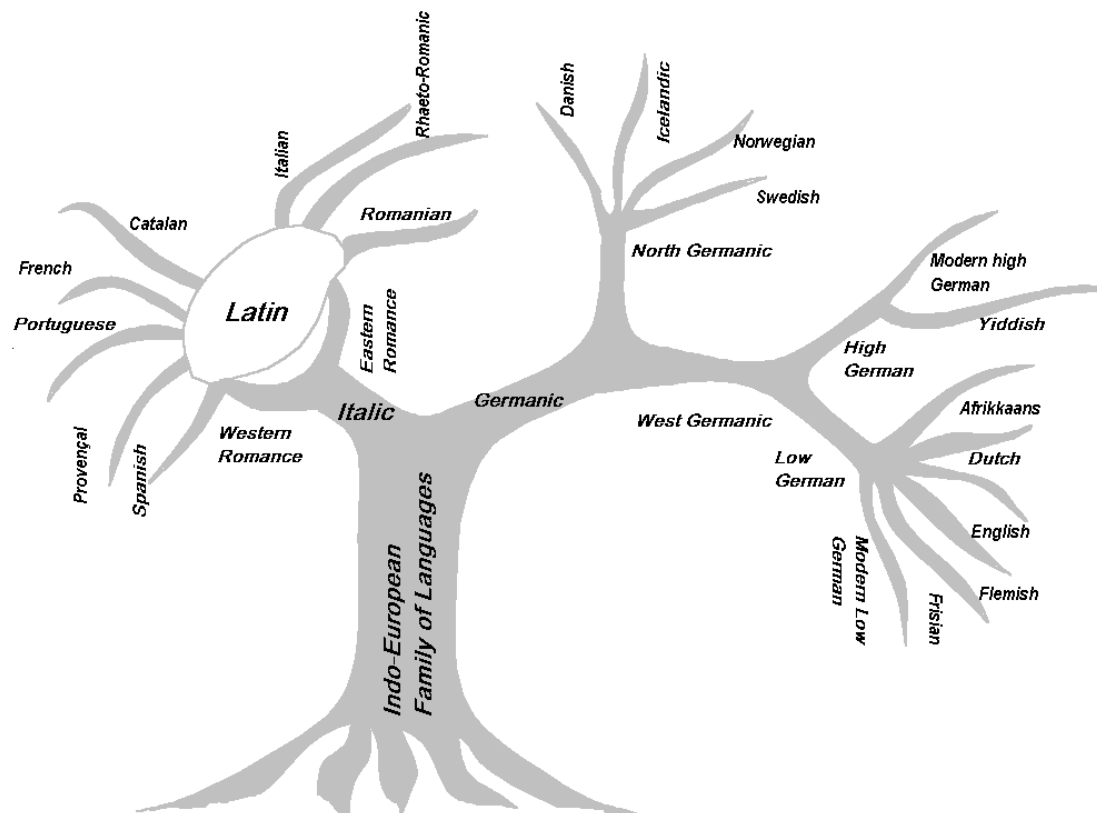
Clause	Pattern
Conjunction	Phrase
Descriptive Grammar	Pitch
Drop off	Prescriptive Grammar
Function word	Semantics
Inherited	Sentence
Lexicon	Speech
Linking	Syntax

UNIT II

THE ENGLISH AND SPANISH AS INDO-EUROPEAN LANGUAGES

THE INDO-EUROPEAN FAMILY OF LANGUAGES

Objective: To find out the origins of the English and Spanish as Indo-European languages.



The super family of languages is known as Indo-European. Such family is composed of the following subfamilies: Baltic, Celtic, Slavic, Germanic, Greek, Indo-Iranian, Italic and two already disappeared subfamilies, the Anatolian, which includes the Hittite language, and the Tokharian. However, this lesson is focused on the Spanish and English languages both descendants from the Italic and the Germanic respectively.

Germanic Languages

The Germanic languages belong to the subfamily of the Indo-European family of languages, spoken by about 470 million people in many parts of the world, but chiefly in Europe and the Western Hemisphere. It is important to mention that all the modern Germanic languages are closely related; moreover, they become closer grammatically and lexically when they are mopped out to the earliest records. This suggests that they all derive from a still earlier common ancestor, which is traditionally referred to as Proto-Germanic and which is believed to have broken from the other Indo-European languages before 500 B.C.

English Language

The English language is a member of the West Germanic group of the Germanic subfamily of the Indo-European family of languages. English is the official language of about 45 countries. It is the mother tongue of about 60 million persons in the British Isles, from where it spread to many other parts of the world during the British colonies from the 17th through 19th century. As a result of such expansion, English is the most widely scattered of the great speech communities. Thus, it is now also the first language of about 228 million people in the United States; 16.5 in Canada; 17

million in Australia; 3 million in New Zealand and a number of pacific islands; and approximately 15 million others in different parts of the Western Hemisphere, Africa, and Asia. It is also the most commonly used auxiliary language in the world.

Romance Languages

All of the Romance languages are descended from Latin. Thus, they belong to the Italic subfamily of the Indo-European family of languages. The Romanic or the Romance languages are spoken by about 670 million people in many parts of the world, but chiefly in Europe and the western Hemisphere. Among the more important Romance languages are Catalan, French, Italian, Portuguese, Rhaeto-Romanic, Romanian, and Spanish.. The spread of some Romance languages to others parts of the world, especially the Western Hemisphere, accompanied the colonizing and the empire-building of the mother countries of these languages, notably, Spain, Portugal, and France.

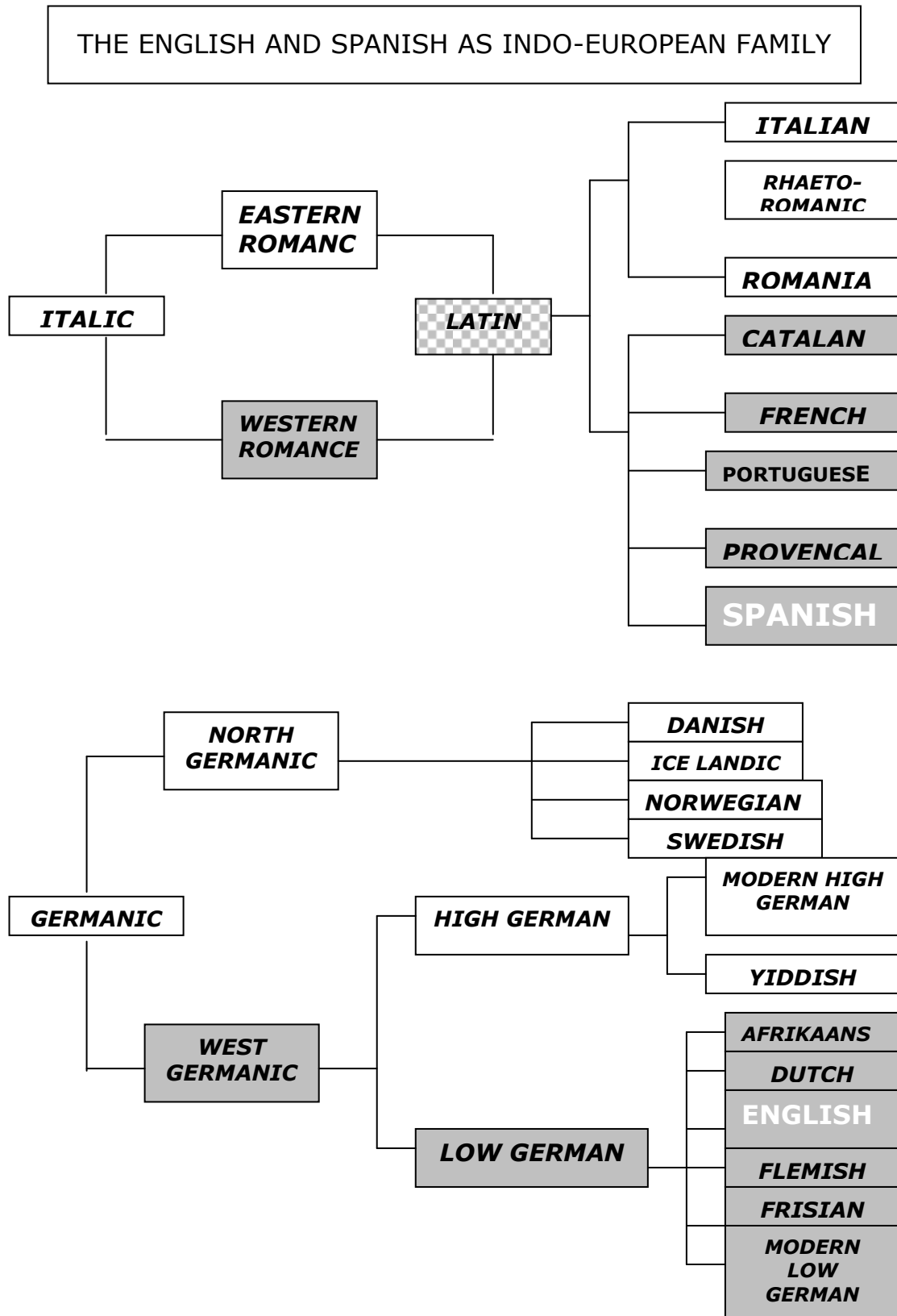
These languages are called Romance because their parent tongue, Latin, was the language of the Romans. However, the variety of Latin that was their common ancestor was not Classical Latin, but Vulgar Latin, which was a popular language of everyday usage. Such language was spread by soldiers and colonists throughout the Roman Empire. Nevertheless, after the fall of the Western Roman Empire there was a degree of regional isolation. In addition to this, the Germanic invasions from the north contributed to diminish the Vulgar Latin. In spite of this, the language survived and evolved into the individual Romance tongues.

Spanish Language

Spanish language, member of the Romance group of the Italic subfamily of the Indo-European family of languages. It is the official language of Spain and 19 Latin America nations, Spanish is spoken as a first language by about 330 million persons and as a second language by perhaps another 50 million. It is the mother tongue of about 40 million people in Spain, where the language originated and from where it was brought by Spanish explorers, colonists, and empire-builders to the Western Hemisphere and other parts of the world during the last five centuries. It is the native language of over 17 million people in the United States.

Spanish is a descendant of the Vulgar Latin brought to the Iberian peninsula by the soldiers and colonists of ancient Rome. Thus, the Spanish vocabulary is basically of Latin origin, although it has been enriched by many loan words from other languages, especially, Arabic, French, Italian and various indigenous languages of North, Central, and South America. The oldest existing written records date from the middle of the 10th century A.D.

In order to illustrate better the origins of the English and Spanish languages, it is necessary to observe the following chart below.



Methodological suggestion: The teacher creates work groups in order to promote the discussion and consequently, an oral presentation about the topic.

Activity

Match the number on the corresponding blank.

1. Indo-European subfamily of languages.	___ Spanish and English languages.
2. Low German languages	___ It is basically of Latin origin.
3. Romance languages.	___ Vulgar Latin.
4. Descendant languages from Italic And Germanic.	___ Catalan, French, Italian, Portuguese, Rhaeto- Romanic, Romanian and Spanish.
5. It is the common ancestor of Romance Languages.	___ Baltic, Celtic, Slavic, Germanic, Greek, Indo-Iranian, and Italic.
6. Proto-Germanic.	___ Afrikaans, Dutch, English, Flemish, Frisian, Modern Low German.
7. Spanish vocabulary.	___ It is believed to have broken from the other Indo- European languages before 500 B.C.

VOCABULARY

Ancient	Indigenous
Colonists	Indo – European Languages
Descendant	loan words
Empire	Proto – Germanic
Germanic Languages	Romance Languages
Hemisphere	Vulgar Latin
Iberian	

UNIT II I

TYPES OF RESEARCH IN APPLIED LINGUISTICS

Objective: To identify the different types of research

Applied linguistics provides the theoretical and descriptive foundations for the investigation and solution of language related-problems, especially those of language education (first-language, second-language and foreign-language teaching and learning).

Applied linguistics has two types of research:

- Field research
- Bibliographical research

The field research consists of the collection of data in as natural a setting as possible. The field research predominates in four types of study: Dialectology, sociolinguistics, bilingualism and psycholinguistics.

Dialectology: Consists of surveys and questionnaires to research dialectal ways. Thus, it is the study of the regional variations of a language. Usually, studies in dialectology have concentrated on different words used in various dialects for the same object or on different pronunciations of the same word in different dialects.

Sociolinguistics: It is the study of language in relation to social factors, that is, social class, educational level and type of education, age, sex, ethnic origin etc.

Thus, it is the study of stratification of urban dialects based on surveys and questionnaires.

Bilingualism: It is the study of the use of at least two languages either by an individual or by a group of speakers, such as the inhabitants of particular region or a nation through surveys, questionnaires and direct observation.

Bilingualism is common in, for example, the province of Quebec in Canada where both English and Spanish are spoken, or parts of Wales, where both Welsh and English are spoken as well as Barcelona in Spain, where both Catalan and Spanish are spoken.

Psycholinguistics: It is the study of the acquisition and use of language. In other words, it is the study of how humans learn language, and the mental processes that a person uses in producing and understanding language.

Bibliographical research explores what has been written about any topic or problem. It permits to support the research that wishes to perform, it avoids to perform researches that have been made before, to continue researches which are not completed, to search information to select a theoretical framework, etc.

There are three levels to consult bibliography and this one is according to the type of person who was designed.

a) Bibliography to the public: this material is designated to all kind of people. In this category, it can find common dictionaries, encyclopedias, and scientific articles from newspapers and magazines.

b) Bibliography to students or learners: this includes all kind of material, which has designated to systematic teaching. It finds manuals, the internal publications from the subjects, texts as bibliography by the teachers.

c) Bibliography to professionals and researchers: this includes special articles from journals or magazines designed to professionals and researchers.

When someone is looking for any information, it is not convenient to consult scientific magazines because the material can lost prestige, seriousness or credibility. Also, it could not include bibliography not consulted before.

Dankhe proposes three sources to classify the bibliographical information sources and these are: primary sources, second sources and third sources.

The primary sources are: books, any article from a magazine. Second sources are a list of primary sources as newspapers publications which include articles, books, thesis, etc. Third sources include second sources as catalogs of newspaper magazines.

Generally is convenient to begin the research through third sources to look what magazines publish about the topic the researchers are interested in; then it is necessary to check second sources in order to place inside the magazines the information which is needed. Finally, primary sources already selected will provide the direct information. The comprehension of scientific expositive texts or techniques is a cognitive task, not just because the reader must have and be able to perform a variety of reading procedures and memory administration. The bibliographical research demands abilities with the (in put) and the prosecution.

For example the input has a relation with: to find, to listen, to read, to memorize, to select, to keep. And the prosecution has a relation with: to analyze, to determine, to understand, to create, to criticize, to compare to conclude, to organize.

During the bibliographical consult, the text can be read into ways: sequentially and structurally. The sequential reading is when someone reads word by word or line by line. And structural reading is when someone reads titles and organizes the texts to discover which the principal ideas are.

According as the bibliography is consulted also is registered and the most common way it is in cards even though it uses notebooks, memorandum books and sheet of papers. Finally, the bibliographical research finishes with the search of information consulted.

Methodological suggestions:

- Teacher could ask students to make groups. Each group will give an example for each type of applied linguistics research.
- Teacher will ask students to name at least two examples of each source of bibliographical information.

Activities

Activity 1. Write True or False to each statement.

1. The field research consists of the collection of data in as natural setting as possible. _____
2. Sociolinguistics consist of surveys and questionnaires to research dialectal ways. _____
3. Applied linguistics has two types of research. _____
4. Bilingualism is the study of language in relation to social factors. _____
5. Sociolinguistics is the study of stratification of urban dialects based on surveys and questionnaires. _____
6. Psycholinguistics is the study of the acquisition and use of language. _____
7. Applied linguistics provides the theoretical and descriptive foundations for the investigations. _____

Activity 2

Teacher will ask students to get in groups and he will ask them to begin a bibliographical research about a common topic. Teacher will give them certain period of time to elaborate it and also students will elaborate a card about the information registered about the topic.

VOCABULARY

Applied Linguistics

Dialectology

Sociolinguistics

Bilingualism

Psycholinguistics

UNIT IV

PHONOLOGICAL ANALYSIS

LESSON 4.1 CONSONANT PHONEME CLASSIFICATION

Objective: To classify phonologically consonant sounds.

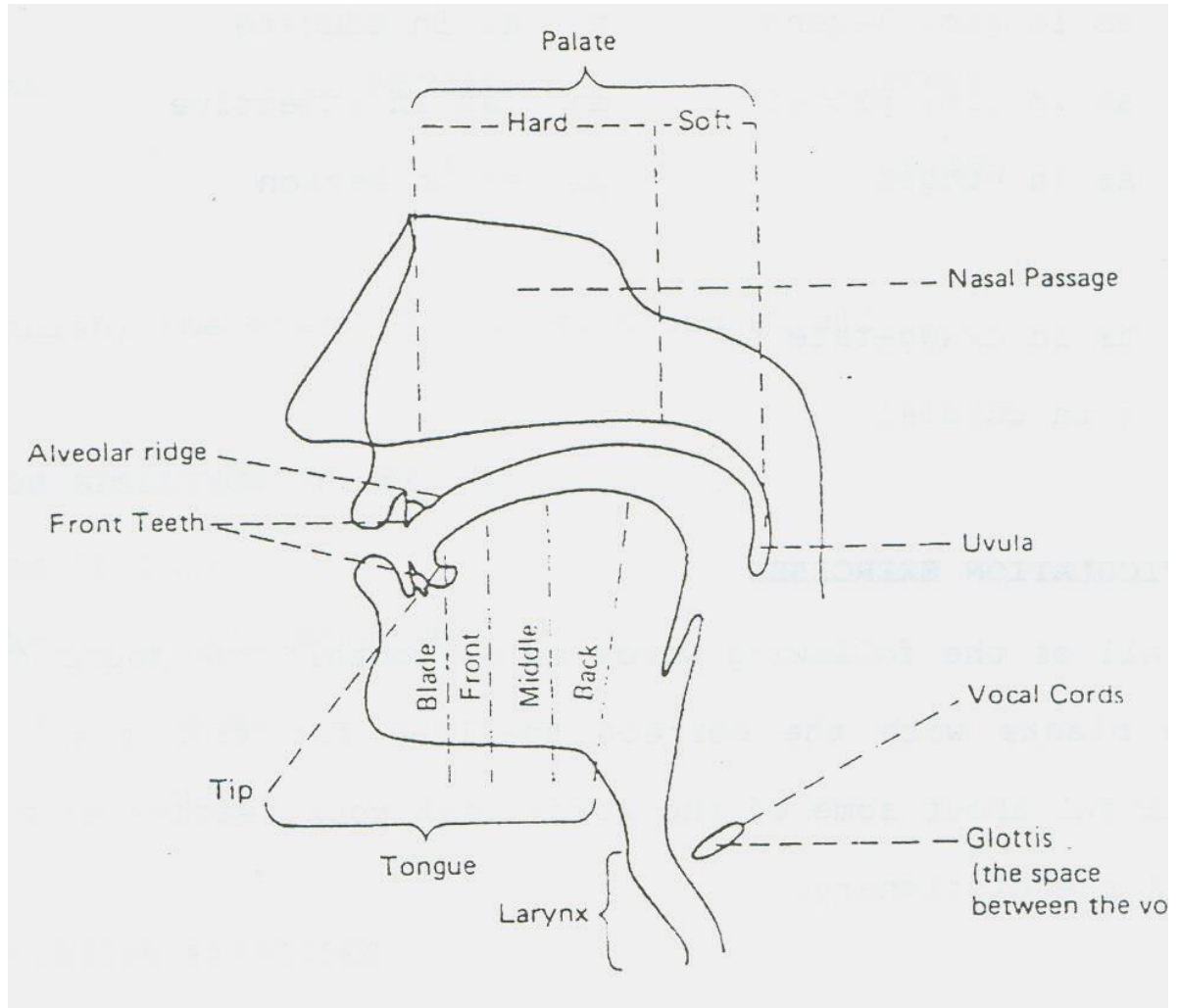
Throughout the development of any study, it is necessary to provide specific information about the issue in discussion. Thus, this lesson is focused on consonant pronunciation. So, it contains an explanation on these sounds:

Speech sounds, both vowels and consonants are classified by their phonetic features. A phonetic feature is a label for some movement or position of the speech organs. Every sound has several phonetic features, and the particular combination is what enables the listener to distinguish between contrasting phonemes, and recognize the words. The most important phonetic features used to classify consonant phonemes are:

- *Voicing*
- *Place of articulation*
- *Manner of articulation*

Before studying the phonetic features, it is important to know the speech organs where the sounds are articulated and produced. In this way, the drawing below illustrates the places of articulation and manner of articulation.

The Speech Organs



Methodological suggestion: The teacher models the teaching of a consonant sound by using the phonetic features in the classroom and asks the students to find the difference between the consonant phonemes of English and Spanish by making individual presentations.

Voicing

It refers to the vibration of the vocal cords. This vibration determines whether a sound is voiced or voiceless.

- **Voiced Consonants:** They are produced with a vibration in the vocal cords .

The English voiced consonants are: /b/, /d/, /g/, /v/, /z/, /ð/, /j/, /ʒ/, /m/, /n/, /ŋ/, /y/, /w/, /l/, /r/.

The Spanish voiced consonants are: /b/, /d/, /g/, /m/, /n/, /y/, /w/, /l/, /ʎ/, /ñ/, /r/, /rr/.

- **Voiceless Consonants:** They are produced without any vibration in the vocal cords.

The English voiceless consonants are: /p/, /t/, /k/, /f/, /s/, /θ/, /ç/, /ʃ/, /h/.

The Spanish voiceless consonants are:

/p/, /t/, /k/, /f/, /s/, /ç/, /h/.

Place Of Articulation

It refers to the place in the vocal tract where there is the greatest degree of obstruction. The places are:

- Bilabial:** To produce bilabial sounds, it is necessary to keep both lips together. In English and Spanish, the bilabial sounds are the following:

Voiceless: /p/ as in pit, tip

/p/ as in papa, pelo

Voiced: /b/, /m/ as in bat, tab, - meet, ham, smoke

/b/, /m/ as in bella, tabla, - mesa, memoria

- Labiodental:** Labiodental sounds are produced by bringing the lower tip into contact with the upper teeth. They are

English and Spanish /f/

Voiceless: /f/ as in fig, gift, muff

/f/ as in fin, feo, afro

English only

Voiceless: /v/ as in vat, save

- c) Interdental:** Interdental sounds are produced by placing the tongue tip between the teeth. There are two interdental sounds in English, both spelled “th”, one as in *thin* and the other as in *then*. The “th” in *thin* is voiceless, and it is represented by /θ/; while the “th” in *then* is voiced, and it is represented by /ð/.

Other words having an initial voiceless interdental include *think*, *thong*, and *thorn*; and others having the voiced counterpart include *the*, *this* and *though*.

- d) Dental:** This is a sound articulated against or just behind the upper front teeth. Spanish language has two dental sounds:

Voiceless: /t/ as in tonto, títere

Voiced: /d/ as in dando, beldad

- e) Alveolar:** The alveolar ridge is the bony protuberance located where the upper teeth join the palate. Six sounds are made in the alveolar area:

English only

Voiceless: /t/, as in tip, put

English and Spanish

Voiceless: /s/ as in stick

/s/ as in serpiente

English only

Voiced: /d/ as in dip, pad

English only

Voiced: /z/ as in zoom, fuzz

English and Spanish

Voiced: /n/ as in know, snow

/n/ as in nana, anona

Voiced: /l/ as in lit, till, slit

/l/ as in lola, ala

Voiced: /r/ as in right, tire, shrimp

/r/ as in caro, flor

Spanish only

Voiced: /rr/ as in raro, ferrocarril

- f) **Alveo-palatal:** The front, hard part of the roof of the mouth is the palate, and the soft back part is the velum (if you slide the tip of your tongue back over the roof of your mouth, you will notice a sharp line which divides the palatal and velar areas.) Four sounds are articulated at the extreme forward area of the palate, near the alveolar ridge. For this reason they are called alveo-palatal. They are:

English and Spanish

Voiceless: /č/ as in chew, hitch

/č/ as in chucho, chino

English only

Voiceless: /š/ as in show, bush

English and Spanish

Voiced: /j/ as in gem, badge

/j/ as in yeso

English only

Voiced: /ʒ/ as in garage, massage, rouge

g) Palatal: This sound is voiced and it is articulated by bringing the back of the tongue near the palate.

English only

Voiced: /y/, as in yet and yes

Spanish only

Voiced: /ɰ/ as in llanta, caballo

Spanish only

Voiced: /ɲ/ as in ñoño, año

h) **Velar:** The velum is the soft, fleshy area directly behind the palate. Velar sounds are articulated by bringing the back of the tongue into contact with the velum.

English and Spanish

Voiceless: /k/ as in catch, back, skin

/k/ as in casa, cacao

English and Spanish

Voiced: /g/ as in give, egg, ghost

/g/ as in gato, galgo

English only

Voiced: /ŋ/ as in thing, tongue

Manner Of Articulation

It refers to the degree of air obstruction and the way in which the puff of air is released, from sudden to gradual.

- a) **Stops:** A stop is produced by completely blocking the breath stream, then releasing it abruptly. Some phoneticians call this sound “occlusive”.

English

Voiceless: /p/, /t/, /k/ as in punch, tame, cake

Spanish

Voiceless: /p/, /t/, /k/ as in palo, tomar, candado

English

Voiced: /b/, /d/, /g/ as in big, door, goose

Spanish

Voiced: /b/, /d/, /g/ as in bola, dolor, guerra

- b) **Fricatives:** When pronouncing fricative sounds, one of the articulators is brought close to one of the points of articulation, creating a narrow opening. When the air stream is forced through this opening, a turbulence or friction is created. Fricatives are therefore noisy sounds. They occur at four points of articulation: Interdental, labiodental, alveolar, and alveo-palatal. Fricatives can be voiced and voiceless.

English and Spanish voiceless fricative sounds:*/f/ as in fear**/f/ as in ferro**/θ/ as in think**/s/ as in simple**/s/ as in sapo**/ʃ/ as in shine**/h/ as in jocote**/h/ as in hotel**/x/ as in jícama***English voiced fricative sounds:***Voiced : /v/ as in vain**/ð/ as in these**/z/ as in zipper**/ʒ/ as in assure*

- c) **Nasal:** The velum serves two major functions in speech. It not only provides the place of articulation for the velar stops /k/ and /g/, but also contributes to the shaping of nasal consonants, or nasals. The velum can be raised and brought into contact with the pharyngeal wall, closing off the nasal cavity, or it can be lowered, opening the nasal cavity. When the velum is lowered, air resonates in the nasal as well as the oral cavities, and the air stream leaves the vocal tract through the nose rather than through the mouth. Since the action of the tongue and the velum are independent of one another, we have nasals at various points of articulation in the oral cavity.

English and Spanish nasal sounds

Voicing: /m/ as in <i>much</i>	/m/ as in <i>mucho</i>
/n/ as in <i>no</i>	/n/ as in <i>nudo</i>
/ŋ/ as in <i>thing</i>	
	/ɲ/ as in <i>uña</i>

- d) Laterals (liquids):** The word lateral refers to a speech sound (a consonant) which is produced by partially blocking the air stream from the lungs, usually by the tongue, but letting it escape at one or both sides of the blockage. It is a term used to group sounds such as: /l/ and /r/ in English and /l/, /ʎ/, /r/, and /rr/ **in Spanish**.

English and Spanish liquids

Voiceless: /l/ as in <i>liquor</i>	/l/ as in <i>lobo</i>
Voiced: /r/ as in <i>red</i>	/r/ as in <i>pera</i>
	/rr/ as in <i>raro</i>
	/ʎ/ as in <i>llanura</i>

- e) **Affricates:** Affricates are complex sounds that merge two manners of articulation: A preceding stop and a following fricative.

English and Spanish affricate sounds

Voiceless: /č/ as in <i>child</i>	/č/ as in <i>churro</i>
Voiced: /j/ as in <i>gentle</i>	

- f) **Semi-consonants:** Articulated like the vowels /u/ and /i/, but function as consonants before other vowels (also called semivowels or glides). For example: The Spanish words *hueso* and *yeso*; and the English words *well* and *yell*, both pairs of words begin with the voiced consonants /w/ and /y/ respectively. /y/ and /w/ are sometimes called approximates because of the articulation taken in producing them. In articulating a glide, we bring one articulator near a given place of articulation, but not near enough to produce friction; we approximate rather than attain a specific place of articulation. Since the approximation for /y/ is in the palatal area, /y/ is called a palatal glide; /w/ is a velar glide because the point of tongue approximation is at the velum.

English and Spanish semi-consonant sounds

Voiced: /y/ as in yes	/y/ as in hielo
Voiced: /w/ as in water	/w/ as in cueva

- g) **Sybilants:** The fricatives /s/, /z/, /š/, and /ž/ are particularly noisy. These are sybilants. Since the affricates /č/ and /ž/ each ends in a sibilant fricative, they, too, are called sybilants.

Activity

Classify the consonant phonemes in English and Spanish according to place of articulation and manner of articulation by filling in the blanks in the following chart. Follow the example of /p/.

Spanish

Place of articulation

English

Manner of articulation

Place of articulation

<i>BILABIAL</i>	<i>LABIODENTAL</i>	<i>ALVEOLAR</i>	<i>VELAR</i>				<i>BILABIAL</i>	<i>DENTAL</i>	<i>PALATAL</i>	<i>GLOTTAL</i>
<i>/p/</i>						<i>STOPS</i>		<i>/t/</i>		
	<i>/d/</i>						<i>/b/</i>			
	<i>/f/</i>				<i>/h/</i>		<i>/f/</i>			
							<i>/θ/</i>			
			<i>/ç/</i>							
		<i>/n/</i>				<i>NASALS</i>				
						<i>R – Sounds</i>		<i>/r/</i>		
		<i>/rr/</i>				<i>Liquids</i>				
			<i>/l/</i>			<i>LATERAL</i>				
				<i>/w/</i>		<i>Semi – consonants</i>				

LESSON 4.2 ENGLISH AND SPANISH CONSONANT SOUNDS

Objective: To compare phonologically the English and Spanish consonant sounds.

Comparing English and Spanish languages is interesting since both have two different linguistic systems, thus, although they have almost all of the same graphemes, both languages have some different consonant sounds. In this way, in order to appreciate better these sounds between these both languages, it is necessary to show the following chart below.

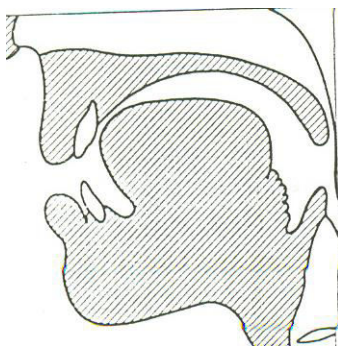
Phonemes only English has	/ŋ/ /ž/ /š/ /v/ /z/ /j/ /ð/ /θ/
Phonemes only Spanish has	/ñ/ /rr/ /ɰ/
Semi-consonants both languages have	/y/ /w/
Consonant sounds both languages have	/m/ /n/ /d/ /t/ /p/ /b/ /k/ /g/ /h/ /r/ /s/ /l/ /č/ /f/
Phonemes that do not occur in initial position in English	/ŋ/ /ž/
Phonemes that do not occur in initial position in Spanish	/r/
Phonemes that do not occur in final position in English	/h/
Phonemes that do not occur in final position in Spanish	/p/ /t/ /k/ /g/ /b/ /d/ /f/ /č/ /m/ /ñ/ /rr/

In summary, the English language has 24 consonant sounds; meanwhile, the Spanish language has 19 consonant ones.

Methodological suggestion: The teacher models the sound of a consonant sound in the classroom and provides the students the rest of phonemes in order for them to continue with the presentation of English and Spanish consonants for next classes.

/s/ as in sit and /s/ as in azucenas

/s/ as in sit



/s/ is a voiceless, alveolar, fricative sound. It is produced when the tip of tongue is near but does not touch gum ridge behind upper front teeth and the air stream is continuous without interruption and without vibration of the vocal cords. /s/ is spelled with "s", "c", "x"([ks]), and "ss". Besides, there are also other less frequent spelling for /s/ such as "z" (only after voiceless consonants) and "sc". /s/ occurs in the English language at the beginning, in the middle and at the end of words.

At the beginning	In the middle	At the end
skate	lesson	bus
cell	ice	lace
slow	basket	course
six	history	fox

The most common spelling for /s/ is the letter “s”. Besides, the letter “c” followed by e, i, or y is usually pronounced /s/. For example: cent, place, society and fancy among many others. The letter “s” in plural nouns is pronounced /s/ when it follows most voiceless consonants; for instance: lakes, boats, cuffs, tips, and so on.

The sound /s/ is a common sound in Spanish. However, a possible pronunciation problem for Spanish speaker could be the vowel “e” because it comes before /s/ in many words. For example: estrella, especie, estadio. Thus, Spanish speaker could incorrectly say “e” before /s/.

Examples: if “e” is produced before /s/

state **will sound like** estate

say **will sound like** essay

steam **will sound like** esteem

/S/ as in azucenas

In Spanish language, the sound /s/ is also a voiceless, alveolar, fricative sound which is spelled with “s”, “z” or “c”. It can occur at the beginning, in the middle and at the end of words; except at the last position of the letter “c”, which produces the sound /k/ that does not occur at the final place of words in Spanish.

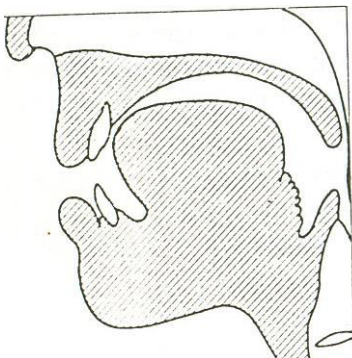
At the beginning	In the middle	At the end
Sala	sistema	luz
Zapato	asociación	faz
Cena	azucena	carros
Sonata	triste	celos

Activity

Fill out the chart by writing English and Spanish words containing the consonant sound /s/ according to the place of occurrence by using the entries listed below.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
S – C – X – SS			
SPANISH SPELLING	INITIAL	MEDIAL	FINAL
S – C – Z			

/z/ as in zero



/z/ is a voiced, alveolar, fricative sound and it is substantially formed in the same tongue position as for /s/, but with less breath force, and with the vocal cords vibrating. /z/ occurs in English at the beginning, middle and end of words and is usually spelled "z", "zz" and "s".

At the beginning	In the middle	At the end
Zoo	busy	as
Zinc	crazy	was
Zebra	dizzy	amaze
Zero	cousin	buzz

The letter "s" is usually pronounced /z/ when it is placed between vowels in a stressed syllable; for example: deserve, becase, resign, present and so on. Besides, the letter "s" in plural nouns is pronounced /z/ when it follows a vowel or most voiced consonants. It is important to mention that the vowel before /z/ at the end of a word is always prolonged more than before /s/; for example: eyes, breeze, rise, buzzz.

The sound /z/ is not a common sound in Spanish. The consonant z is probably pronounced the same way as that of Spanish (like "s").

Examples: If /z/ is substituted by /s/

*zoo **will sound like** sue*

*eyes **will sound like** ice*

*prize **will sound like** price*

The following words show the position in which /z/ is found in Spanish.

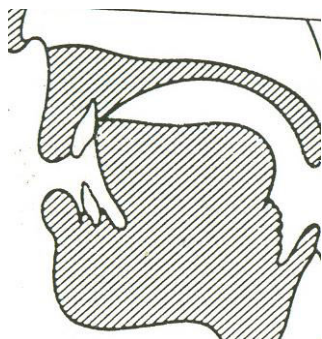
At the beginning	In the middle	At the end
not applicable	*i <u>s</u> la	not applicable
	*mi <u>s</u> mo	
	*de <u>s</u> de	
	*e <u>s</u> bozo	
	*I <u>s</u> rael	

*/z/ occurs only in certain Spanish words in intervocalic position when “s” is followed by a voiced consonant sound. Thus, It becomes an allophone of the sound /s/.

Activity

Fill out the chart by writing English and Spanish words containing the consonant sound /z/ according to the place of occurrence by using the entries listed below.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
Z – S – ZZ			
SPANISH SPELLING	MEDIAL		
S			

/t/ as in ten and /t/ as in tecolote***/t/ as in ten***

/t/ is a voiceless, stop, alveolar sound which is produced by pressing the tongue tip firmly against gum ridge behind upper front teeth and at the same time, the air stream is stopped and then exploded without vibration of the vocal cords. It is aspirated and produced with a strong puff of air [t^h]. The sound /t/ is spelled with "t". Such a sound occurs in English at the initial, medial and end position of words.

At the beginning	In the middle	At the end
talk	until	but
tell	attend	late
tree	*butter	light
table	*stop	❖stopped

* When "t" is between two vowels and follows a stressed syllable as in water, butter, city, etc., it is not aspirated. "t" between two vowels sounds like the Spanish "r" because it is a flap "t".

**Besides, when "t" follows "s", it is not aspirated with a puff of air; for example: stop, stay, stick, etc.

❖ The letters ed in past tense verbs are pronounced /t/ when they follow a voiceless consonant.

Examples: stopped looked kissed washed

/t/ as in tecolote

The sound /t/ in English is similar to the sound of the Spanish letter t. However, in Spanish /t/ is voiceless, stop, dental, sound and is less aspirate than in English and it occurs only at the beginning and middle position.

At the beginning	In the middle	At the end
tabla	arresto	not applicable
terrazza	tomate	
tela	tinta	
termo	tortilla	

Activity

Fill out the chart by writing English and Spanish words containing the consonant sound /t/ according to the place of occurrence by using the entries listed below.

	<i>POSITION OF OCCURRENCE</i>		
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>t</i>			

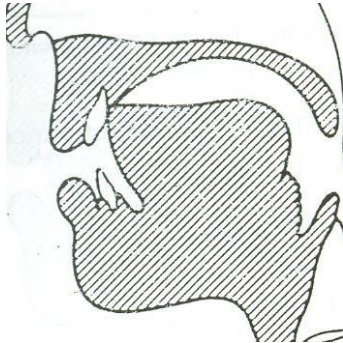
<i>SPANISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>
<i>T</i>		

Complete the following chart by writing English words containing the flap “t”.

<i>Flap t</i>			

/d/ as in day and /d/ as in dulce

/d/ as in day



/d/ is a voiced, stop, alveolar sound, and it is essentially like /t/ in its formation, but with the vocal cords vibrating. In English /d/ occurs at the beginning, middle and end of words. The sound /d/ should be produced with the tip of the tongue touching the upper gum ridge.

At the beginning	In the middle	At the end
dog	soda	bad
desk	today	food
dime	window	cold
desk	finder	send

/d/ as in dulce

/d/ in Spanish is a voiced, stop, dental, occlusive sound. It occurs at the beginning and In the middle position after l or n.

At the beginning	In the middle	At the end
dulce	mundo	not applicable
danza	aldea	
demonio	molde	
duende	funda	

Nevertheless, the sound /d/ has the allophone [ð] which is fricative in intervocalic position and also at the end of words as a relaxed fricative sound.

Examples:

Intervocalic position	At the end of words
ded <u>o</u>	salud <u>ð</u>
lad <u>o</u>	merced <u>ð</u>
nada	creatividad
modo	piedad

Activity

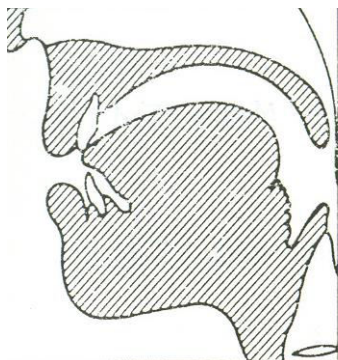
Complete the following chart by writing English and Spanish words containing the sound /d/.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
d			
SPANISH SPELLING	INITIAL	MEDIAL	
d			

Complete the following chart by writing Spanish words containing the allophone [ð] in intervocalic position as well as at the end.

	Intervocalic position	At the end of words
[ð]		

/θ/ as in think



/θ/ is a voiceless, interdental, fricative sound and is produced by placing the tongue tip between the teeth. Besides, the air stream is continuous without interruption and without vibration of the vocal cords. /θ/ occurs at the beginning, middle and end position.

At the beginning	In the middle	At the end
thank	wealthy	cloth
thief	nothing	health
thick	author	truth
theme	birthday	month

The sound /θ/ does not exist in most dialects of Spanish. Thus, it may be substituted by familiar sounds.

Examples: if /θ/ is substituted by /s/

*thank **will sound like** sank*

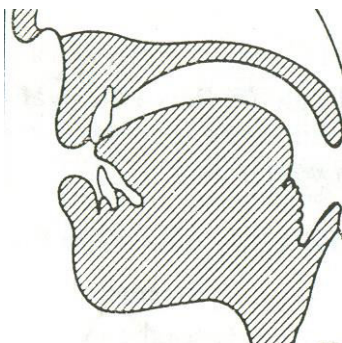
*think **will sound like** sink*

Activity

Complete the following chart by writing English words containing the sound /θ/.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
th			

/ð / as in they



/ð/ is a voiced, interdental, fricative sound. The phoneme /ð/ occurs at the beginning, middle or end of words. This sound is produced by placing the tongue tip between the teeth and the air stream is continuous without interruption with the vocal cords vibrating.

At the beginning	In the middle	At the end
this	other	bathe
then	father	smooth
they	either	clothe
those	mother	breathe

The sound /ð/ does not exist at the beginning or end of words in Spanish. Therefore, it may be difficult for Spanish speakers to recognize and produce.

Spanish speakers probably substitute the more familiar /d/ sound.

Example: if /ð/ is substituted by /d/

*they **will sound like** day*

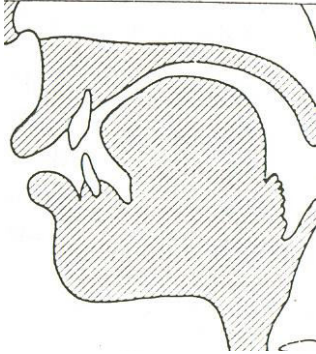
*lather **will sound like** ladder*

The sound /ð/ is similar to the sound of the letter “d” in intervocalic position in certain Spanish words(see the sound /d/).

Activity

Complete the following chart by writing English words containing the sound /ð/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
th			

/ʃ/ as in shop

/ʃ/ is a voiceless, alveo-palatal fricative sound. This sound is produced by placing the tip of tongue near but does not touch upper gum ridge and the middle of tongue is positioned near but does not touch hard palate either. Besides, the air stream is continuous without interruption and without vibration of the vocal cords. This sound is spelled with "sh", "ti", "ci", "ss", "ch" and other less frequent spelling patterns such as "s", "ce", and "xi". /ʃ/

occurs at the beginning, medial and end position of words.

At the beginning	In the middle	At the end
shy	social	wish
shelf	option	rush
chef	issue	foolish
Chicago	machine	punish

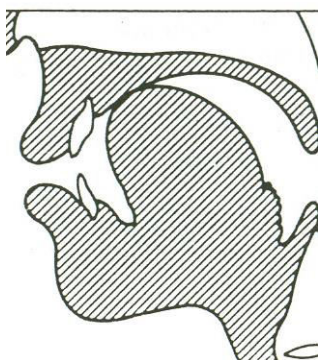
Activity

Complete the following chart by writing English words containing the sound /ʃ/.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
sh – ti – ci – ss – ch			

/č/ as in chest and /č/ as in chino

/č/ as in chest



/č/ is a voiceless, alveo-palatal, affricate sound and it is substantially formed when the tongue tip is firmly pressed against gum ridge behind upper front teeth. The air stream is stopped (as for */t/*) and then released (as for */š/*) without vibration of the vocal cords. */č/* is spelled with the letters “ch”, “tu”, and “tch” and other less frequent spelling patterns such as “t” and “ti”. In English */č/* occurs at the beginning, middle and final position of words.

At the beginning	In the middle	At the end
chew	mature	itch
chalk	hatchet	match
cheerful	righteous	sandwich
child	butcher	speech

/č/ as in chino

/č/ in Spanish is also a voiceless, alveo-palatal, fricative sound and it is spelled with the letter “ch” whose sound is similar to the one in English. */č/* In Spanish only occurs at the beginning and middle position.

At the beginning	In the middle	At the end
chucho	chicha	not applicable
chaleco	chiharron	
chile	cuche	
chato	fichaje	

Although */č/* is a familiar sound in Spanish, it is easy to confuse with the similar English sound */š/*.

Example: ***if /č/ is substituted by /š/***

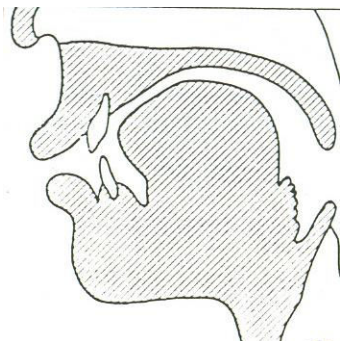
Chair will sound like share

Which will sound like wish

Activity

Complete the following chart by writing English and Spanish words containing the sound */č/*.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
ch – tu – tch			
SPANISH SPELLING	INITIAL	MEDIAL	
ch			

/ž/ as in pleasure

/ž/ is a voiced, alveo-palatal, fricative sound. The formation of this phoneme occurs with the same adjustments of the speech mechanism as the fricative /š/, but with addition of voice. /ž/ is spelled with the letters “si”, “su”, “gi” or “ge” and another less frequent spelling pattern is the couple of letters “zu”. This phoneme is used in middle and final positions, never at the beginning of any English words.

At the beginning	In the middle	At the end
Not applicable	Asia	rouge
	vision	regime
	closure	mirage
	seizure	garage

The sound /ž/ does not exist in most dialects of Spanish, except in the Spanish of Argentina, Uruguay, and Central Colombia. Therefore, pronunciation problems may occur because of similarities between /š/ and /ž/.

Examples: if /ž/ is substituted by /š/

vision **will sound like** vishion

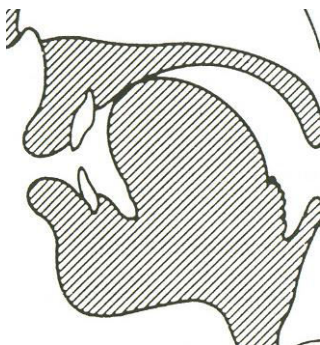
beige **will sound like** beish

Activity

Complete the following chart by writing English words containing the sound /ʒ/.

	POSITION OF OCURRENCE	
ENGLISH SPELLING	MEDIAL	FINAL
si – su – gi – ge		

/ ʒ / as in gentle



/ ʒ / is a voiced, alveo-palatal, affricate sound and it is essentially formed when the tongue tip is firmly pressed against gum ridge behind upper front teeth with the air stream stopped (as for /d/) and then released (as for /ž/) with the vocal cords vibrating. / ʒ / in English is spelled with "j", "g", "dg" and other less frequent spelling

patterns such as “di” and “du”. This sound occurs at the beginning, middle and final position of words.

At the beginning	In the middle	At the end
jam	major	fudge
gem	college	badge
gym	ranger	edge
joke	soldier	village

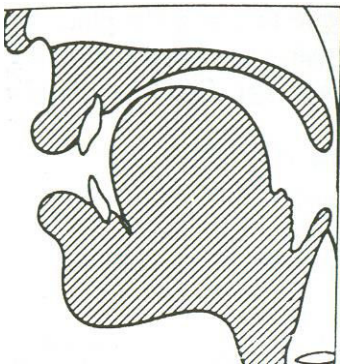
In some dialects of Spanish, words frequently have /j/ when “y” or “ll” begin the first word in a sentence.

Example: Yo no voy Llamo al médico

Activity

Complete the following chart by writing English words containing the sound /j/

	<i>POSITION OF OCURRENCE</i>		
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>j – g – dg</i>			

/y/ as in you and /y/ as in hierba***/y/ as in you***

/y/ is a voiced, palatal, semi-consonant(glide) sound, its formation occurs by raising the front of the tongue toward the hard palate, closing the velum and with the vocal cords vibrating. This phoneme is spelled “y”, “u” and “ew”, which is produced at the beginning and middle of words.

At the beginning	In the middle	At the end
unit	few	*way
you	view	*say
yet	cute	*tray
yell	cute	*pay

/y/ exists in English at the end of words as a semi-vowel only.

/y/ as in hierba

In Spanish /y/ is also voiced, palatal and semi-consonant; however in contrast to the sound in English, this one is produced with friction. /y/ is spelled “y”, “ll” and “hie”, which occurs at the beginning and middle of words.

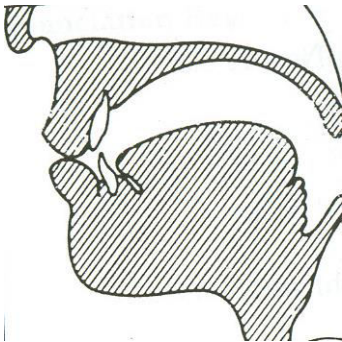
At the beginning	In the middle	At the end
hielo	viuda	*ley
hiato	opinión	*voy
hierba	pollo	*muy
hiedra	vaya	*soy

*This sound as in English occurs in final position of words only as a semi-vowel.

Activity

Complete the following chart by writing English and Spanish words containing the sound /y/

	<i>POSITION OF OCCURRENCE</i>		
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i> <i>semi-vowel</i>
<i>y – u – ew</i>			
<i>SPANISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i> <i>semi-vowel</i>
<i>y – ll – hie</i>			

/p/ as in pay and /p/ as in papel***/p/ as in pay***

/p/ is a voiceless, stop, bilabial sound and is produced by pressing the lips together and keeping the air stream stopped and then explode it without vibration of the vocal cords. In comparison to the /p/ in Spanish, the one in English is more aspirate([p^h]) and is produced with a strong puff of air. /p/ is spelled "p". In English this sound occurs at the beginning, middle and end position of words.

At the beginning	In the middle	At the end
pen	open	top
put	paper	cap
pain	airport	pipe
past	people	jump

*When "p" follows "s" as in spot, spend, spy, etc., it is not aspirated with a puff of air.

/p/ as in papel

In Spanish /p/ is also a voiceless, stop, bilabial sound and only occurs at the beginning and middle position of words.

At the beginning	In the middle	At the end
poco	papel	not aplicable
papá	lapicero	
puerto	temperatura	
pupila	espátula	

When pronouncing /p/ at the beginning of words, it must be produced with strong aspiration and a puff of air or it might be sound like /b/.

Example: if /p/ is not aspirated:

*pear **could sound like** bear*

*pat **could sound like** bat*

Activity

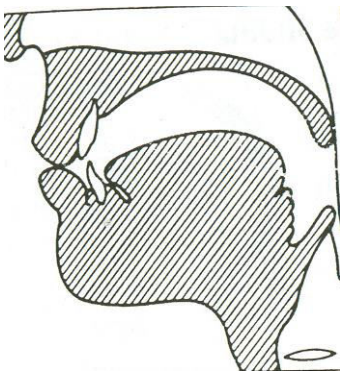
Complete the following chart by writing English and Spanish words containing the sound /p/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
<i>p</i>			

SPANISH SPELLING	INITIAL	MEDIAL
p		

/b/ as in boy and /b/ as in bajo

/b/ as in boy



/b/ is a voiced, stop, bilabial sound and is essentially formed like /p/ in the position of the lips and velum, but adding vibration in the vocal cords. /b/ occurs in English at the beginning, middle and end position of words.

At the beginning	In the middle	At the end
be	obey	cab
but	baby	cub
bat	table	rib
boat	label	knob

This phoneme is silent when it is placed after /m/ in the same syllable.

Example: lamb and comb. However, it is not silent when it goes after /m/ forming a new syllable. Example: lambert. This phoneme is also silent in some other words such as debt and doubt.

/b/ as in bajo

/b/ in Spanish is also voiced, stop, bilabial sound and occurs at the beginning and middle position, but never at the end of words.

At the beginning	In the middle	At the end
bajo	alba	not applicable
beso	*cabeza	
butaca	*adobe	
benigno	estable	
belleza	esbelta	

Spanish does not have the sound /b/ in final position, but it does occur in some loanwords such as “club”, which is an exception.

* /b/ has the allophone [β], which is fricative, in intervocalic position or before a liquid sound(/l/ or /r/).

In initial position, /v/ is usually replaced by /b/ in Spanish. It is common for Spanish speakers to say /bida/ instead of vida. Thus, these two sounds cannot be alternate because they may change the meaning of words, resulting in confusion.

Examples: ***if /b/ is substituted by /v/***

boat will sound like vote

Also, when /b/ is the last sound in a word, many Spanish speakers forget to make their vocal cords vibrate. This will make /b/ sound like /p/ and confuse the listeners.

Examples: if /b/ is substituted by /p/

robe **will sound like** *rope*

Activity

Complete the following chart by writing English and Spanish words containing the sound /b/.

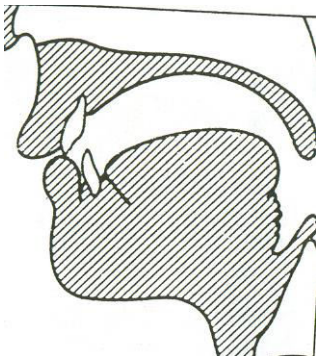
	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
<i>b</i>			
SPANISH SPELLING	INITIAL	MEDIAL	
<i>b</i>			

Complete the following chart by writing Spanish words containing the allophone [b], in intervocalic position as well as before a liquid sound.

[<i>ɸ</i>]	Intervocalic position or before a liquid sound	

/f/ as in fun and /f/ as in foto

/f/ as in fun



/f/ is a voiceless, labiodental, fricative sound. It is produced when upper teeth touch the lower lip and the air stream is continuous without interruption and without vibration of the vocal cords. /f/ is spelled with the letters "f", "ph" and "gh". In English, this sound occurs at the beginning, middle and final position of words.

At the beginning	In the middle	At the end
fat	sofa	if
phone	nephew	telegraph
physical	coffee	rough
phrase	before	laugh

/f/ as in foto

In Spanish /f/ is also a voiceless, labiodental, fricative sound and occurs at the initial and medial position only.

At the beginning	In the middle	At the end
felíz	enfermo	not applicable
frío	café	
foca	afro	
foco	sufragio	

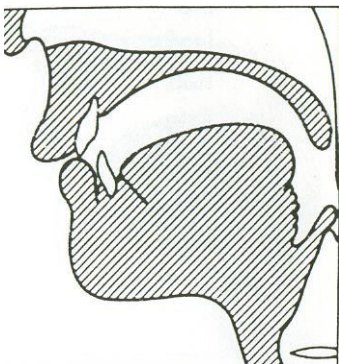
Activity

Complete the following chart by writing English and Spanish words containing the sound /f/.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
f – ph – gh			

SPANISH SPELLING	INITIAL	MEDIAL
f		

/v/ as in very



/v/ is a voiced, labiodental, fricative sound. It is formed in the same manner as /f/, but with vibration in the vocal cords. /v/ occurs at the initial, medial and final position of words.

At the beginning	In the middle	At the end
vine	even	*of
vase	over	love
vote	every	live
valley	clever	brave

* the letter “f” is a less common spelling for /v/.

The sound /v/ does not exist in most dialects of Spanish. It is substituted by the allophone [b] in intervocalic position or before a liquid sound(see /b/).

When /v/ is the last sound of a word, Spanish speakers forget to vibrate their vocal cords. This will make /v/ sound like /f/ and confuse the listeners.

Examples: if /v/ is substituted by /f/

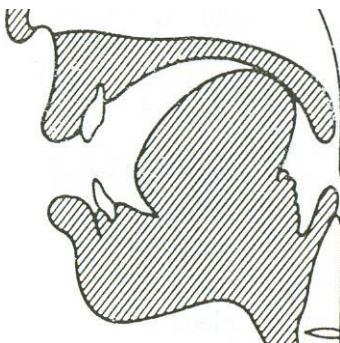
save **will sound like** safe

leave **will sound like** leaf

Activity

Complete the following chart by writing English words containing the sound /v/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
v			

/k/ as in car and /k/ as in casa***/k/ as in car***

/k/ is a voiceless, velar, aspirated, stop sound. This sound is produced when the back of tongue touches the soft palate and the air stream is stopped and then exploded without the vibration of the vocal cords. This sound is aspirate [k^h] in English and is spelled with the letters "k", "c", "qu"([kw]), and "x"([ks]). /k/ occurs at the beginning, middle and end position of words.

At the beginning	In the middle	At the end
kite	walking	took
coat	because	box
keep	*mechanic	speak
quote	*chrome	took

* The letters "ch" are less frequent spelling patterns for /k/.

The letter "k" followed by "n" is usually not pronounced.

Examples: knit, knot, know, knee, etc.

/k/ as in casa

/k/ in Spanish is a voiceless, velar, stop sound, but without aspiration. /k/ is spelled with the letters “c”, “qu”, and “k”. This sound occurs in Spanish at the beginning and medial position, except at the end of words.

At the beginning	In the middle	At the end
casa	loco	not applicable
queso	acorde	
columna	aquí	
kilo	coco	

Activity

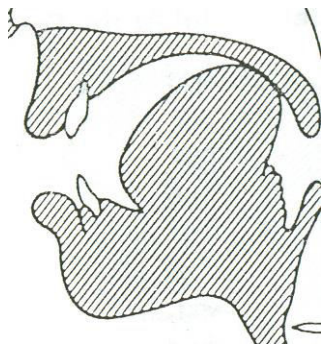
Complete the following chart by writing English and Spanish words containing the sound /k/.

	<i>POSITION OF OCURRENCE</i>		
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>k – c – qu – x</i>			

SPANISH SPELLING	INITIAL	MEDIAL
c – qu – k		

/g/ as in go and /g/ as in gato

/g/ as in go



/g/ is a voiced, velar, stop sound. It is similar in formation to /k/, but with vibration in the vocal cords. /g/ in English is spelled "g" and "x"; this sound occurs at the beginning, middle and end position of words.

At the beginning	In the middle	At the end
go	begin	beg
begin	forget	egg
great	anger	bag
game	exam	flag

/g/ as in gato

/g/ in Spanish is also a voiced, velar, stop sound and is spelled with “g” and “gu”.

This sound occurs at the beginning and middle position.

At the beginning	In the middle	At the end
gato	aglomeración	not applicable
gusano	agradecer	
granada	*aguado	
galaxia	*agua	

*In intervocalic position /g/ has the allophone [g̞], which is fricative.

Activity

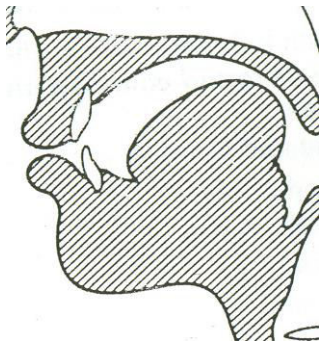
Complete the following chart by writing English and Spanish words containing the sound /g/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
g - x			

SPANISH SPELLING	INITIAL	MEDIAL
g- gu		

Complete the following chart by writing Spanish words containing the allophone [g], in intervocalic position.

[g]	Intervocalic position	

/w/ as in wool and /w/ as in suave***/w/ as in wool***

/w/ is a bilabial velar semi-consonant, formed by rounding the lips, closing the velum and raising the back of the tongue toward the velum. This phoneme is always placed before vowels, and not before consonants. In English, it is spelled “w” or “u”. /w/ occurs at the beginning and middle of words, but not at the end.

At the beginning	In the middle	At the end
we	away	not applicable
water	aware	
wood	quality	
work	quantity	

/w/ as in suave

/w/ in Spanish is also a bilabial velar semi-consonant sound and is spelled “u” or “hu”. There are two allophones of /w/ such as : [^gw] called g-coloring at the beginning and [w] in the middle. This sound does not exist at the end of words in Spanish.

At the beginning	In the middle	At the end
huacal	suave	not applicable
huevo	cueva	
hueso	juego	
huerto	ahuecado	

The sound /w/ is frequently pronounced as /g/ in many dialects of Spanish.

For example, some speakers often say either /güeso/ or /weso/ for hueso. If English /w/ is pronounced with the forceful quality that some Spanish speakers use for “hu”, it will sound as though there is a /g/ sound before /w/.

Examples: if /w/ is substituted by /g/

want **will sound like** gwant

when **will sound like** gwen

Activity

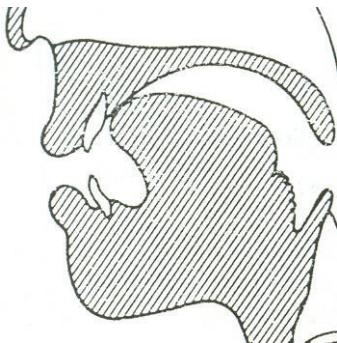
Complete the following chart by writing English and Spanish words containing the sound /w/.

	POSITION OF OCURRENCE	
ENGLISH SPELLING	INITIAL	MEDIAL
w - u		

SPANISH SPELLING	INITIAL	MEDIAL
u - hu		

/l/ as in little and /l/ as in loco

/l/ as in little



/l/ is a voiced, lateral(liquid), alveolar sound. This sound is produced by placing the tip of the tongue against the gum ridge behind the upper front teeth, but with both sides of the tongue lowered to permit the escape of air with the vocal cords vibrating. /l/ is spelled "l" or "ll". In English, this sound occurs at the beginning and middle position.

At the beginning	In the middle	At the end
late	semicolon	*ball
lose	align	*tall
look	alone	*fall
live	salad	*table

*At the end, /l/ has the allophone [ɫ], which is velar whose name is “dark”.

/l/ as in loco

In Spanish /l/ is also voiced, lateral, alveolar and is spelled with the letter “l”.

This phoneme occurs in Spanish at the beginning, middle and final position of words.

At the beginning	In the middle	At the end
león	alambre	papel
luna	elefante	fatal
loco	eléctrico	mortal
lámpara	elote	canal

Activity

Complete the following chart by writing English and Spanish words containing the sound /l/.

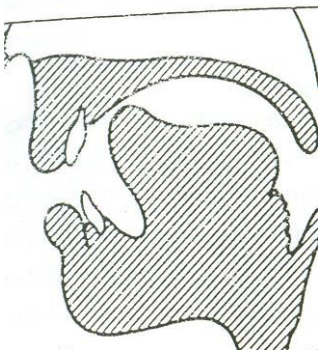
	<i>POSITION OF OCURRENCE</i>	
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>
<i>l - ll</i>		

<i>SPANISH</i> <i>SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>/</i>			

Complete the following chart by writing English words containing the allophone [ɹ̥] at the end of words.

<i>ENGLISH</i> <i>SPELLING</i>	<i>Final Position</i>	
<i>[ɹ̥]</i>		

/r/ as in red



/r/ is voiced, alveolar, retroflex and is formed by pointing out the tip of the tongue toward the roof of the mouth without making contact and closing the velum and with

the vocal cords vibrating. This sound is usually spelled “r” “rr”, and “wr”. In English /r/ occurs at the beginning, middle and final position.

At the beginning	In the middle	At the end
ridiculous	arrive	car
rat	terrible	care
wrong	arise	star
write	art	scare

Activity

Complete the following chart by writing English words containing the sound /r/.

	<i>POSITION OF OCURRENCE</i>		
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>r</i>			

/r/ as in ahora

In Spanish /r/ is a voiced, alveolar, simple flap sound. /r/ is spelled “r” and occurs in the middle and final position of words.

At the beginning	In the middle	At the end
not applicable	tesorero	poner
	ahora	comer
	caro	asistir
	caramba	flor
	tormenta	por

Activity

Complete the following chart by writing Spanish words containing the sound /r/.

	<i>POSITION OF OCURRENCE</i>	
<i>SPANISH SPELLING</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>r</i>		

/rr/ as in robo

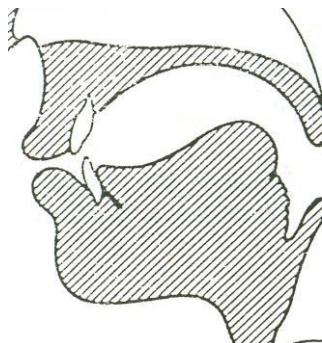
/rr/ is a voiced, alveolar, multiple flap(trill) sound and is produced by rapidly touching the tongue tip to the upper gum ridge one or more times. /rr/ is spelled "r" and "rr"(in intervocalic position) and occurs at the beginning and medial position, but not at the end. This sound does not exist in English.

At the beginning	In the middle	At the end
raro	arrastrado	not applicable
reto	ferrocarril	
rito	arrancar	
rombo	arranque	

Activity

Complete the following chart by writing Spanish words containing the sound /r/.

	POSITION OF OCURRENCE	
SPANISH SPELLING	INITIAL	MEDIAL
rr		

/h/ as in hotel and /h/ as in jocote***/h/ as in hotel***

/h/ is a voiceless, glottal, fricative sound and is produced when the tongue glides into position for whichever vowel follows /h/. In English, this sound is usually spelled "h" and occurs at the beginning and middle position.

At the beginning	In the middle	At the end
hospital	ahead	not applicable
hair	behavior	
hat	behind	
whose*	comprehension	
who*	rehearse	

*"wh" is a less frequent spelling pattern for /h/.

The letter "h" is silent when it follows "g", "k", or "r" at the beginning of words. For example: ghost, khaki, rhubarb, etc. Besides, the letter "h" is always silent in the words honest, heir, honor, and hour.

/h/ as in jocote

In Spanish, /h/ has the allophones [h] and [x]. [h], which is voiceless, glottal and fricative, is formed in the words "ja", "jo" and "ju" and [x], which is voiceless, velar,

and fricative, is produced in the words “ji”, “gi”, “je” and “ge”. [h] occurs at the beginning, middle and final position; meanwhile, [x] occurs only at the beginning and middle position.

[h] <i>At the beginning</i>	[h] <i>In the middle</i>	[h] <i>At the end</i>
jarro	ajenjo	*reloj
juez	anjonjolí	
juventud	bejuco	
jueves	mojado	

*this is the only word with this sound at this position in Spanish.

[x] At the beginning	[x] In the middle	At the end
genaro	mejilla	not applicable
jícama	legislar	
jeringa	rugido	
gitano	salvaje	

The letter “h” in Spanish does not represent any phoneme. For example: humo /umo/.

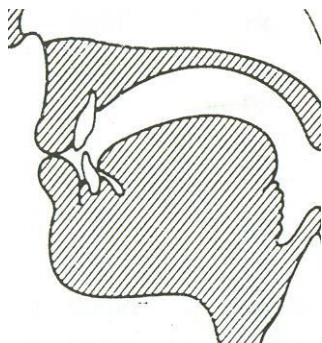
Activity

Complete the following chart by writing English and Spanish words containing the sound /h/.

	POSITION OF OCURRENCE	
ENGLISH SPELLING	INITIAL	MEDIAL
<i>h</i>		
SPANISH SPELLING	INITIAL	MEDIAL
<i>ja - jo -ju</i>		
<i>ji - gi - je -ge</i>	INITIAL	MEDIAL

/m/ as in me and /m/ as in mamá

/m/ as in me



/m/ is a voiced, bilabial, nasal sound and is produced when the lips are together in a “humming” position and the air stream is continuous through the nose with the vocal cords vibrating. In English this sound occurs at the beginning, middle and final position of words.

At the beginning	In the middle	At the end
me	tomato	auditorium
mother	amazed	same
may	summer	album
monkey	summary	storm

/m/ as in mamá

In Spanish /m/ is also voiced, bilabial nasal sound and occurs at the beginning and middle position but never at the end of words.

At the beginning	In the middle	At the end
mango	amor	not applicable
mamá	amigo	
mañana	amable	
mono	amarillo	

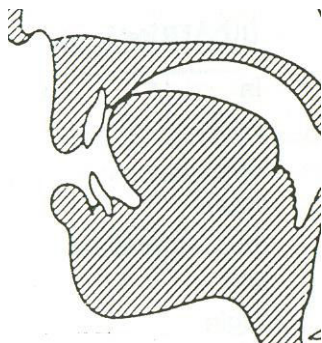
Activity

Complete the following chart by writing English and Spanish words containing the sound /m/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
<i>m</i>			
SPANISH SPELLING	INITIAL	MEDIAL	
<i>m</i>			

/n/ as neck and /n/ as in nido

/n/ as neck



/n/ is a voiced, alveolar, nasal sound, which is formed by placing the tongue firmly pressed against the gum ridge behind the upper front teeth and the air stream is continuous through the nose with the vocal cords vibrating. In English, this sound occurs at the initial, medial, and final position of words.

At the beginning	In the middle	At the end
name	any	in
nose	another	innocent
night	dinner	then
nail	tennis	can

/n/ as in nido

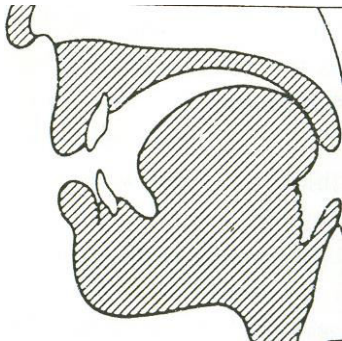
In Spanish /n/ is also voiced, alveolar, nasal sound and occurs at the beginning, medial and final position of words.

At the beginning	In the middle	At the end
nada	anestesia	común
nuez	anona	creación
nudo	anatomía	canción
nido	enemigo	neutrón

Activity

Complete the following chart by writing English and Spanish words containing the sound /n/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
<i>n</i>			
SPANISH SPELLING	INITIAL	MEDIAL	FINAL
<i>n</i>			

/ŋ/ as in sing

/ŋ/ is a voiced, velar, nasal sound, which is produced when the back of tongue is raised toward the soft palate and the air stream is continuous through the nose with the vocal cords vibrating. This phoneme exists in English when "n" is followed by "g" or "k". It occurs in English in the middle and final position.

At the beginning	In the middle	At the end
not applicable	anger	rang
	thank	sting
	single	strong
	finger	walking
	hungry	tongue

In Spanish, /ŋ/ exists as an allophone of /n/. Therefore, [ŋ] in Spanish is formed when "n" follows the letters "g", "c", "j", "qu" and occurs in the middle and at the end of words.

At the beginning	In the middle	At the end
not applicable	tanque	*pan
	tanga	*camaron
	mango	*pelón

* Many Spanish speakers are accustomed to pronouncing [ŋ] instead of /n/ at the end of words.

Activity

Complete the following chart by writing English words containing the sound /ŋ /.

	POSITION OF OCCURRENCE	
ENGLISH SPELLING	MEDIAL	FINAL
n		

Activity

Complete the following chart by writing Spanish words containing the allophone /ŋ/.

	POSITION OF OCCURRENCE	
SPANISH SPELLING	MEDIAL	FINAL
<i>n</i>		

/ñ/ as in muñeca

/ñ/ is a voiced, palatal, nasal sound. This consists of an [n] articulated with the middle part of the tongue followed by a palatalized release. This phoneme occurs at the initial and medial position of words. This sound does not exist in English.

At the beginning	In the middle	At the end
ñandú	año	not applicable
ñame	caño	
ñoño	teñir	
ñaña	leño	

Activity

Complete the following chart by writing Spanish words containing the sound */ñ/*.

	POSITION OF OCCURRENCE	
SPANISH SPELLING	INITIAL	MEDIAL
ñ		

/ɲ/ as in llave

/ɲ/ is a voiced, palatal, lateral, liquid sound. This phoneme does not exist in English.

/ɲ/ is spelled "ll" and occurs in Spanish at the beginning and middle position of words.

At the beginning	In the middle	At the end
llave	pollo	not applicable
llanta	milla	
lluvia	ella	
llover	pillar	

Activity

Complete the following chart by writing Spanish words containing the sound */ɲ/*.

	POSITION OF OCCURRENCE	
SPANISH SPELLING	INITIAL	MEDIAL
//		

LESSON 4.2 ENGLISH AND SPANISH VOWEL SOUNDS

Objective: To compare phonologically the English and Spanish vowel sounds.

A vowel is a speech sound produced with vibrating vocal cords and continuous unrestricted flow of air coming from the mouth. The most well –known vowels in both English and Spanish are the following:

A, E, I, O, and U.

Vowel pronunciation in English is divided into long and short. Thus, the long vowels are: /iy/, /ey/, /æ/, /uw/, /ow/ and the short vowels belong to the sounds /I/, /ɛ/, /a/, /ʌ/, /ə/, /ɔ/ and /ʊ/. Meanwhile, vowel pronunciation in Spanish is divided into

weak and strong. The weak vowels are referred to /i/ and /u/. On the other hand, the strong vowels are /a/, /e/, and /o/.

When these vowels result in a pair combination are called diphthongs. One diphthong begins as one vowel and ends as another. During the production of a diphthong, your articulators glide from the position of the first vowel to the position of the second. For example, when pronouncing "ei" as in "peine" or "veine". The articulators glide from the vowel "e" to the vowel "i".

In English, the term diphthong is defined as the combination of a long vowel with a short one. In contrast to English, In Spanish is defined as the combination of a weak vowel with a strong one. In addition to the term diphthong, the word glide is also used to refer to the combination of two vowels.

Diphthong in Spanish include: /ay/, /ey/, /oy/, /uy/, /aw/, /ew/, /iw/ **and** /ow/. Meanwhile, English has the following diphthongs: /iy/, /uw/, /ey/, /ow/, /aw/, /ay/, *and* /ɔy/.

There are sixteen syllabic nuclei in English, which has seven simple stressed vowels, three unstressed ones, and six complex stressed ones. Besides, Spanish has thirteen syllabic nuclei such as: five simple vowels and eight complex ones.

Vowels are classified according to the tense-lax(relax) dimension, front-back dimension, and high-low dimension. Also, they can be simple or complex nucleus. Finally, they are called by the shape of the lips as rounded and unrounded.

Tense-lax dimension consists of the reference in the description of vowel sounds to the degree of muscular tension in the tongue. Front-back dimension is about the reference, in the description of vowel sounds, to the location of the narrowest part of the air passage; vowels are thereby classified as front, central, or back.

High-low dimension is on the reference, in the description of vowel sounds, to the closeness of the tongue to the roof of the mouth; vowels are thereby classified as high, middle, or low.

Complex nucleos or syllabic nucleos consists of a simple vowel sound followed by a glide (a diphthong). For example, Spanish /ay/ is a complex nucleos.

Simple nucleos is a single vowel, in contrast to a complex nucleus or diphthong.

Single vowels, which has only one sound, are called pure vowels.

This chart illustrates the seven simple stressed vowels in English.

	Front	Central	Back
High	<i>/I/ as in pit</i> <i>Lax, unrounded</i>		<i>/ʊ/ as in put</i> <i>Lax, rounded</i>
Middle	<i>/ɛ/ as in pet</i> <i>Lax, unrounded</i>	<i>/ʌ/ as in but</i> <i>Lax, unrounded</i>	
Low	<i>/æ/ as in mat</i> <i>Lax, unrounded</i>	<i>/a/ as in hot</i> <i>Lax, unrounded</i>	<i>/ɔ/ as in hawk</i> <i>Lax, rounded</i>

This chart shows below the complex vowels in English, which are frequently in combination with /y/ and /w/.

	Front	Central	Back
High	<i>/iy/ as in bee</i> Tense, unrounded		<i>/uw/ as in cool</i> Tense, rounded
Middle	<i>/ey/ as in pay</i> Tense, unrounded		<i>/ow/ as in boat</i> Tense, rounded <i>*/ɔy/ as in boy</i>
Low		<i>* /ay/ as in fight</i> <i>*/aw/ as in cow</i>	

* Face, jaw, tongue, and mouth position change dramatically when making these two-part sounds.

There are only three unstressed vowels in English.

	Front	Central	Back
High	<i>* /əy/ as in party</i>	<i>/ə/ as in about</i> Lax, unrounded	<i>** /əw/ as in pillow</i>

**/əy/* resembles closely the nuclei */iy/*, but it can appear only under unstressed syllables. For example: many /mænəy/ - tea /tiy/.

** /əw/ closely resembles /ow/; however, /əw/ occurs only in unstressed syllables.

For example: Minnow /minəw/ - low /low/. The following chart illustrates the five simple stressed vowels that Spanish language has.

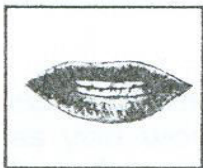
	Front	Central	Back
High	/i/ <i>as in idea</i> <i>Tense, unrounded</i>		/u/ <i>as in uva</i> <i>Tense, rounded</i>
Middle	/e/ <i>as in eco</i> <i>Tense, unrounded</i>		/o/ <i>as in onda</i> <i>Tense, rounded</i>
Low		/a/ <i>as in ala</i> <i>Tense, unrounded</i>	

When these five simple stressed vowels occur in combination with /y/ and /w/, they become complex.

	Front	Central	Back
High	*/iw/ <i>as in ciudad</i>		/uy/ <i>as in muy</i>
Middle	/ey/ <i>as in ley</i> /ew/ <i>as in deuda</i>		/oy/ <i>as in soy</i> */ow/ <i>as in bou</i>
Low		/ay/ <i>as in aire</i> /aw/ <i>as in causa</i>	

* They are not common diphthongs.

Methodological suggestion: The teacher models the pronunciation of a vowel sound in the classroom and provides the students the rest of phonemes in order for them to continue with the presentation of English and Spanish vowels for next classes.

/iy/ as in tea and /i/ as in hilo***/iy/ as in tea***

This is a very tense vowel. It is the highest front vowel. It has a pure /i/ followed by a /y/ glide, so it is very long and moves even closer to the top of your mouth at the end. There are several spellings for this sound, including: e, ee, ea, ie, ei. This sound occurs at the beginning, middle and final position of words in English.

At the beginning	In the middle	At the end
easy	deep	he
even	neither	agree
equal	*phoebe	bee
either	*people	*key

“eo”, “oe” and “ey” are less frequent spellings for /iy/.

/i/ as in hilo

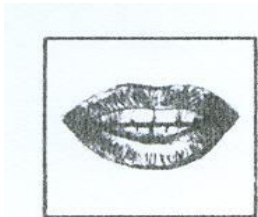
The sound /iy/ in English is similar to the stressed sound /i/ in Spanish. /i/ is a sound that can be described as simple, tense, high, front and unrounded. This phoneme occurs in Spanish at the beginning, middle, and final position of words.

At the beginning	In the middle	At the end
iglesia	milagro	colibrí
isla	país	comí
idea	obispo	sí
iba	raíz	mi

Activity

Complete the following chart by writing English and Spanish words containing the sounds /iy/ and /i/ respectively.

	<i>POSITION OF OCCURRENCE</i>		
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>e - ee, - ea - ei- ie</i>			
<i>SPANISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>

/I/ as in it

/I/ is a simple and very relaxed sound. When pronouncing this sound, the lips are relaxed and slightly parted. The jaw is slightly lower than for /iy/. Besides, the tongue is high, but lower than for /iy/. This phoneme is spelled "i", "y", and "ui". This sound occurs in English at the beginning and middle position of words.

At the beginning	In the middle	At the end
itch	gym	not applicable
if	build	
into	*women	
issue	*pretty	
instant	*busy	
ink	*been	

*"o", "e", "u" and "ee" are less frequent spellings for /I/

The vowel /I/ does not exist in Spanish and it is easy to confuse with the phoneme /iy/. Thus, Spanish speaker may probably substitute /iy/ instead of /I/.

Example: if /I/ is substituted by /iy/

<i>hit</i>	becomes	<i>heat</i>
<i>itch</i>	becomes	<i>each</i>

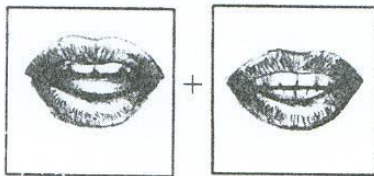
Activity

Complete the following chart by writing English words containing the sound /I/.

	POSITION OF OCCURRENCE	
ENGLISH SPELLING	INITIAL	MEDIAL
<i>i – y – ui</i>		

/ey/ as in game and /ey/ as in ley

/ey/ as in game



This is a tense, long, mid-front vowel. It has a gliding movement of the tongue upward and forward, from pure /e/ to /y/, becoming a diphthong. /ey/ is spelled “a”, “ai”, “ay” and “eigh”. This phoneme occurs at the beginning, medial, and final position.

At the beginning	In the middle	At the end
ate	same	way
April	wait	bay
eight	*break	play
ache	*vein	*they

*"ea", "ey", and "ei" are less frequent spellings patterns for /ey/.

/ey/ as in ley

As in English, /ey/ is also in Spanish a complex, tense, mid-front, unrounded vowel, which is spelled "ey" or "ei". /ey/ occurs in the middle and final position of words in Spanish.

At the beginning	In the middle	At the end
not applicable	veinte	ley
	peine	mamey
	reina	rey
	aceite	maguey

Activity

Complete the following chart by writing English and Spanish words containing the sound /ey/.

	<i>POSITION OF OCURRENCE</i>		
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>a – ai – ay – eigh</i>			

SPANISH SPELLING	MEDIAL	FINAL
ei - ey		

/ɛ/ as in egg and /e/ as in el

/ɛ/ as in egg



/ɛ/ is a simple, lax, mid-front, unrounded vowel. When producing this phoneme, the lips are slightly spread and unround. The jaw is open more than for /ey/. Besides, the tongue is midlevel in the mouth. This sound is spelled "e" and "ea" and occurs at the beginning and middle position in English words.

At the beginning	In the middle	At the end
end	bed	not applicable
elephant	*again	
*any	*friend	
edge	*guest	
else	*leopard	

- “a”, “ai”, “ie”, “ue” and “eo” are less frequent spellings for /ε/.

/e/ as in el

/e/ in Spanish as /ε/ in English, is also simple, tense, mid-front, unrounded vowel. /e/ is spelled “e” in Spanish and occurs at the beginning, medial and final position of words.

At the beginning	In the middle	At the end
emisor	mérito	consomé
elegante	almendra	inerte
entra	médico	cohete
elefante	usted	tomate

Activity

Complete the following chart by writing English and Spanish words containing the sounds /ε/ and /e/ respectively.

	<i>POSITION OF OCURRENCE</i>	
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>
<i>e - ea</i>		

<i>SPANISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
e			

/æ/ as in at



/æ/ is a simple, lax, low, front and unrounded sound. This phoneme is spelled “a” and occurs at the beginning and middle position of words in English.

At the beginning	In the middle	At the end
at	cat	not applicable
am	map	
ask	last	
after	*laugh	
absent	*laughter	

“au” is a less frequent spelling for /æ/.

The vowel /æ/ does not exist in Spanish. Therefore, Spanish speakers may pronounce /a/ instead of /æ/.

Example: if /æ/ is substituted by /a/

hat will sound like hot

Activity

Complete the following chart by writing English words containing the sound /æ/.

ENGLISH SPELLING	POSITION OF OCURENCE	
	INITIAL	MEDIAL
a		

/a/ as in arm and /a/ as in araña

/a/ as in arm



/a/ is a simple, lax, low, central, unrounded sound. When pronouncing this sound, the lips are completely apart in a yawning position. The jaw is lower than for any

other vowel and the tongue is flat on the floor of the mouth. This phoneme is spelled

“a” or “o” and occurs at the beginning and middle position of English words.

At the beginning	In the middle	At the end
are	lock	not applicable
oxen	*robin	
objective	*rod	
honest	*log	
are	*stop	
artist	*lot	
pardon	*pocket	

*The letter “o” followed by “b”, “d”, “g”, “p”, “t” or “ck” is usually pronounced /a/.

/a/ as in araña

/a/ is a simple, tense, low, central, unrounded sound. It is the same sound as the one

in English. This phoneme occurs at the beginning, middle and final position of words

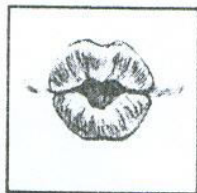
in Spanish.

At the beginning	In the middle	At the end
agua	mar	papá
animal	manzana	lluvia
azúcar	naranja	ventana
automóvil	morado	puerta

Activity

Complete the following chart by writing English and Spanish words containing the sound /a/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	
a - o			
SPANISH SPELLING	INITIAL	MEDIAL	FINAL
a			

/uw/ as in too and /u/ as in uva***/uw/ as in too***

/uw/ is as complex, tense, high-back, rounded sound. When pronouncing this sound, the lips are in a “whistling” position. The jaw is completely raised. Besides, the tongue is high near the roof of the mouth. This phoneme is spelled “u”, “oo”, “o”, “ew”, “ue” and takes place in the middle and at the end of words in English.

At the beginning	In the middle	At the end
food	do	not applicable
room	blue	
stool	stew	
*fruit	*shoe	
*lieutenant	*through	
*group		

**There are other less frequent spelling patterns for /uw/ such as: “ui”, “oe”, “ieu”, “ough”, and “ou”.*

/u/ as in uva

This is a simple, tense, high-back, rounded sound. This phoneme in Spanish is similar to /uw/ in English. Spanish words with this sound is spelled “u” or “ú”. /u/ occurs at the beginning, middle and final position of words.

At the beginning	In the middle	At the end
uña	Junio	menu
uniforme	Julio	tabú
uranio	mula	bambú
union	burro	budú

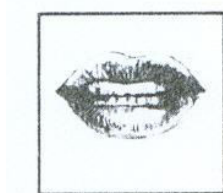
Activity

Complete the following chart by writing English and Spanish words containing the sounds /uw/ and /u/ respectively.

	<i>POSITION OF OCCURRENCE</i>	
<i>ENGLISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>
<i>u – oo – o – ew – ue</i>		

<i>SPANISH SPELLING</i>	<i>INITIAL</i>	<i>MEDIAL</i>	<i>FINAL</i>
<i>u</i>			

/ʊ/ as in book



/ʊ/ is a simple, lax, high, back, rounded sound. This sound is the only relaxed back vowel in English. When pronouncing this sound, the lips are rounded, but not as tightly as for */uw/*. Also, the tongue is high but not as high as for */uw/*. The spelling for this sound is often “oo”, “ou”, or “u”. This phoneme occurs only in the middle of English words.

At the beginning	In the middle	At the end
not applicable	cook	not applicable
	hood	
	pull	
	would	
	*wolf	
	*woman	

*"o" is a less frequent spelling for /ʊ/.

The letters "oo" followed by "d" or "k" are usually pronounced /ʊ/.

Examples: hood, good, wood, book, look, cook, etc.

The letter "u" followed by "sh" is usually pronounced /ʊ/.

Examples: bush, push, cushion.

The vowel /ʊ/ does not exist in Spanish. Therefore, Spanish speakers may have pronunciation problems because of confusing English spelling patterns and the similarity of /ʊ/ and /uw/.

Examples: if /ʊ/ is substituted by /uw/

pull becomes pool

soot becomes suit

The main difference between these sounds is the sound duration. Thus, /ʊ/ is a short sound and /uw/ is a long one.

Activity

Complete the following chart by writing English words containing the sound /ʊ/.

	POSITION OF OCURENCE	
ENGLISH SPELLING	MEDIAL	
oo – ou – u		

/ʌ/ as in up



/ʌ/ is a simple, lax, middle, central, and unrounded sound. When pronouncing this sound, the lips and jaw are relaxed, which are slightly parted and slightly lowered respectively. Besides, the tongue is also relaxed in a midlevel in the mouth. /ʌ/ is spelled “u” or “o” and occurs at the beginning and medial position of English words.

At the beginning	In the middle	At the end
up	month	not applicable
oven	*cousin	
onion	*trouble	
other	*flood	
of	*does	
under	*what	

*There are less frequent spelling patterns for /ʌ/ such as: "ou", "oo", "oe", and "a".

The vowel /ʌ/ does not exist in Spanish. Therefore, It is easy to become confused by irregular English spelling patterns and to substitute sounds that are more familiar for Spanish speakers.

Example: if /ʌ/ is substituted by /a/

color will sound like collar

if /ʌ/ is substituted by /ow/

come will sound like comb

if /ʌ/ is substituted by /ɔ/

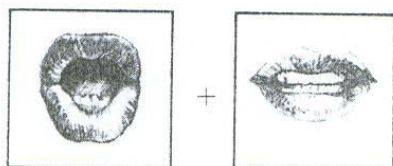
done will sound like dawn

Activity

Complete the following chart by writing English words containing the sound /ʌ/.

	POSITION OF OCCURRENCE	
ENGLISH SPELLING	INITIAL	MEDIAL
u -o		

/ow/ as in oak



/ow/ is a complex, tense, mid-back, rounded sound. This is a long sound, which has an /o/ followed by a glide up into a /w/. When pronouncing this diphthong, the lips are tense and very round. Besides, the jaw rises with the tongue and closes slightly. Additionally, the tongue glides from midlevel to near the roof of the mouth. /ow/ is spelled "o", "oa", "ow", "oe", and "ou" and occurs at the beginning, middle and end of words in English.

At the beginning	In the middle	At the end
own	nose	blow
oven	rose	narrow
open	soap	toe
only	don't	foe

/ow/ in English is similar to stressed "ó" in Spanish. Although the one in English is longer than the one in Spanish.

The letters "oa" are usually pronounced /ow/.

Examples: coal, boat, roasting, toaster, etc.

The letter "o" followed by "ld" is usually pronounced /ou/.

Example: cold, old, soldier, told, etc.

Activity

Complete the following chart by writing English words containing the sound /ow/.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
o - oa - ow - oe - ou			

/o/ as in onda

/o/ is a simple, tense, mid-back, rounded sound. This phoneme occurs at the beginning, middle and final position of words in Spanish.

At the beginning	In the middle	At the end
hoyo	solo	pelo
onda	bolo	feo
hola	acoso	pato
ojo	anona	otoño

Activity

Complete the following chart by writing English words containing the sound /o/

	POSITION OF OCURRENCE		
SPANISH SPELLING	INITIAL	MEDIAL	FINAL
o			

/ɔ/ as in all



/ ɔ / is a simple, lax, low-back, rounded sound. When producing this sound, the lips are in a tense oval shape and slightly protruded. Additionally, the jaw is open more than for /ow/ and the tongue is low near the floor of the mouth. This phoneme is

spelled “o”, “a”, “aw”, and “au” and occurs at the beginning, middle and final position of English words.

At the beginning	In the middle	At the end
all	*boss	awe
*off	*song	thaw
offer	mall	saw
audience	stall	flaw

*The letter “o” followed by “ff”, “ng”, and “ss” is usually pronounced /ɔ/.

The letter “a” followed by “ll”, “lk”, “lt”, and “ld” is usually pronounced /ɔ/.

Example: ball, talk, salt, bald, etc.

The vowel /ɔ/ does not exist in Spanish and may be substituted by familiar vowels in English.

Example: if /ɔ/ is substituted by /ow/

bought will become boat

Activity

Complete the following chart by writing English words containing the sound /ɔ/.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
o – a – aw – au			

/ə/ as in upon

This is the sound that results when any vowel in English is unstressed in a word. The vowels in all unaccented syllables in English almost always are pronounced “uh”, whose phoneme is called “schwa” /ə/. This vowel is a very short, quick sound. When pronouncing this phoneme, the lips should *be completely relaxed* and barely move during its production. Any letters or combination of letters can represent this sound. Although, the commonest spelling patterns for /ə/ consists of the letters “a”, “e”, “i”, “o”, “u”, “eo”, “ou”, “io”, “iou”, and “ai”. This sound occurs in the first, second, and third syllable in a word.

In the first syllable	In the middle	In the final syllable
ago	agony	soda
upon	liquid	reason
contain	capital	certain
suppose	relative	oven

The schwa /ə/ can occur more than once and be represented by different letters in the same word.

Examples: president, elephant, accident, etc.

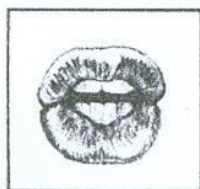
Some dictionaries use /ɪ/ instead of /ə/ in some unstressed syllables.

The schwa /ə/ does not exist in Spanish because all vowels are pronounced clearly and distinctively, even in unaccented syllables of words. Thus, Spanish speakers may follow the spelling of English words and most of the time the unstressed syllable becomes stressed by them and eliminate the such a sound.

Activity

Complete the following chart by writing English words containing the sound /ə/.

	POSITION OF OCURENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
a- e -i - o - u - eo - io - ou - iou -ai			

/ɜː/ as in hurt

This is a tense, high-center, unrounded sound. This phoneme results of the combination of the schwa sound /ʌ/ + r. When pronouncing this sound, The lips are protruded and slightly parted. The jaw is slightly lowered. Besides, the tongue is midlevel in the mouth. It occurs only in stressed syllables of words in English. /ɜː/ is spelled "ir", "ur", "er" and other less frequent spelling patterns such as: "ear", "our", and "or". This sound takes place at the beginning, middle and final position of words.

At the beginning

herb

earn

urgent

earnest

early

In the middle

turn

third

term

work

journey

At the end

fur

blur

stir

prefer

per

The vowel /ɜː/ does not exist in Spanish.

Activity

Complete the following chart by writing English words containing the sound /ɜː/

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
<i>ir- ur - er</i>			

/ə/ as in father

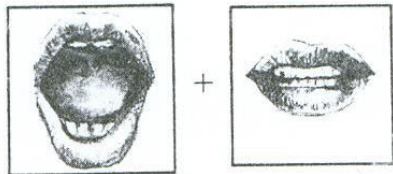
It is difficult to hear the difference between /ə/ and /ɜ:/ when these sounds are produced in isolation. However, /ə/ is produced with much less force and occurs only in unstressed syllables of words. On the contrary, /ɜ:/ occurs only in stressed syllables of words. When pronouncing this sound, the position of the lips and jaw is the same for /ɜ:/, but unlike the case with /ɜ:/, the tongue muscles are completely relaxed when producing /ə/. This phoneme results of the combination of /ə/ + r. This sound is spelled "ar", "er", "or", and "ure" and occurs in the middle and final position of words in English.

At the beginning	In the middle	At the end
not applicable	liberty	baker
	perhaps	nature
	warmer	measure
	butterfly	flavor

Activity

Complete the following chart by writing English words containing the sound /æ/.
 Complete the following chart by writing English words containing the sound /æ/.

	POSITION OF OCURRENCE	
ENGLISH SPELLING	MEDIAL	FINAL
ar- er - or - ure		

/aw/ as in out and /aw/ as in causa***/aw/ as in out***

/aw/ is a complex, tense, low-central sound. This is a diphthong, which begins with /a/ and ends with /u/. When pronouncing this sound, the lips glide from an open position. The jaw rises with the tongue and closes. Moreover, the tongue glides from low to high near the roof of the mouth. This phoneme is spelled “ou” and “ow” and occurs at the beginning, middle and end position of English words.

At the beginning	In the middle	At the end
our	mountain	allow
ounce	crowd	now
outfit	sour	*bough
ourselves	power	*plough

*“ough” is a less frequent spelling pattern for /aw/.

/aw/ as in causa

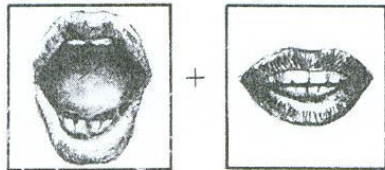
/aw/ is a complex, low-central sound. This Spanish diphthong is pronounced the same way as /aw/ in English. This phoneme is spelled “au” and occurs at the beginning and middle position of words.

At the beginning	In the middle	At the end
auto	pausa	not applicable
aula	causa	
autor	fauna	

Activity

Complete the following chart by writing English and Spanish words containing the sound /aw/.

	POSITION OF OCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
ow - ou			
SPANISH SPELLING	INITIAL	MEDIAL	
au			

/ay/ as in pie and /ay/ as in bailar***/ay/ as in pie***

/ay/ is a complex, low-central, sound. It is a diphthong that begins with /a/ and ends with /y/. When pronouncing this phoneme, the lips glide from an open to a slightly parted position. The jaw rises with the tongue and closes. Besides, the tongue glides from low to high near the roof of the mouth. This sound is spelled "i", "y", "ie", and "igh" and takes place at the beginning, medial and final position of English words.

At the beginning	In the middle	At the end
I	*fight	die
aisle	style	rye
island	*mind	deny
ice	frighten	pie
item	*wild	high

*The letter "i" followed by "gh", "ld", or "nd" is usually pronounced /ay/.

/ay/ as in bailar

/ay/ is a complex, low-central, sound. This diphthong is pronounced the same way as /ay/ in English. This phoneme is spelled "ay" or "ai" and occurs at the beginning and middle position of Spanish words.

At the beginning	In the middle	At the end
*iay!	Paisaje	not applicable
*aire	baile	
*hay	paila	

*/ay/ is not a common sound at the beginning of words in Spanish.

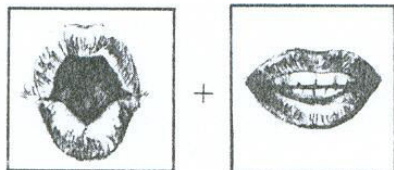
Activity

Complete the following chart by writing English and Spanish words containing the sound /ay/.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
i – y – ie – igh			
SPANISH SPELLING	MEDIAL		
ai			

/ɔy/ as in boy and /oy/ as in oiga

/ɔy/ as in boy



/ɔy/ is a complex, mid-back sound. This diphthong begins with /ɔ/ and ends with /Y/.

When producing this sound, The lips glide from a tense oval shape to a relaxed, slightly parted position. The jaw rises with the tongue and closes. Moreover, the tongue glides from a low position to high near the roof of the mouth. This phoneme is spelled “oy” or “oi” and takes place at the beginning, middle and final position of English words.

At the beginning	In the middle	At the end
ointment	broil	annoy
oily	foil	ploy
oyster	coin	decoy
oink	choice	destroy

/oy/ as in oiga

/oy/ is a complex, tense, mid-back sound. This diphthong is pronounced the same way as the in English. This phoneme is spelled “oy” and “oi” and takes place at the beginning, medial and final position of Spanish words.

At the beginning	In the middle	At the end
*oiga	*sois	voy
*hoy	*coito	Monroy
	*Moisés	soy

* /oy/ is not a common sound at the beginning and middle position of words.

Activity

Complete the following chart by writing English and Spanish words containing the sounds /ɔɪ/ and /oy/ respectively in any position.

	POSITION OF OCCURRENCE		
ENGLISH SPELLING	INITIAL	MEDIAL	FINAL
oy - oi			
SPANISH SPELLING	ANY POSITION		
oy - oi			

VOCABULARY

Phonetic features	Velum
Speech Organs	G-coloring
Voicing	dark l
Place of articulation	Phonology
Manner of articulation	diphthong
Phoneme	glide
Air stream	tense -lax
Flap	front - back
Allophone	high -low
Semi-vowel	simple
Semi-consonant	
Aspirate	
Vocal Cords	
Loan Words	
Liquid sound	

UNIT V

TRANSFORMATIONAL GRAMMAR

LESSON 5.1 DEEP STRUCTURE AND SURFACE STRUCTURE

Objective: To analyze the deep and surface structure of a sentence.

When we speak or write, we can change the syntax, or word order of a sentence. This produces what are called surface structures. A surface structure is whatever we hear or read that has been transformed in some way or another from the original sentence or deep structure. This is the process dealt by *Transformational grammar*.

For example: when you have an idea or phrase in your brain as the following:

You watch a movie

This is an idea or sentence you can have in your brain. But when you speak, You transform the sentence, which can become a question (do you watch a movie?), a negative sentence (you do not watch a movie), a passive voice sentence (the movie was watched by you), or changing the tense of verbs.

5.1.1 Noun Phrase

A noun phrase is a word or sequence of words consisting of a determiner (abbreviated Det), adjective(Adj), plus noun(N) or personal pronoun(Pro_S), prepositional phrase(PP) and complement phrase(CompP). Thus, a noun phrase

can contain another phrase within it (such as a prepositional phrase or complement phrase).

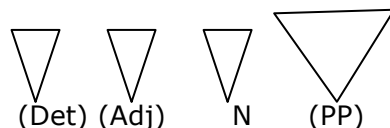
The noun phrase must be represented in the following way:

NP → (Det) (Adj) + N(PP) (CompP)
Prop

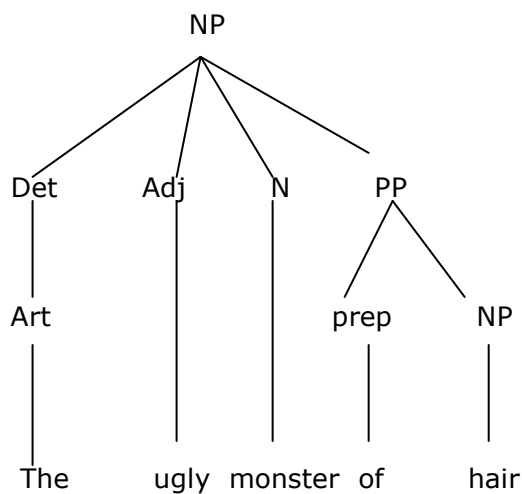
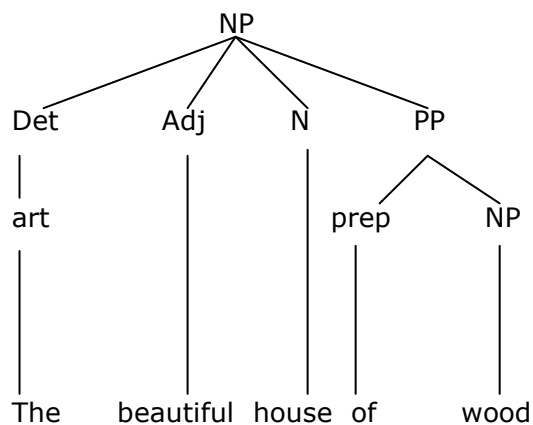
PP → Prep NP

Where the prepositional phrase can produce also a preposition and a noun phrase.

Example: The beautiful house of wood.



The derivation of the sentence is reflected in the following examples:

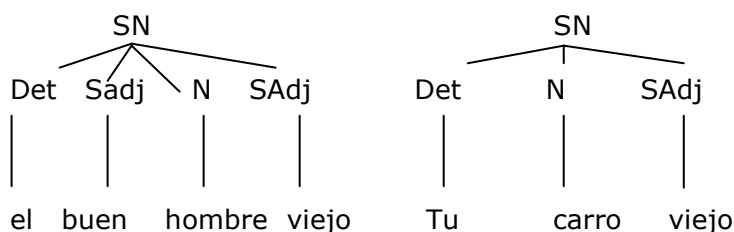


In Spanish the noun phrase is called Sintagma nominal (SN), which contains the same elements as in English: Determiner (Det), (Adjective (Adj)), Noun (N) and Adjective.

The rule for sintagma nominal is the following:

SN → Det + (Sadj) + N + Sadj

Examples:



DETERMINERS

Determiners are words that belong to a group of noun called noun phrase that usually precedes the descriptive adjectives. They are generally referred to words known as articles, which can be indefinite and definite. The indefinite articles are: "a" and "an" in singular, but in plural they are replaced by "some". Meanwhile, in Spanish the indefinite article has two forms in singular: "un" for masculine and "una" for feminine as well as it has two forms in plural: unos for masculine and "unas" for feminine.

For example:

Article	English	Article	Spanish
a	a boy	un	Un niño
a	a woman	una	una mujer
an	an apple	una	una manzana
some	some boys	unos	Unos niños
some	some women	unas	unas mujeres

The definite article in English has just one form: “the” and in Spanish this one corresponds to the article: el, la, los and las.

For example:

Article	English	Article	Spanish
the	the boy	El	El niño
the	The girl	La	La niña
the	the boys	Los	Los niños
the	the girls	Las	Las niñas

The indefinite and definite articles do not indicate the gender of the noun as in Spanish. The article can be substituted by demonstrative modifiers, quantifiers, possessive and adjective pronouns.. The demonstratives modifiers(abbreviated **Dem**) in English are:: this, that in singular, and these and those in plural.

For example:

English			Spanish	
Singular	This	This is my brother	Este Esta	Este es mi hermano
	That	That is my house	Aquel Aquella	Aquella es mi casa
Plural	These	These are my keys	Estos Estas	Estas son mis llaves
	Those	Those are your candies	Aquellos Aquellas	Aquellos son mis dulces

The quantifiers are other types of determiners which can also replace the articles “the”, “a” and “an”. Among the quantifiers in English are these ones: each, any, all, enough, every, few, many, more, much, most, several, no, and some. They are called quantifiers because they quantify the nouns that follow them. In contrast to the quantifiers in English, the ones are also adverbs, thus, they are called quantity adverbs. Among the quantity adverbs are these ones: demasiado, muy, más, mucho, poco, menos, bastante, tanto, casi, nada, cuánto and cuando.

For example:

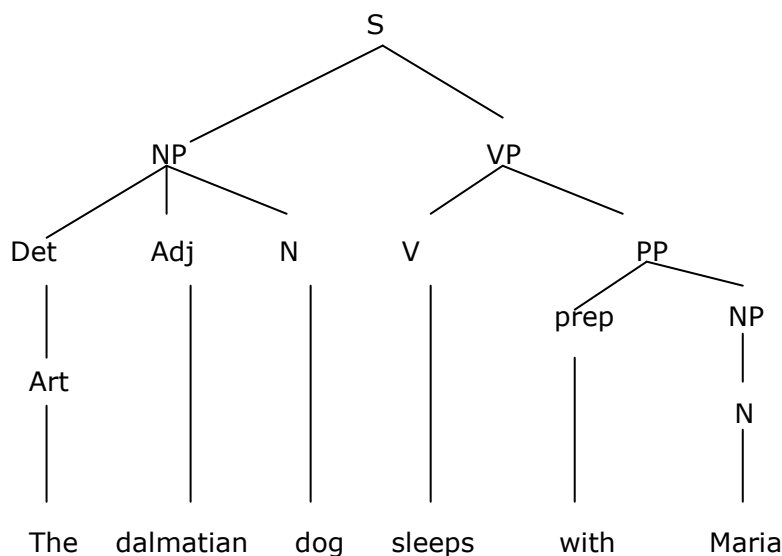
- That pretty girl bought many tale books at the bookstore.
- Esa mucha bonita compró muchos libros de cuento en la librería.
- The old car had many serious problems on the race.
- El auto viejo tuvo muchos problemas serios en la carrera.

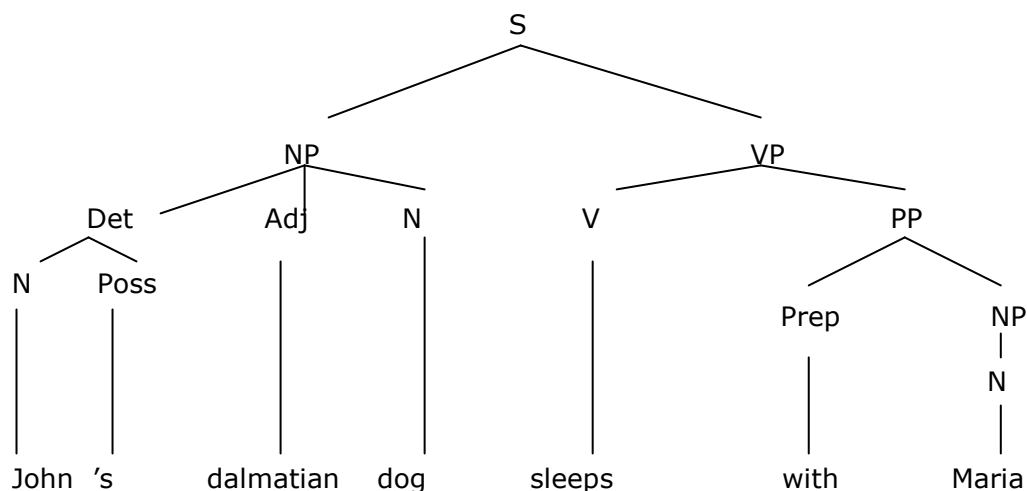
In English the possessive form can also replace the article in the noun phrase. We can indicate this option for determiners with the following rule:

For example:

Det → N Poss

- The Dalmatian dog sleeps with Maria.
- John’s Dalmatian dog sleeps with Maria.





In Spanish this case does not apply.

The adjective pronouns are other determiners that can substitute the articles. The adjectives pronouns in English are these ones: my, your, his, her, our, and their. Meanwhile, the ones in Spanish are the following: mi, tu, su (de el), su (de ella), nuestro (a), sus (de ellos).

For example:

English		Spanish	
MY	My house	mi	Mi casa
Your	Your car	tu	Tu carro
His	His shirt	su	Su camisa
Her	Her dress	su	Su vestido
Our	Our wedding	nuestro (a)	Nuestro matrimonio
Their	Their books	sus	Sus libros

Methodological Suggestion: The teacher asks for volunteer students to pass the board in order to write the exercises contained in the textbook.

Exercise:

Transform the following sentences by drawing trees.

1. That play had many funny scenes.
2. They preferred all rural locations to this city.
3. the hikers packed enough supplies for any emergency.
4. They speak the Queen's English in Tasmania.

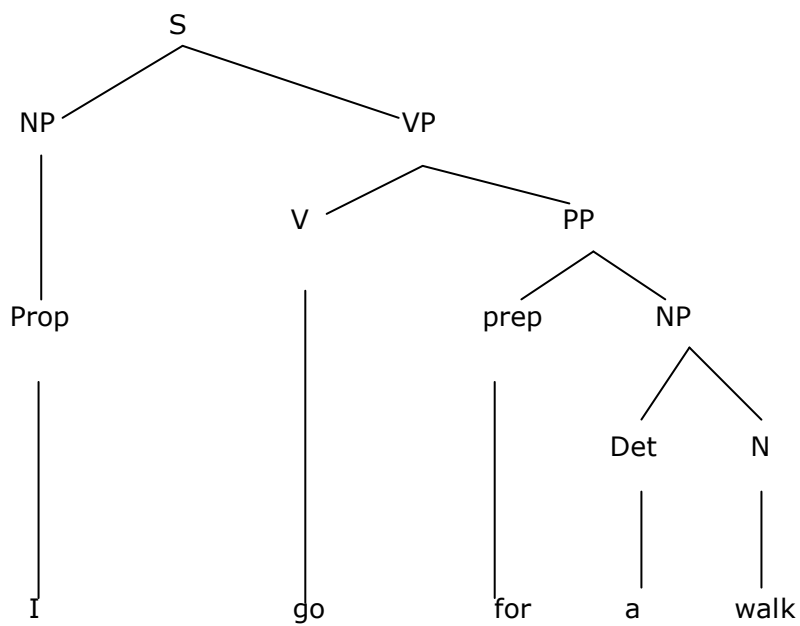
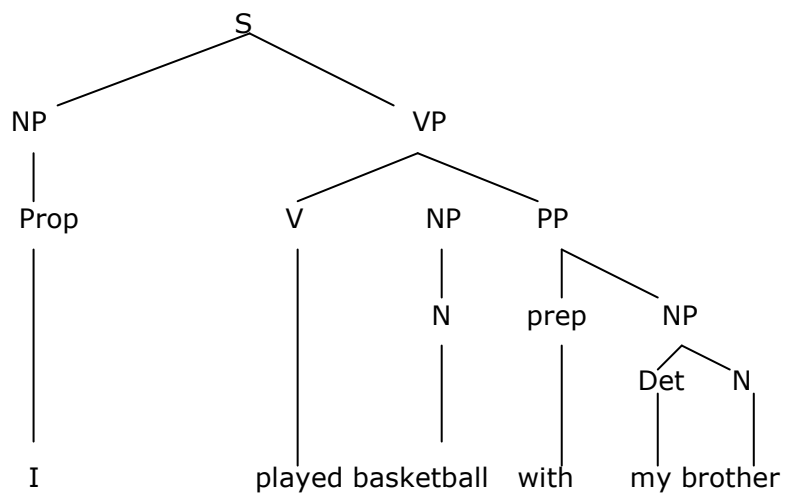
5.1.2 Verb Phrase

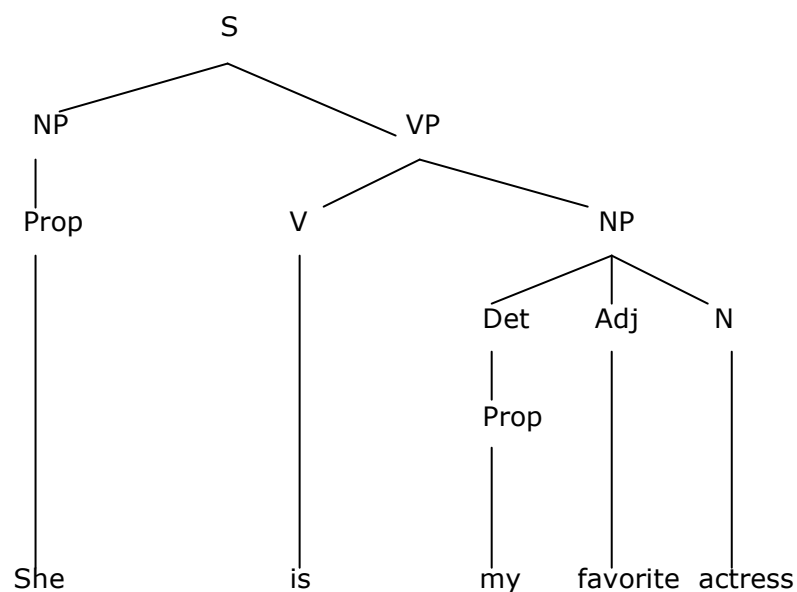
The verb phrase is a word or sequence of words, which is formed by the main verb, a noun phrase and a prepositional phrase, which can contain other phrases inside them. The rule for the verb phrase will be the following:

VP $\longrightarrow$ V (NP) (PP)

For example:

1. I played basketball with my brother.
2. I go for a walk.
3. She is my favorite actress.





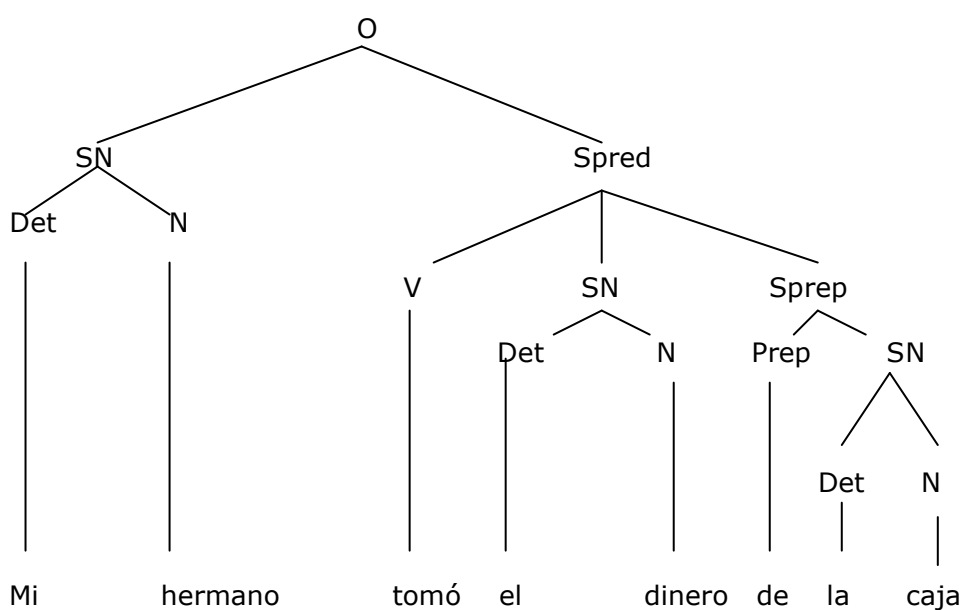
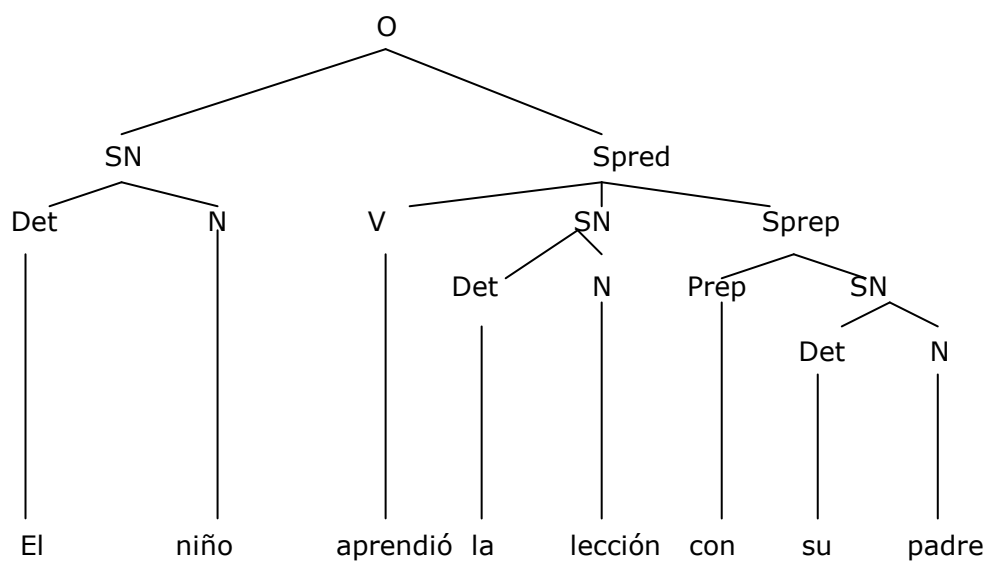
In Spanish the verb phrase is called Sintagma Predicativo (Spred), which contains the same elements as in English: verb, sintagma nominal, and sintagma prepositional (Sprep), which is the equivalent to the prepositional phrase (PP) in English.

The rule for the sintagma predicativo is the following:

Spred $\longrightarrow$ V + SN + Sprep

For example:

1. El niño aprendió la lección con su padre.
2. Mi hermano tomó el dinero de la caja.



Methodological Suggestion: The teacher asks the students to identify the verb phrase in the exercises written in the textbook and then to draw the respective trees.

Exercises

Draw trees for the following sentences.

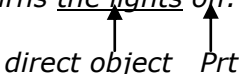
1. My brother is with my mother.
2. The dogs bit many children for a week.
3. Julia is angry for the delay.
4. Peter fought at school.

5.1.3 Particle

The particles are those words which sometimes are preceded by a verb known as phrasal verbs or two word verbs; for example: get up, stand up, come on, and so on. However, these compound verbs can be separable, which the particle is moved just after the direct object, and non – separable like the ones mentioned before.

The following examples show the particle after the verb and after the direct object:

- *Frida turns off the lights.*

- *Frida turns the lights off.*

- *He looked up a word in the dictionary -He looked a word up in the dictionary*


It is necessary to differentiate which words are particles (*abbreviated Prt*) and which ones are prepositions (*abbreviated Prep*) before transforming the sentence, because of sometimes the verbs are accompanied by prepositions that look like particles and in this way, the transformation of sentence can vary. The rule for transforming the particle is the following:

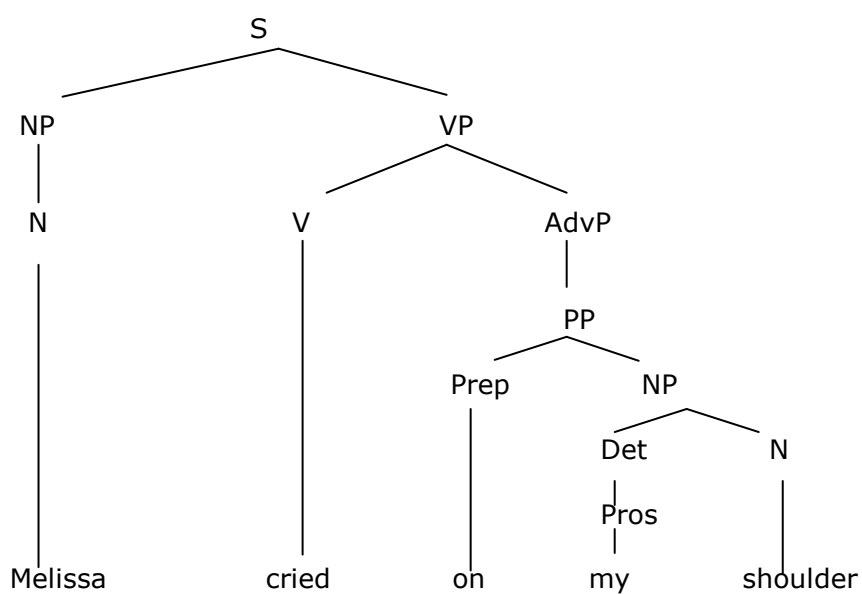
VP → (Prt) (AdvP)

where adverbial phrase can produce a prepositional phrase

AdvP → (PP)

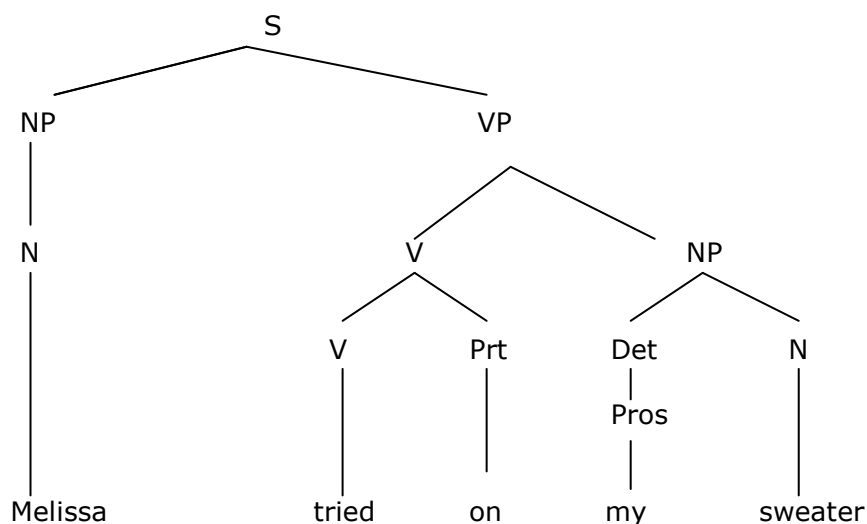
For example:

Melissa cried on my shoulder



In this case, there is a prepositional phrase instead of a particle. But in the following example there is a particle.

Melissa tried on my sweater.



Even though the particle is moved after the direct object, the rule for particles is always the same.

Methodological Suggestion: The teacher asks the students to differentiate particles from prepositions in the exercises contained in the textbook and then to draw trees for each of them.

1. The announcer called the winner's name out.
2. She jump over the fence.
3. She thought over the offer.
4. He looked up the phone number.

5.1.4 Adverbial Phrase

An adverbial phrase (*abbreviated AdvP*) is the one headed by and adverb in a sentence. The derivations of sentences by drawing trees show us how the adverbial phrase can occur at the beginning of a sentence, in the middle, after a noun or pronoun, and at the end. Even though there can be more than one. The rules for adverbial phrases is the following:

VP $\longrightarrow$ (AdvP) + V (NP) (AdvP)

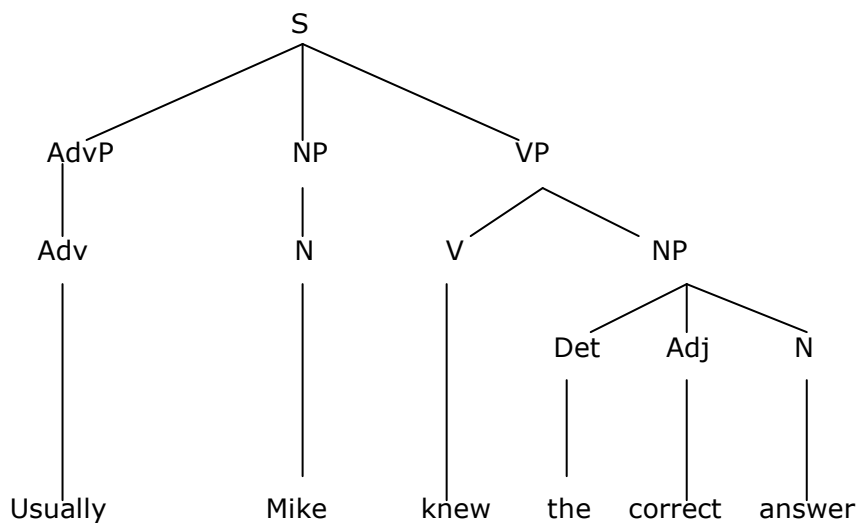
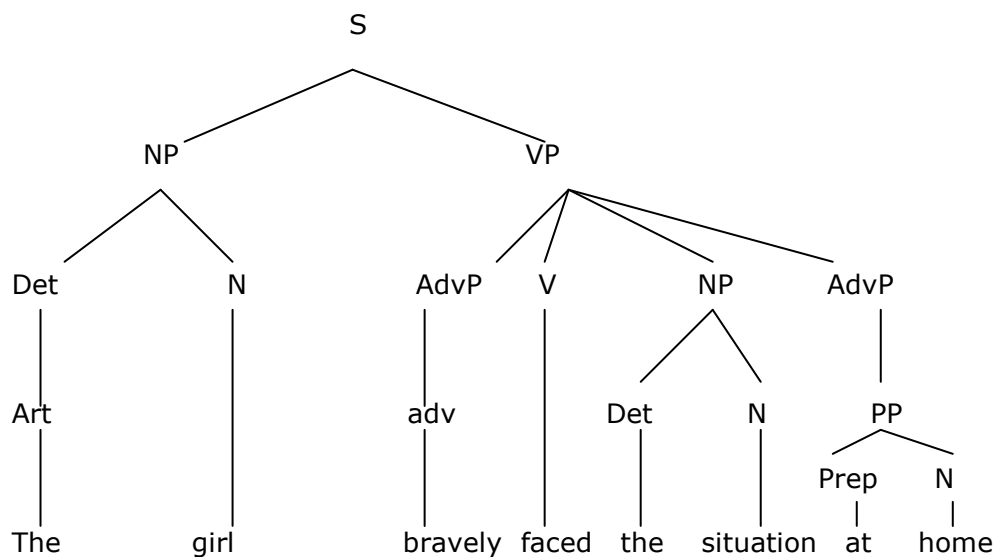
It is applicable if the adverbial phrase is at the beginning or at the end of the verb phrase.

S $\longrightarrow$ (AdvP) + NP VP

It is applicable if the adverbial phrase is at the beginning of the sentence.

For example:

1. The girl bravely faced the situation at home.
2. Usually Mike knew the correct answer.



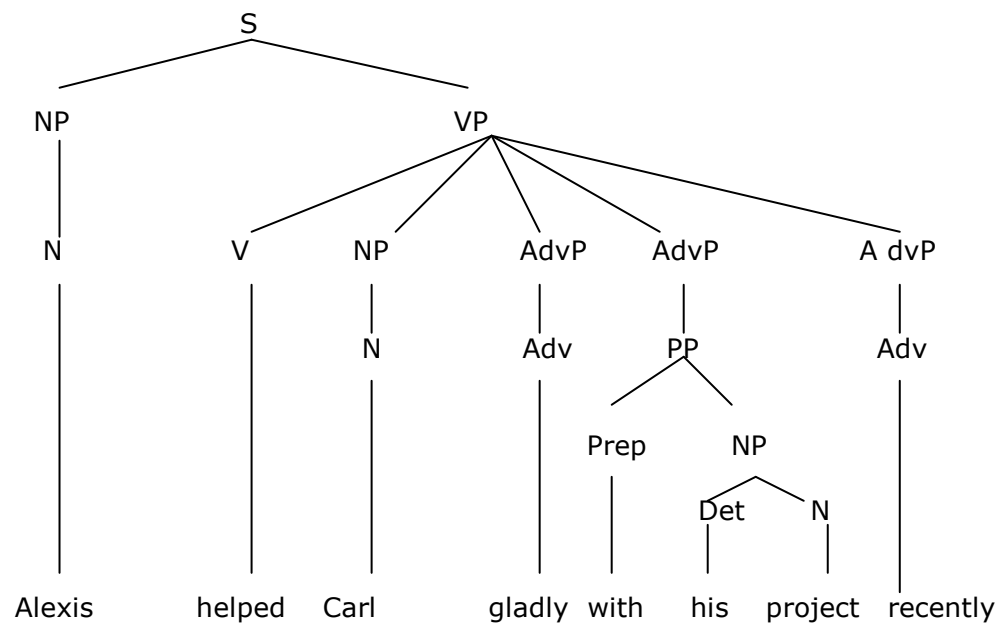
In addition to adverbs, prepositional phrases can also be moved by the adverbial phrases. In this way, we need to apply the adverbial phrase twice. The rule for taking the prepositional phrase out from the adverbial phrase is the following:

$$\begin{aligned} VP &\longrightarrow (AdvP) + V (NP) (AdvP) & S &\longrightarrow (AdvP) + NP VP \\ AdvP &\longrightarrow \left\{ \begin{array}{c} Adv \\ PP \end{array} \right\} \end{aligned}$$

This rule can generate verb phrases with multiple adverbs and prepositional phrases.

For example:

Alexis helped Carl gladly with his project recently.



These formulas in English are also applicable in Spanish, but with its respective Spanish names.

English $VP \longrightarrow (AdvP) + V + (NP) (AdvP)$

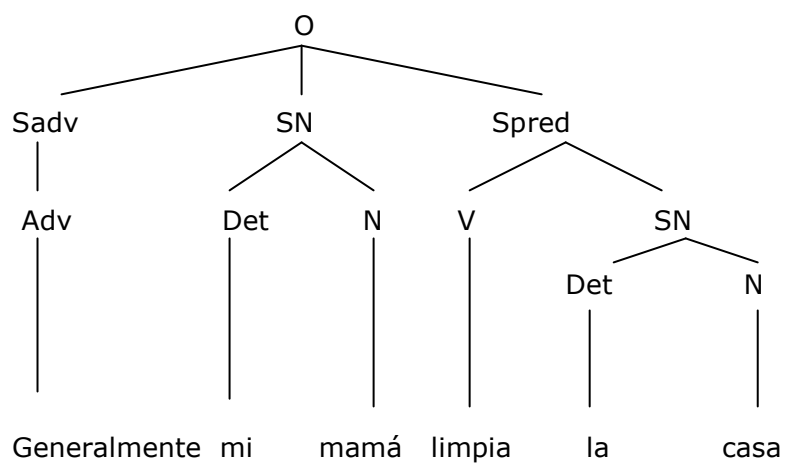
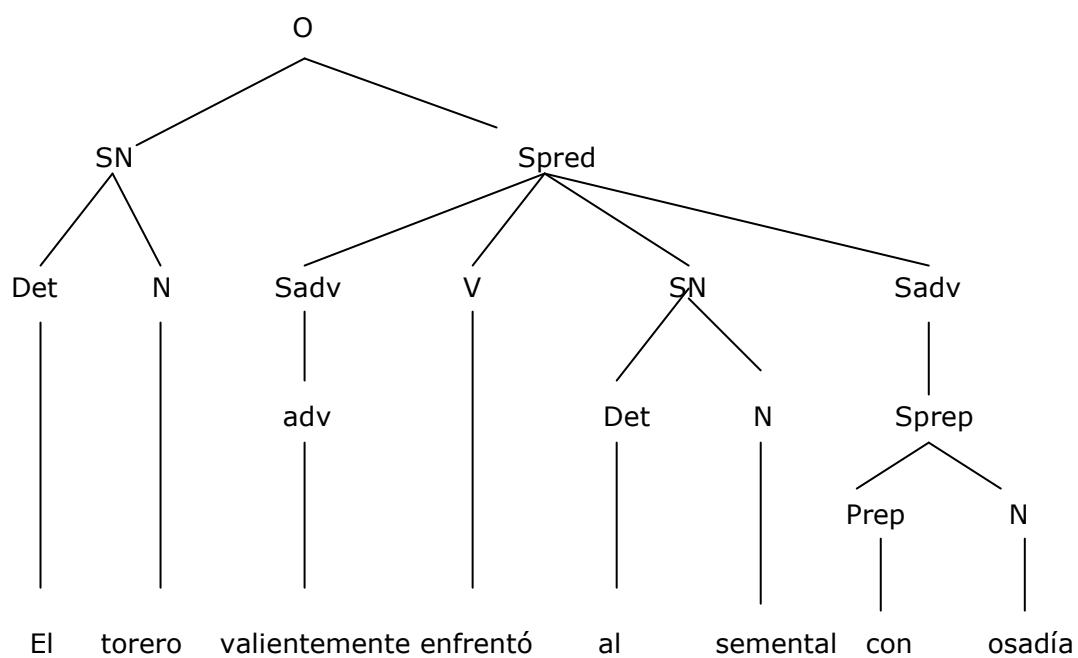
Spanish Spred → Sadv + V + SN + Sadv

English S → (AdvP) + NP + VP

Spanish O → Sadv + SN + Spred

1. El torero valientemente enfrento al semental con osadía.

2. Generalmente mi mamá limpia la casa



Methodological suggestion: The teacher asks for volunteer students to pass in front of the class in order to do the exercises on the board in they will identify the adverbial phrases by drawing trees for the sentences written in the textbook.

Transform the following sentences:

1. Foolishly Brenda passed every opportunity up.
2. Over the field they doggedly pursued the quarry.
3. the detective smugly revealed the solution.
4. The dancers glided effortlessly across the patio.

5.1.5 Adverbial Clause

An adverbial phrase can be an adverb or a prepositional phrase. But an adverbial phrase can also be an entire sentence which is preceded by subordinating conjunctions (*abbreviated Cjs*), becoming an adverbial clause.

For example:

Andy bought a new car **because** *his old Mercedes finally broke down*.

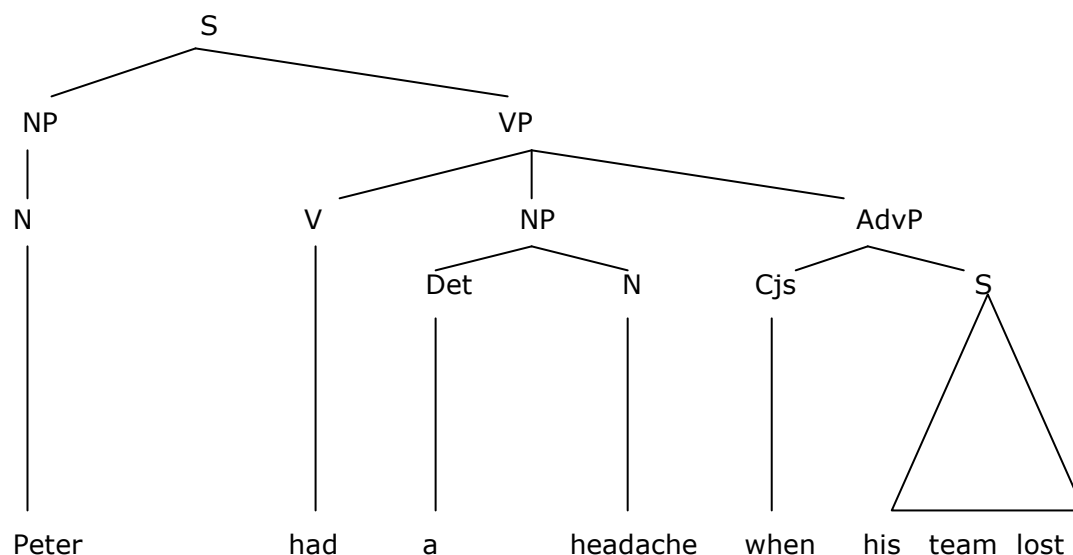

Subordinating conjunction

In order to produce adverbial clauses, the phrase - structure rule for adverbial phrases need to be expanded.

$$\text{AdvP} \longrightarrow \left\{ \begin{array}{l} \text{Adv} \\ \text{PP} \\ \text{Cjs S} \end{array} \right\}$$

For example:

Peter had a headache when his team lost.

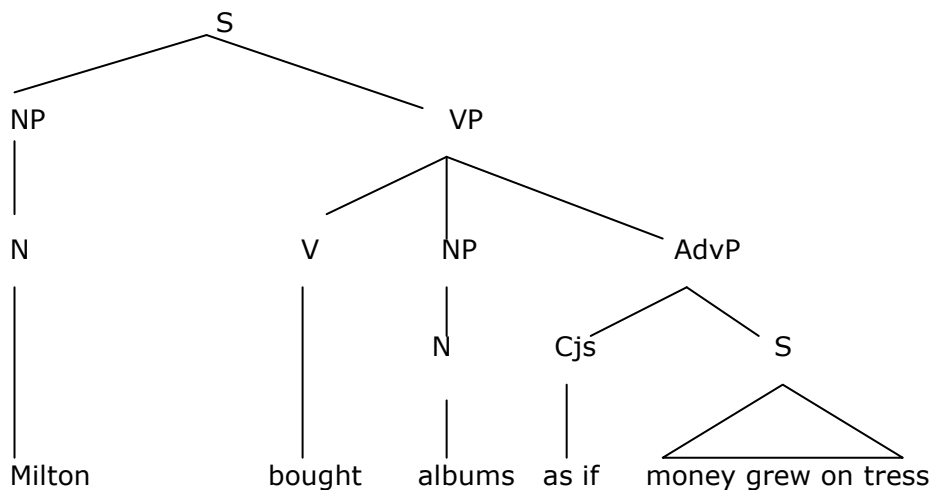


A subordinating conjunction introduces a clause that is embedded in – or subordinate to – the upper clause. Among the most common subordinating conjunctions are these:

<i>after</i>	<i>if</i>	<i>until although</i>	<i>lest</i>
<i>when</i>	<i>as</i>	<i>since</i>	<i>whenever</i>
<i>because</i>	<i>though</i>	<i>where</i>	<i>before</i>
<i>till</i>	<i>whereas</i>	<i>for</i>	<i>unless</i>
<i>while</i>	<i>as if</i>	<i>even if</i>	<i>in order that</i>
<i>as soon as</i>	<i>even though</i>	<i>insofar as</i>	<i>as though</i>
<i>inasmuch as</i>	<i>so that</i>		

For example: using as if.

Milton bought albums as if money grew on trees.



In Spanish, the Adverbial Clause is also introduced by the subordinating conjunctions , which are shown in the chart below.

donde	por donde	cuando	tan pronto como
siempre que	según	como	cuanto
si	con que	aunque	aun cuando
a pesar de que	tanto que	de tal modo que	al punto que
por que	ya que	puesto que	más que
menos que	tanto como	igual que	para que
a fin de que	con miras a	mientras	después de que

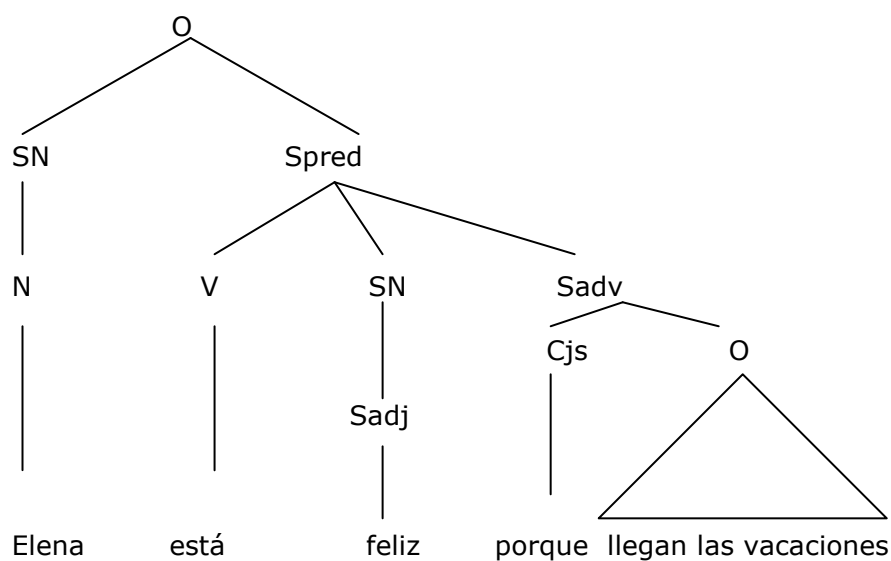
For example:

MI hermana vive *donde termina el pueblo*

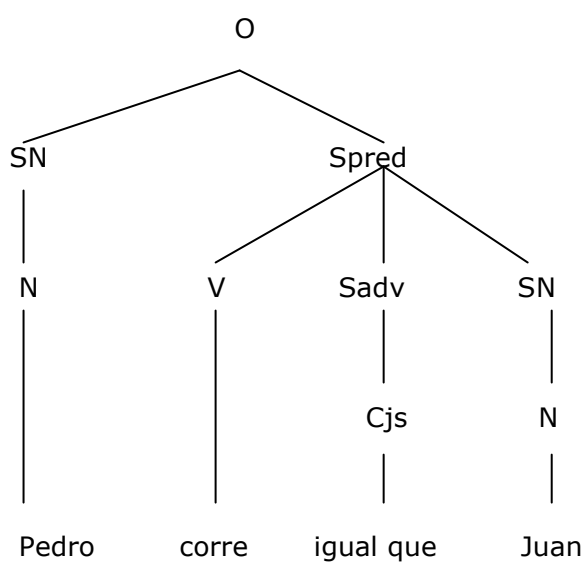


 subordinating conjunction

Example using porque



Another example using igual que



Methodological Suggestion: The teacher asks for the students to identify the subordinating conjunctions in the exercises written in the textbook and then to draw the trees.

Exercises:

Draw trees for the following sentences:

1. The coach has a tantrum if a player commits a foolish error.
2. Jess hid while María searched for him.
3. The gardener sees clearly simply because he got new glasses.
4. The thief entered the house deftly while the family slept.

5.1.6 Relative Clause

Relative clause(abbreviated RP) modifies or gives additional information about the noun it follows. The relative clauses begin with the words who, that, which and whose which are called relative pronouns(abbreviated Pro_R). The transformational rule for applying the relative pronoun is the following:

NP → (Det) (AdjP) + N (PP) (RP) (CompP)

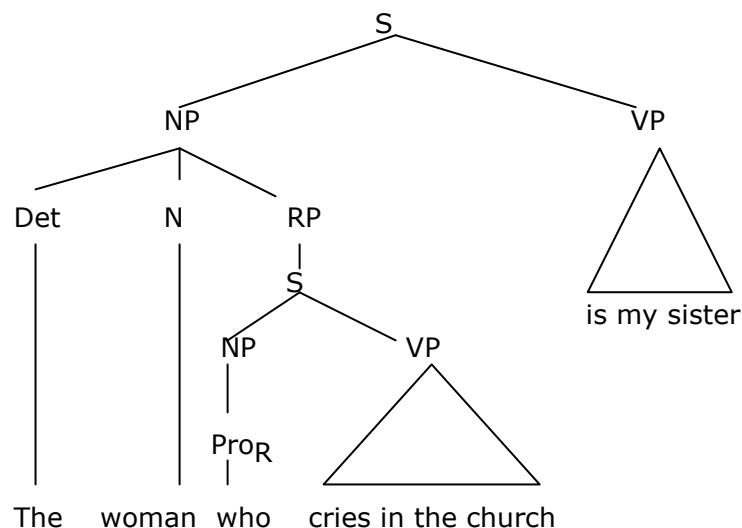
RP → S

example:

The woman *who cries in the church* is my sister.

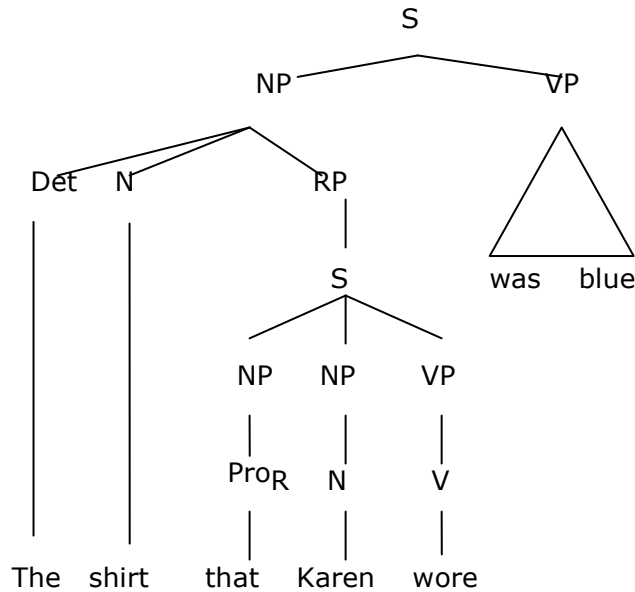
The relative clause *who cries in the church* tells us which woman is meant.

The derivation of this sentence is like this:



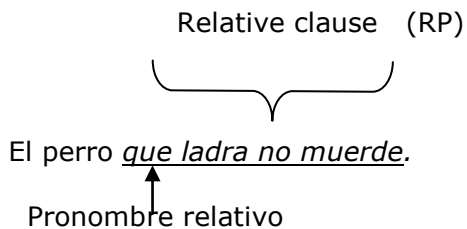
Here is another example for applying the relative pronoun.

The shirt that Karen wore was blue.

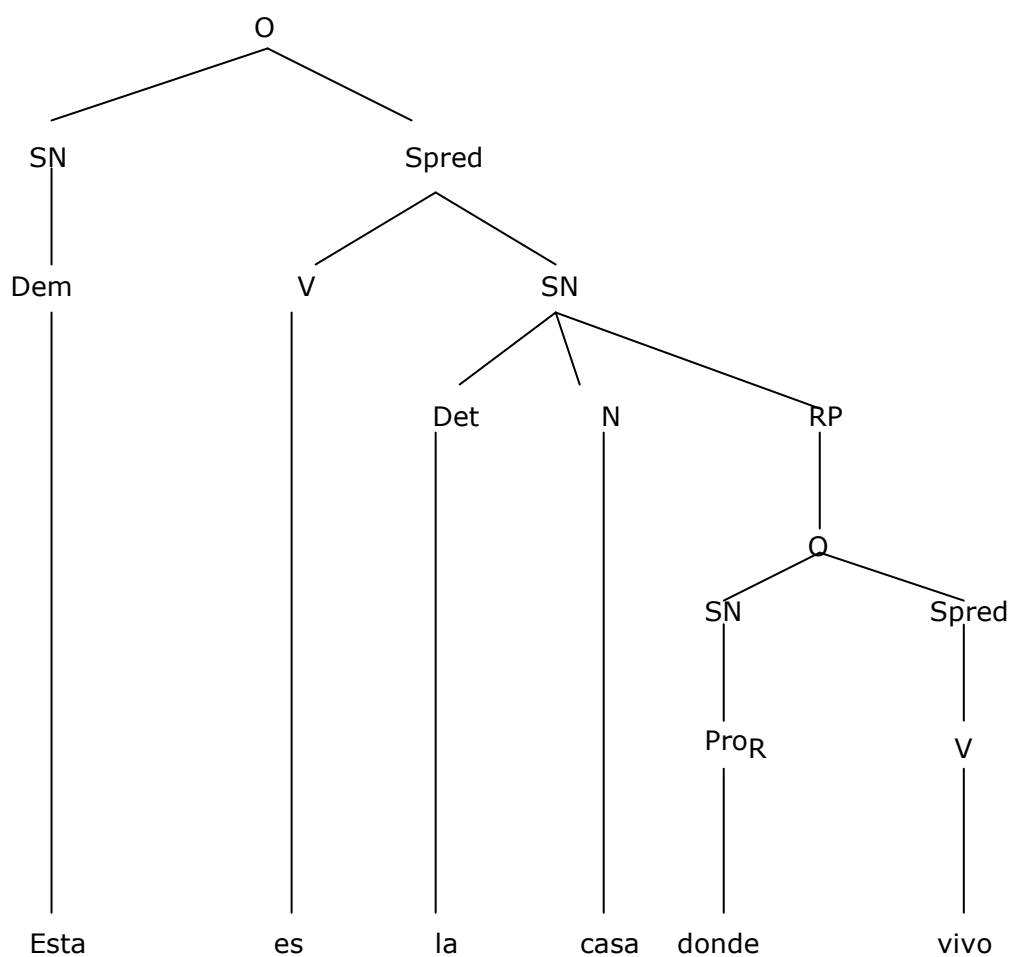


In Spanish the relative clause begin with the following words: que, cual, cuales, quien, quienes, cuyo, cuya, cuyos, cuyas, donde cuando, como, cuanto, cuanta, cuantos and cuantas. Where the relative clause is represnted as pronombre relativo(Pro_R as in English).

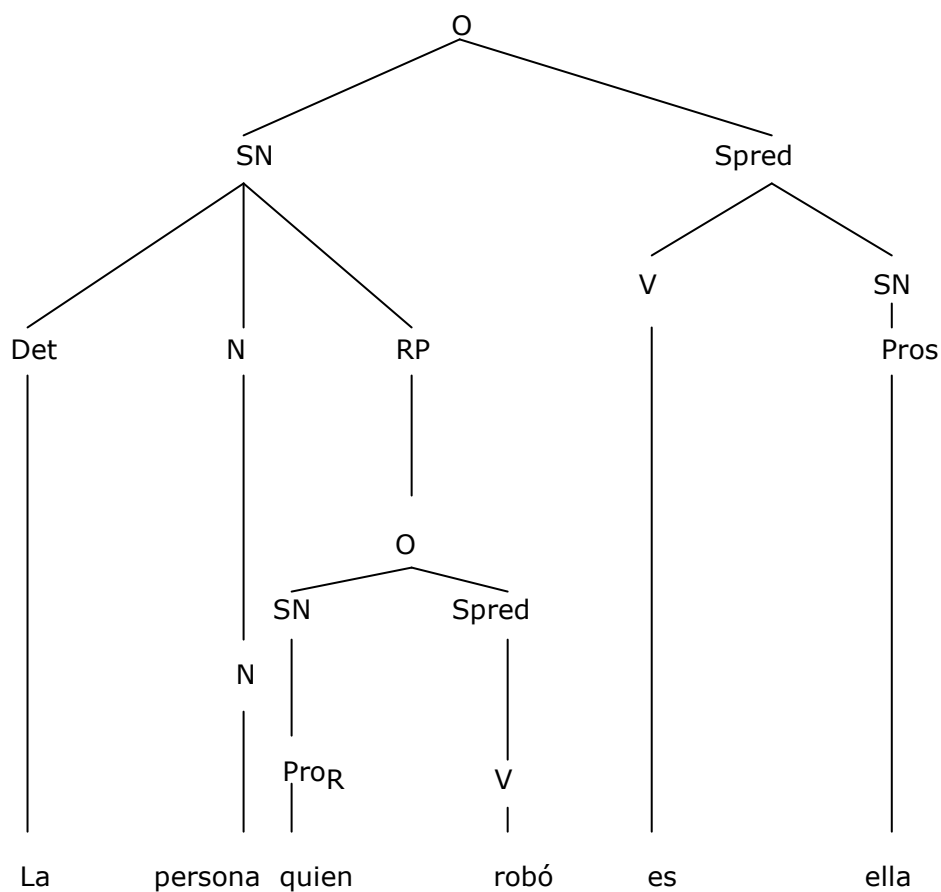
For example:



Example using donde



Another example using quien



Methodological Suggestion: The teacher asks for volunteer students to pass in front of the class to do the exercises contained in the textbook.

Exercises:

1. Jane Knew the man who Rose married.
2. The dentist who cured the elephant received a handsome fee.
3. Paul paid the lady whose car Ed rented.
4. Marvin reached a decision which Jo agreed with.

VOCABULARY

Compound Verbs	Deep Structure
Particle	Quantifier
Sintagma Preposicional	Sintagma Predicativo
Sintagma Nominal	Surface Structure
Syntax	Transformational Grammar
Transformational rule	

ANSWER KEYS OF UNIT I

1.1 DEFINITION OF GRAMMAR

The answer may vary.

1.3 1 AFFIXATION Activity

Write two or three words for each prefix below:

Il: Illuminate, Illegal, Illegible.

In: Inhale, Innocent.

Un: Unimportant, Unattractive.

Im: Imbalance, Immoral.

Dis: Distrust, Disorder, Disinterested.

Re: Reappear, Return.

Over: Overcome, Overcrowd.

A-, an: Amoral, Atypical.

Ab: Abnormal, Abrupt.

Auto: Automatic, Automobile.

Be: Beware, Belittle, Befriend.

Cor: Correlate, Correspond, Correct.

Dia: Diameter, Diaper.

Epi: Epicenter, Epidemic, Epidermis.

Equi : Equivalent, Equilibrium.

Hetero: Heterogeneous, Heterosexual.

Pre : Preconceived, Predict.

Ultra: Ultramodern, Ultraviolet.

Vice: Vice-president, Viceroy.

Tri: Trimestre, Trilateral.

Activity SUFFIXES

Classify each suffix listed below as a noun, verb, adjective, or Adverb. Then, write an example for each of them.

Suffixes	Part of speech	Example word
1. -Ment	Noun	Adornment
2. -Ic	Adjective	Terrific
3. -Ant	Adjective	Observant
4. -Ize	Verb	Generalize
5. -Ary	Adjective	Honorary
6. -Ish	Adjective	Childish
7. -Acious	Adjective	Tenacious
8. -Ly	Adverb, Adjective	Quickly, Comely
9. -Fy	Verb	Satisfy
10.-Wise	Adverb	Clockwise
11.-Ular	Adjective	Popular
12.-Cy	Noun	Infancy
13.-Hood	Noun	Neighborhood
14.-Ism	Noun	Socialism
15.-Ion	Noun	Companion

NOUN Activity

Write True or False for the following sentences.

- 1 The subject tells who or what sentence is about. TRUE
2. The noncount nouns are abstract, matter, generic terms, subject matter,sports and recreation. TRUE.
3. The possessive nouns show that a person does not possesses something. FALSE.
4. Subjects in Spanish are the words that named materials and inmaterials things which can say something. TRUE
- 5.The subjects for its meaning is only divided in groups as : common,and propers, concrete and abstracts, countable and noncountable. FALSE.
6. Agua, arena,azúcar,sal and amistad are samples of countable nouns. FALSE

Pronouns

Activity 1

-Sentences may vary in English or Spanish.

Activity 2

- 1.Pronouns in Spanish. 2. Ellos,Ellas. 3. Latín. 4. Usted. 5. Personal pronouns.
6.Fifteen. 7. Six.

Activity 3

ENGLISH

1. Them
2. They
3. Me
4. I

SPANISH

1. Yo
2. Nosotros
3. Ellos
4. MÍ

ADJECTIVES Activity

Use the following comparative demonstrative, indefinite, interrogative and possessive adjectives to make sentences.

1. (Easier) The English exam is easier than the Math exam.
2. (Prettier) Emily is prettier than Wendy.
3. (More quickly) The train is more quickly than the bus.
4. (More softly) The bread is more softly than the rock.
5. (This) This is Jose's car.
6. (These) These are the lose shoes.
7. (That) That car is big.
8. (Those) Those colors are good.
9. (Both) Both cars are mine.
10. (All) All of them are students.
11. (Such) Such problem is so hard.
12. (Few) He has a few tomatoes.
13. (What) What happened?
14. (Which) Which car is this?
15. (Our) Our neighborhood is wonderful.
16. (Her) Her dress is new and red.
17. (His) His house is big.
18. (Their) Their horses run so fast.
19. (Hotter) San Miguel Is hotter than Suchitoto.
20. (Worse) La Unión is worse than San Salvador.

1.3.2 PREPOSITIONS

Activity 1

1. I live in San Salvador.
2. She comes from Nicaragua.
3. The meeting will be at 3:p.m.
4. The party is on Sunday.
5. The homework will be given after Christmas
6. I know her since school.
7. I bought a book about botany.
8. Because of his appearance, he could get the job.

Activity 2

- 1.in; 2. about ; 3. at ; 4. on.
1. desde; 2. entre; 3. para; 4. desde.

Activity 3

- 1T; 2. T; 3.F;4.T ;5. T ;6. T ; 7.F.

1.3.3 VERBS Activity

Match each verb tense with its corresponding meaning.

1. Verb	(6)	It is used to express or make predictions about the future.
2.Simple Present	(8)	They are verbs that change completely in the past tense.

3. Present Progressive (5) They express an activity that was in progress at a point of time in the past.
4. Simple past (1) It is a term expressing an action or state of being.
5. Past Progressive (7) They are the verbs in past are known for its form of add -ed at the end of the verb.
6. Simple Future (2) They expresses daily habits or usual activities general statements of fact.
7. Regular Verbs (3) They expresses an activity that is in progress right now.
8. Irregular Verbs (4) IT is used to talk about activities or situations that began and ended at a particular time in the past.

Activity # 2

Complete the sentences. Use the words in parentheses. Use different verb tenses.

1. Bob (like) likes tea, but He (like, not) does not like coffee.
2. My Fiends (live, not) do not live in the dorm. They (have) have an apartment.
3. I (study) am studying right now and Caroline (eat) is eating chicken.
4. Wendy and Carlos (play) football and José and Iris (talk) are talking about the exam.
5. I (walk) walked yesterday at night around the park.
6. She (find) found a wallet on the street.
7. They (write) wrote a letter for your friend.
8. They (think) were thinking about their family.
9. Sue (study) will study at the the library tomorrow afternoon.
10. I (arrive) will arrive around six tomorrow.

1.4 Complement clauses

Activity 1

1.a ; 2. b; 3. c; 4. b ; 5.a or b; 6. b ; 7. c ; 8. b ; 9. a

Activity 2

-Sentences may vary.

ANSWER KEYS OF UNIT II

LESSON 2.1

4

7

5

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1

2

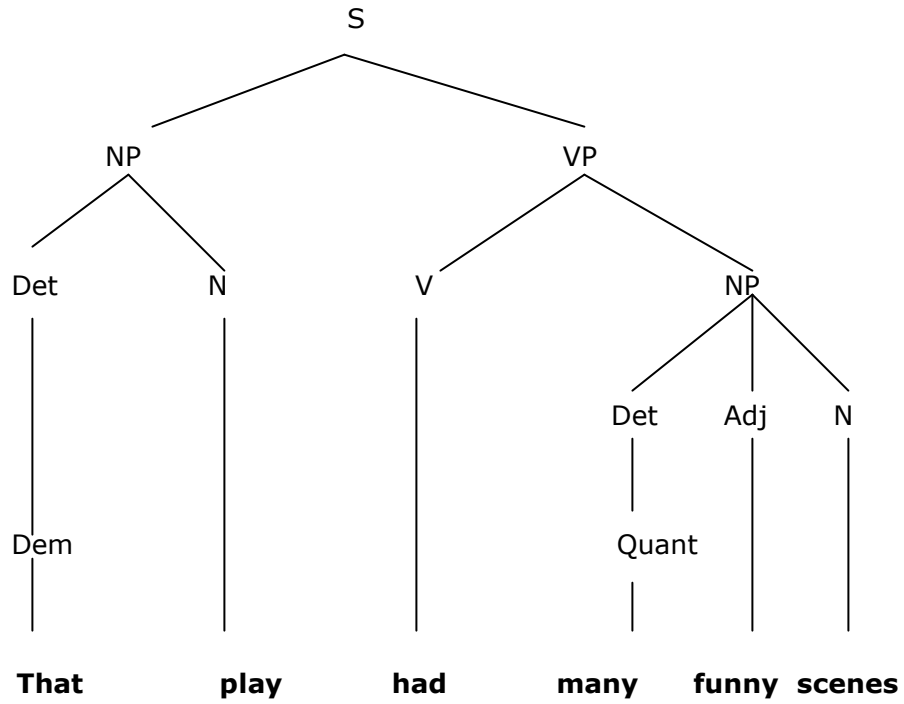
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ANSWE KEYS OF THE UNIT IV

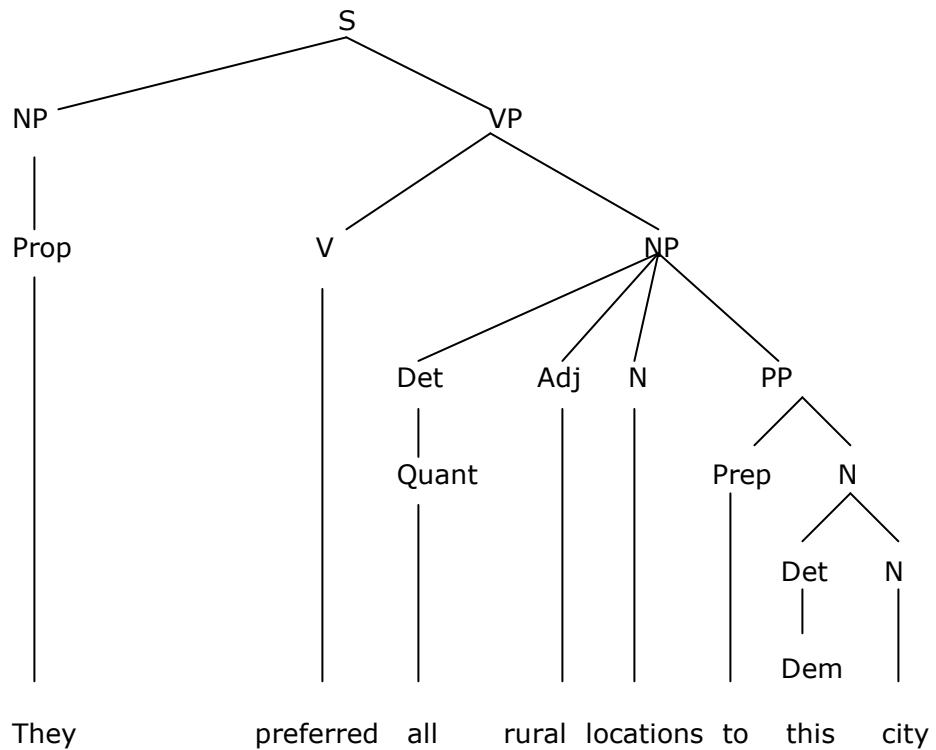
All of the answers in unit can vary.

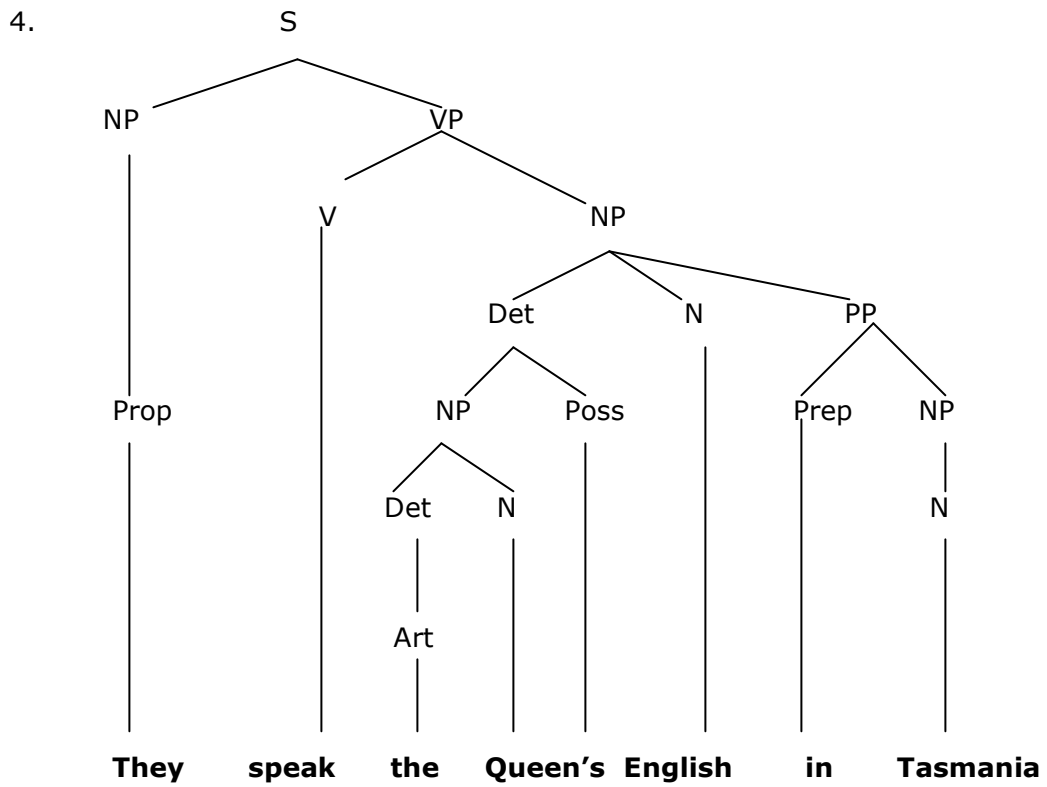
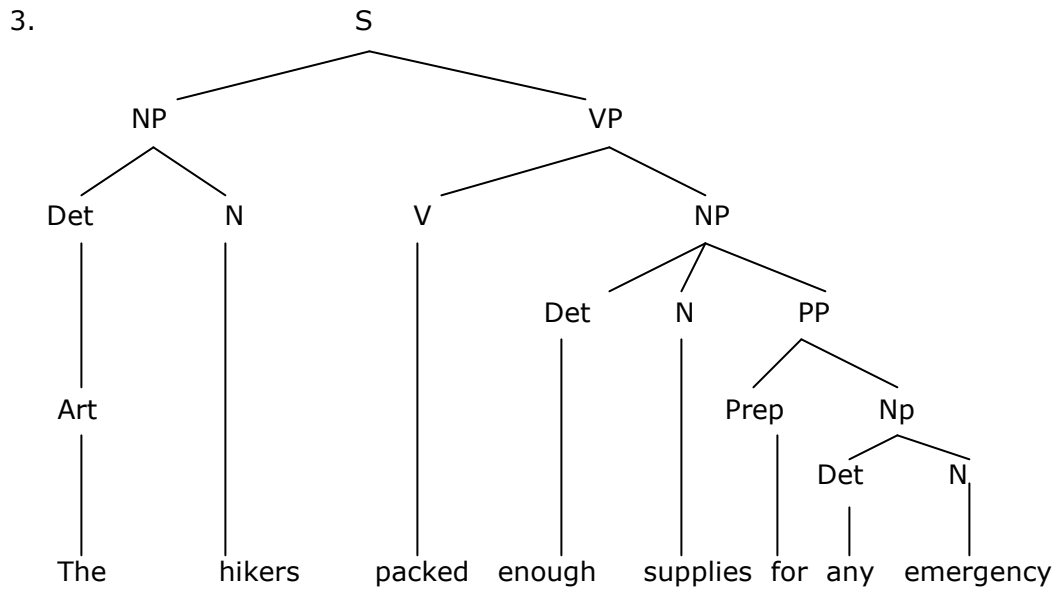
NOUN PHRASE ANSWER KEYS

1.

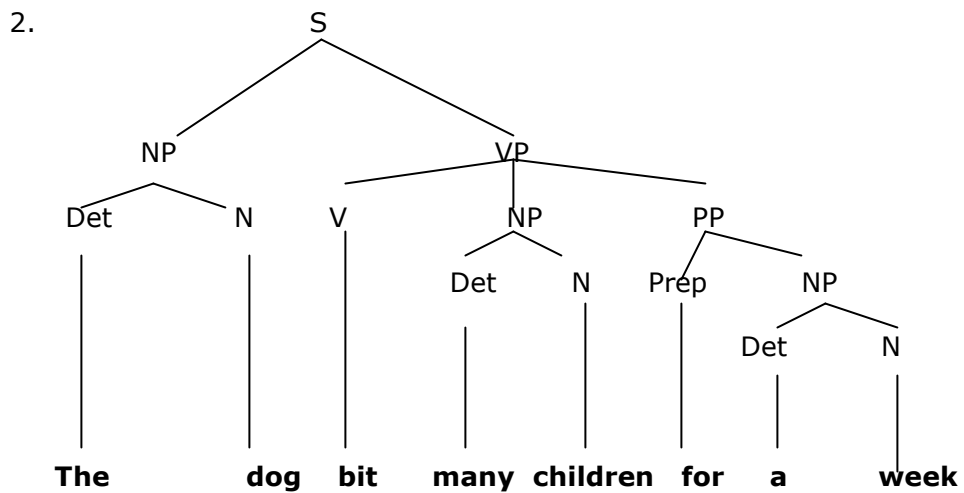
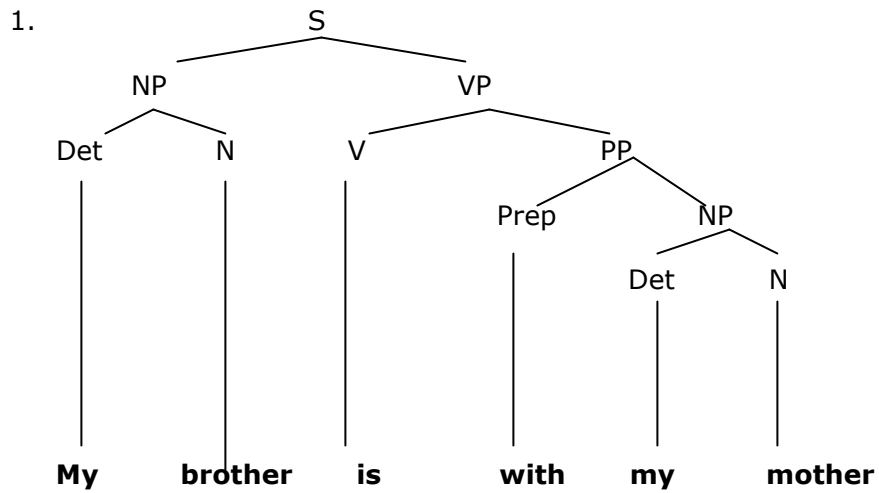


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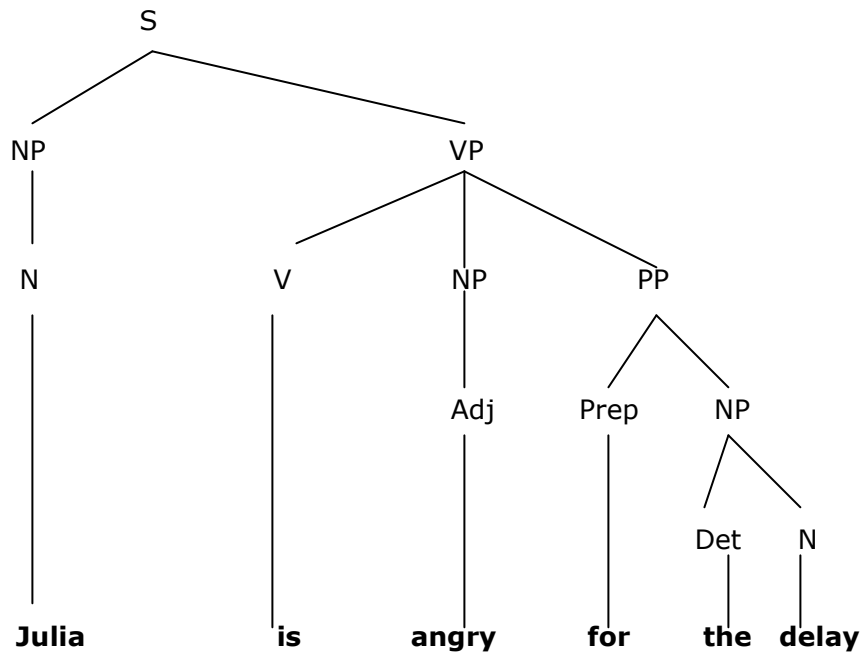




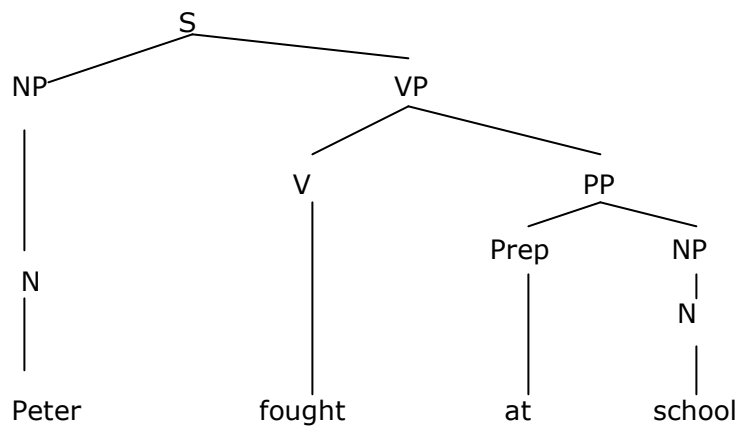
VERB PHRASE ANSWER KEYS



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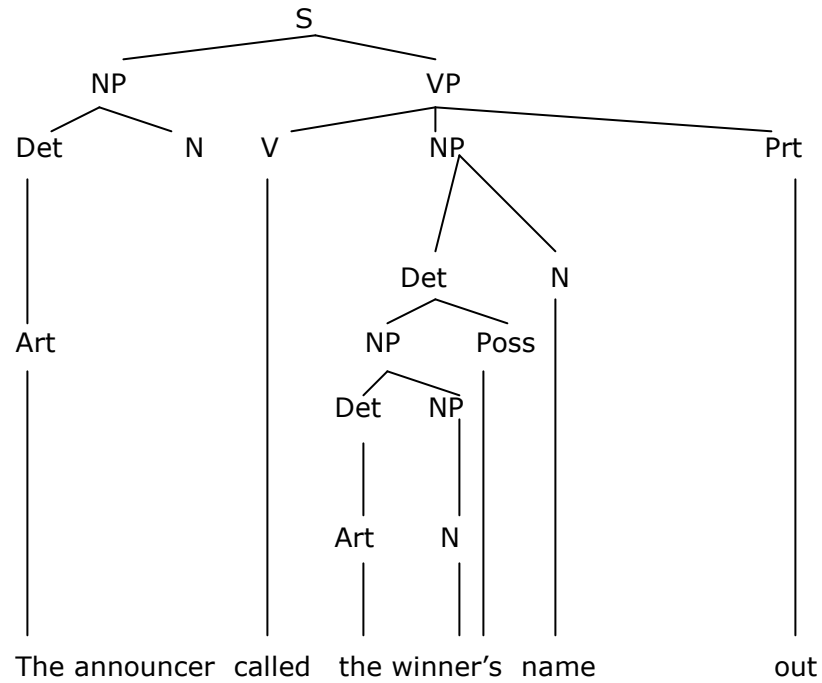


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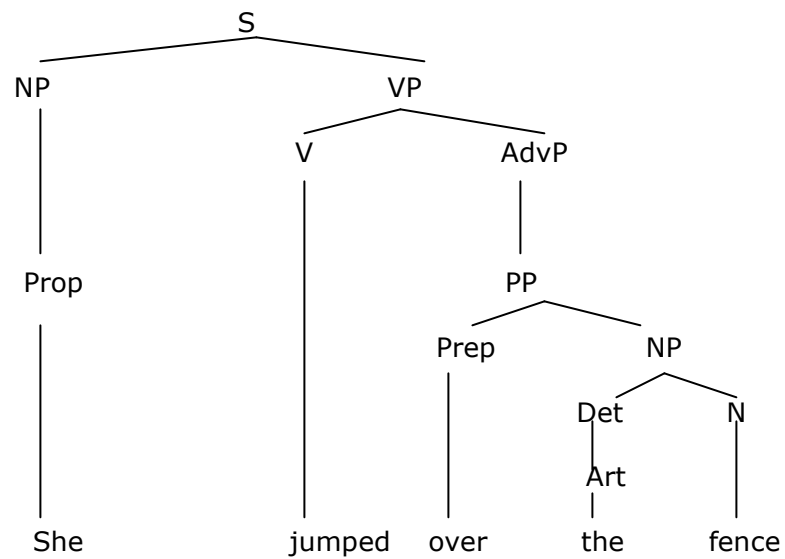


PARTICLE ANSWER KEYS

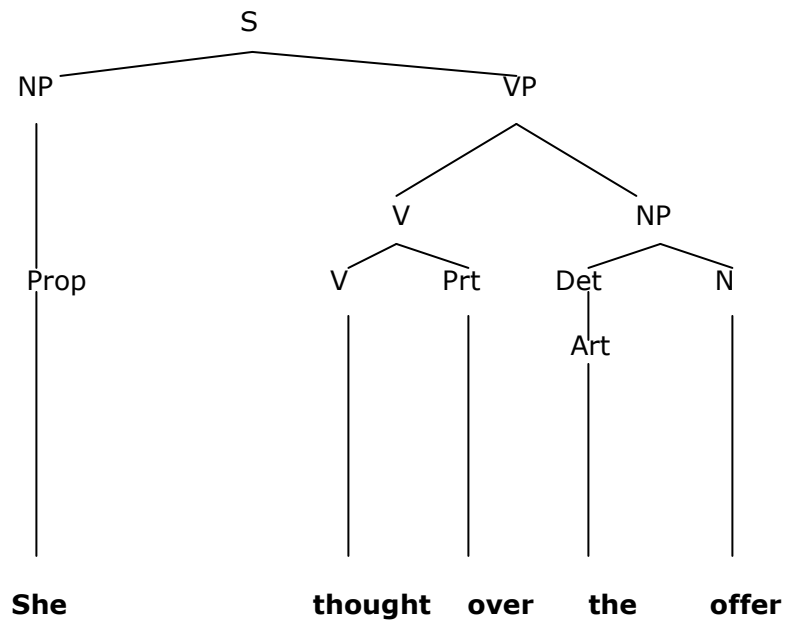
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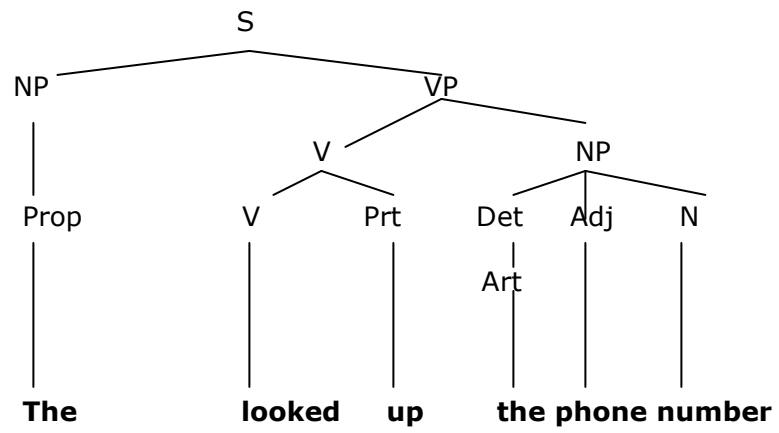
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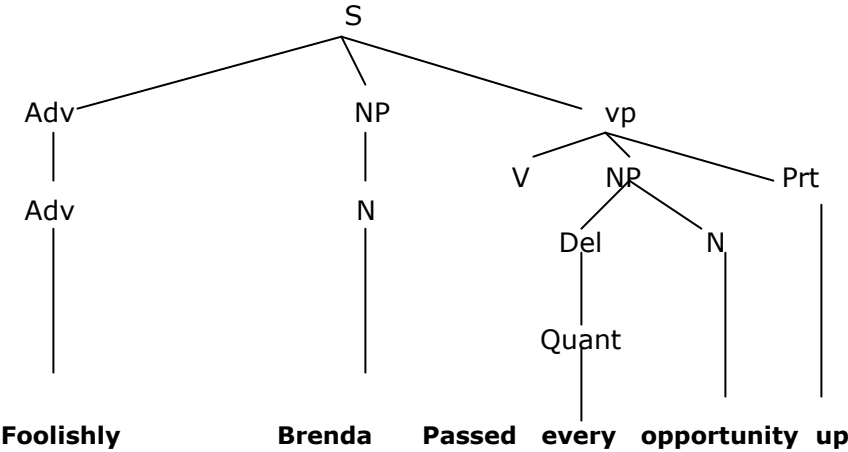


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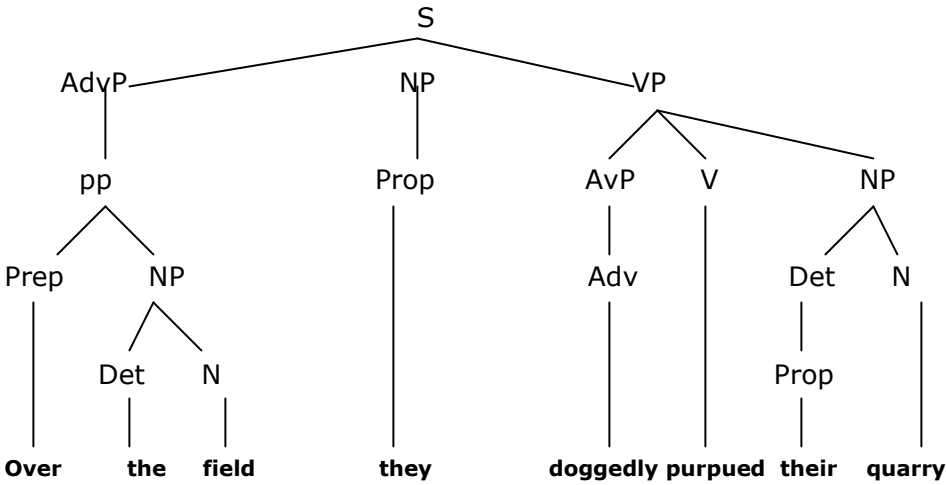


ADVEBIAL PHRASE ANSWER KEYS

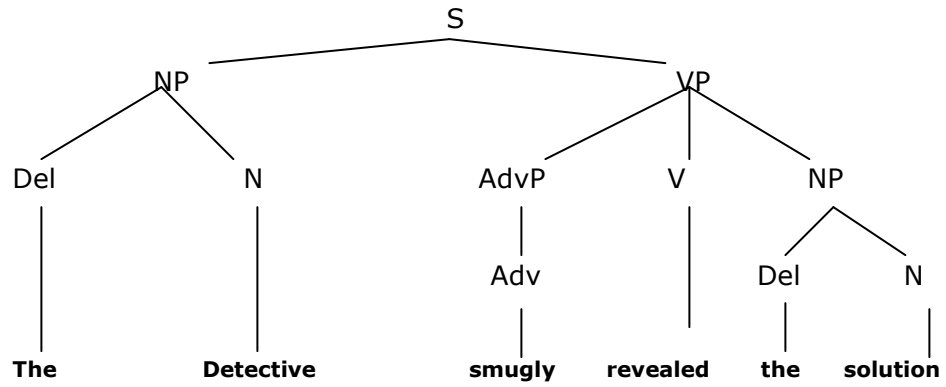
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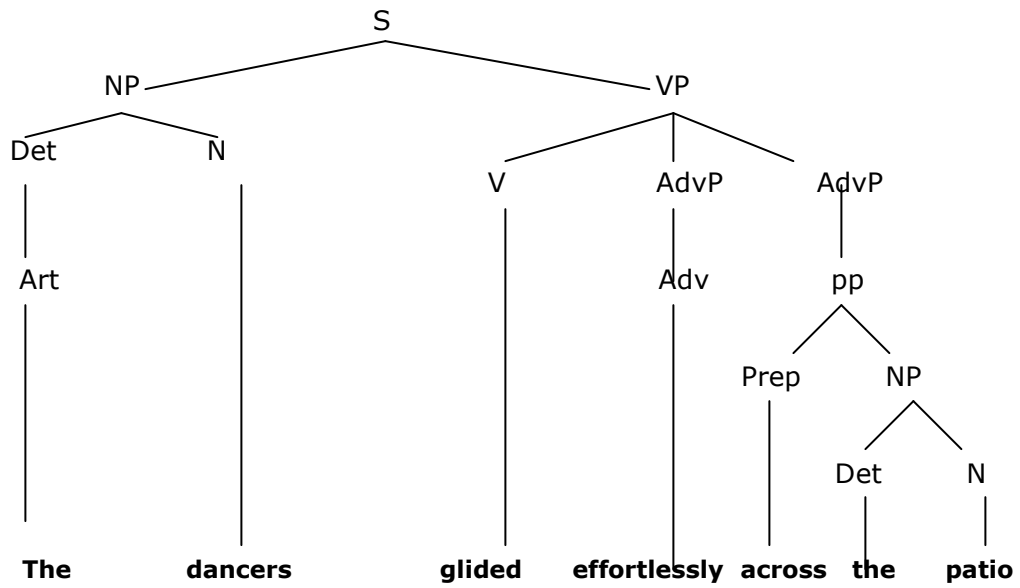
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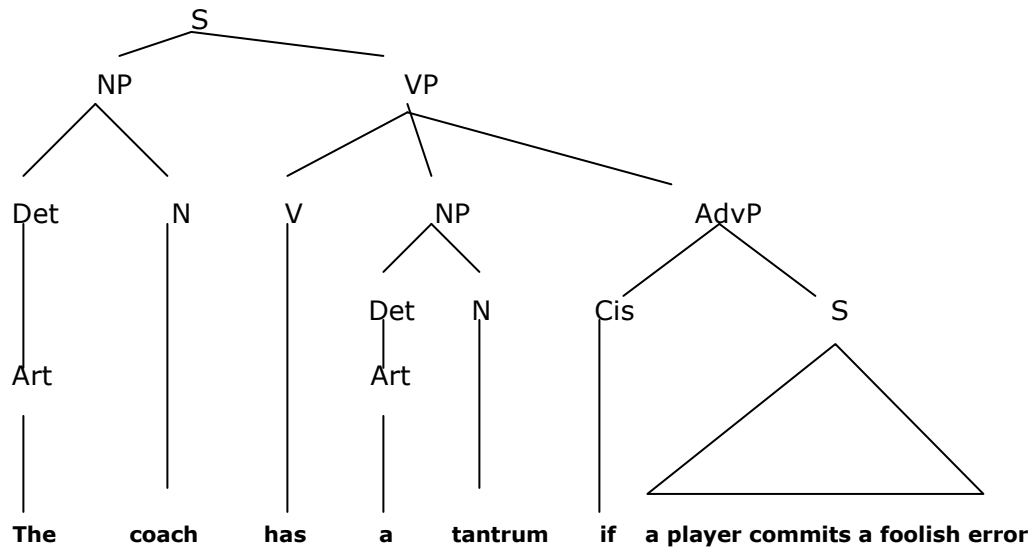
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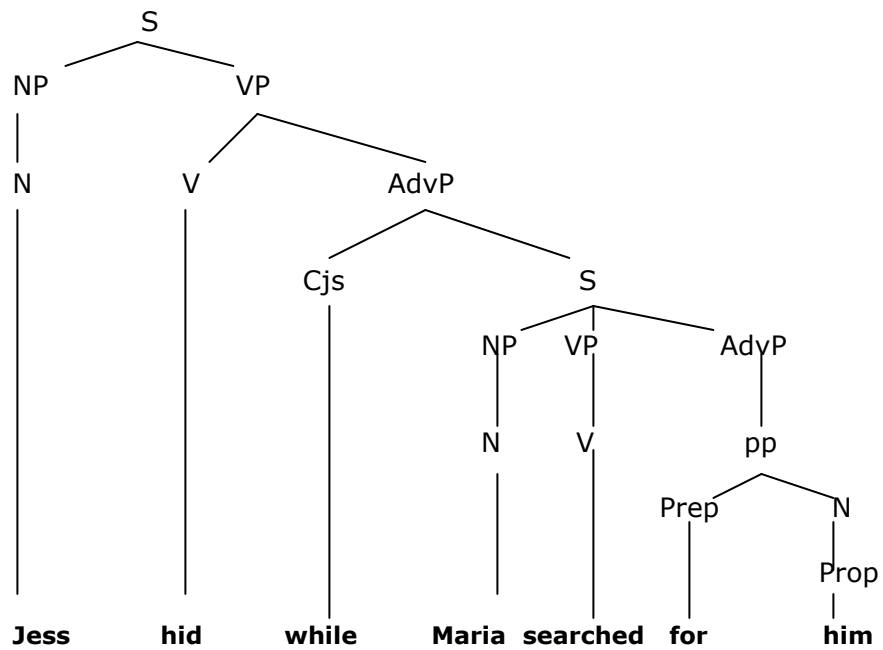
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ADVERBIAL CLAUSE ANSWER KEYS.

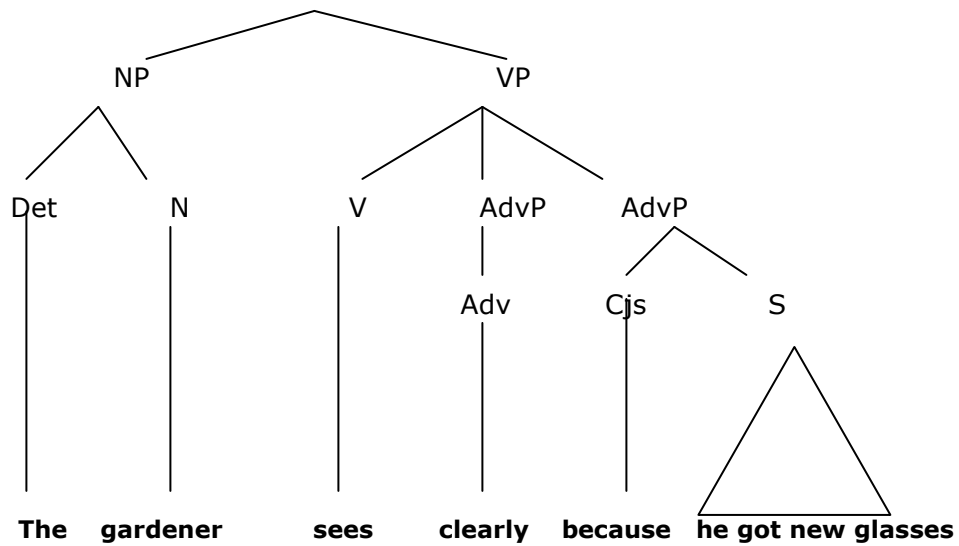


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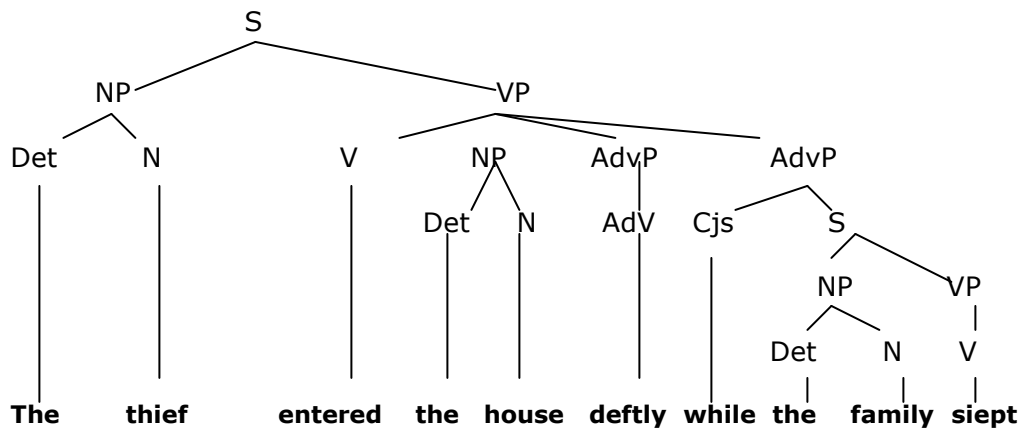


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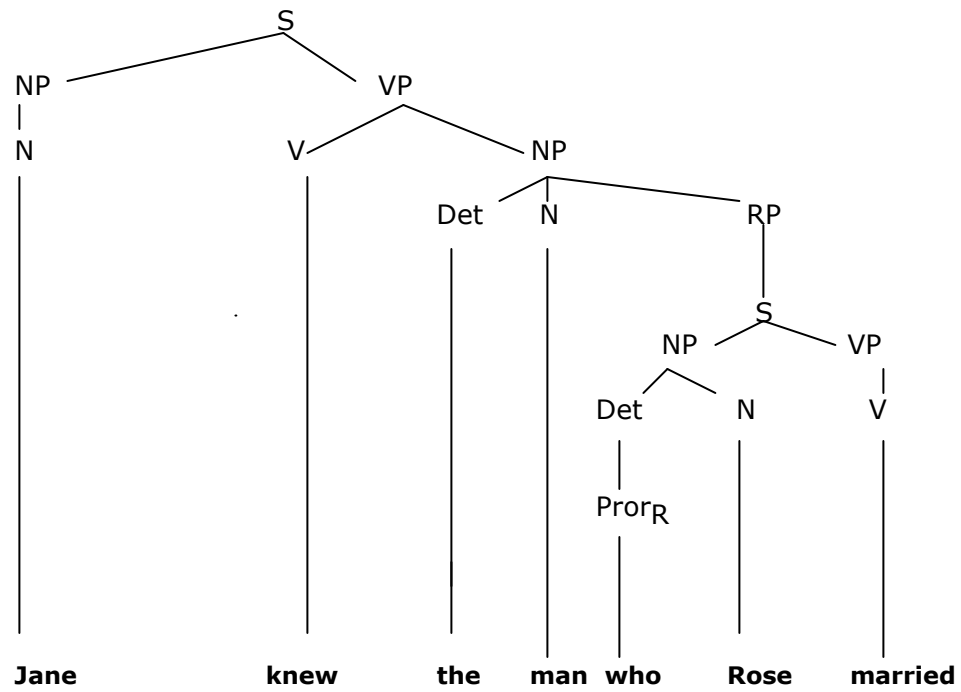
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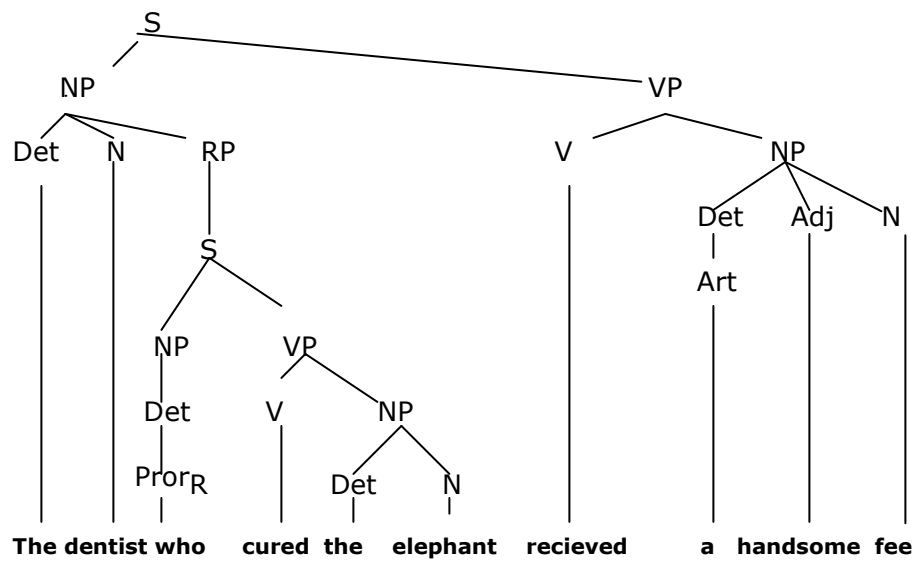
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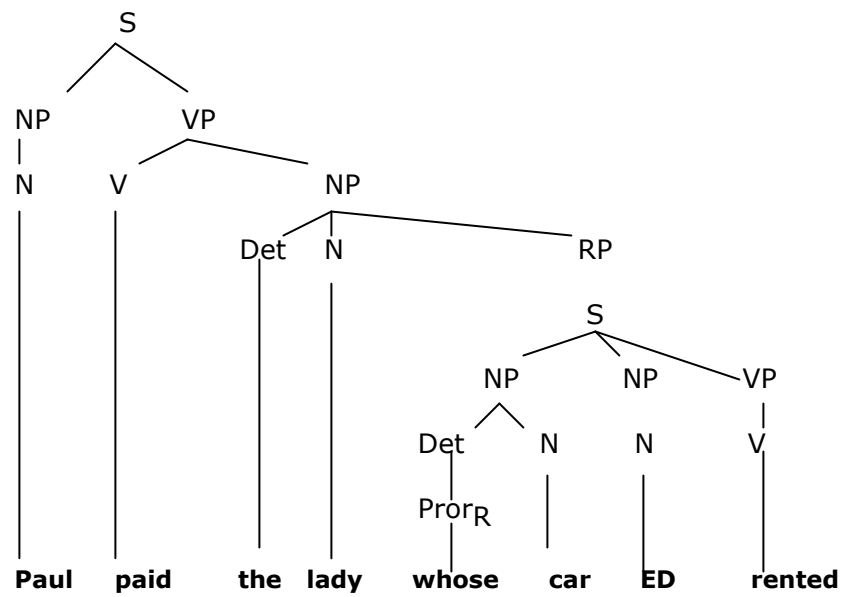
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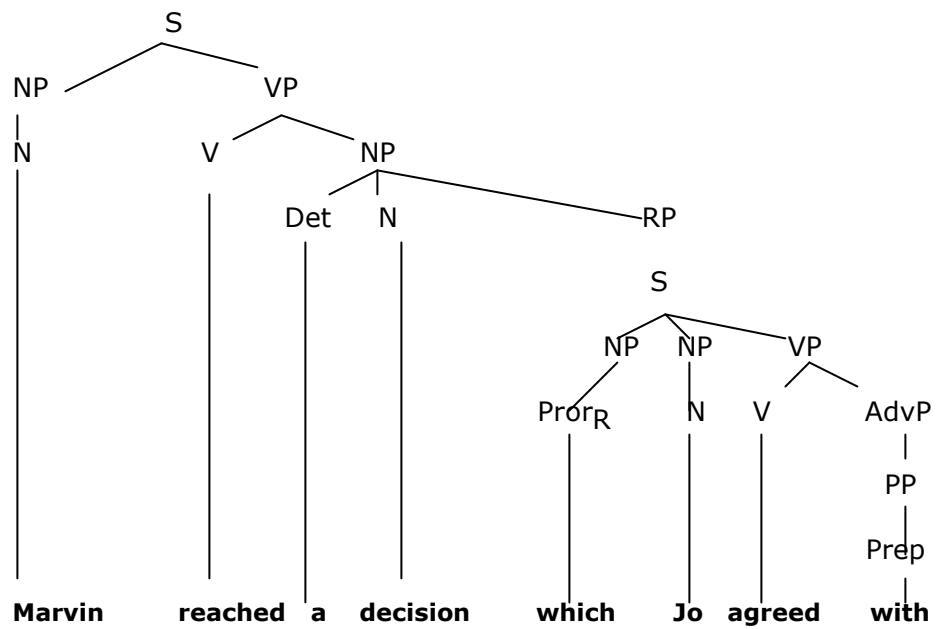
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CONCLUSIONS

After finishing the proposal for the English-Spanish Contrastive Analysis subject, the researchers have concluded about the need of having a textbook for such a subject as well as its utility and applicability in the teaching learning process.

The English-Spanish Contrastive Analysis textbook was designed according to the necessities of teachers and students for the new 2000 thousand plan, due to the lack of a specific instructional material that joins the English-Spanish Contrastive Analysis subjects I and II in just one book.

The textbook is a useful tool for the saving of time in the development of the thematic contents by following an order, according to the program of the subject. Thus, it will facilitate the teaching learning process.

Finally, this material should be subjected to an evaluation by the English –Spanish Contrastive Analysis teachers in order to determine its applicability in the students' needs.

RECOMMENDATIONS

The authors of the English- Spanish Contrastive Analysis textbook recommend the teachers, students, or any particular user not to consider this instructional material as the only existing resource for this specific subject. In this way, they may resort to any other bibliographical material. In fact, this textbook provides a bibliography where any user can take a look at.

Before using this textbook, it is necessary that students have a previous knowledge about phonetics and linguistics because of the content of this textbook in the unit II is just limited to the phonological comparisons between English and Spanish.