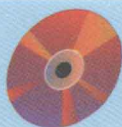


# Manual de gramática

GRAMMAR REFERENCE FOR STUDENTS OF SPANISH



Eleanor Dozier  
Zulma Iguina



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EDITION

2<sup>nd</sup>

# Manual de gramática

**2<sup>nd</sup>** EDITION

**Eleanor Dozier  
Zulma Iguina**

**CORNELL UNIVERSITY**

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# Preface

The place of grammar in the foreign language curriculum has changed. Language textbooks contain mostly abbreviated segments on grammatical points and lexical difficulties, dispersed throughout the text in proximity to situations, themes, functions, or tasks where they may be of use. The positive significance of this primary focus on the intent and content of the message rather than on the accuracy of form *per se* is undeniable. However, when the student has to write a paper, and needs to look up a form or a usage, the context-oriented textbook is inadequate.

Accordingly, we have constructed what we consider to be a useful tool for the intermediate level student who needs a clear and simple reference to grammar. Our intention has been to provide the student with a means to understand the sometimes complex and subtle conceptual distinctions between English and Spanish, and, when there is no graspable concept involved, to clearly perceive particular differences between the two.

## NOTES ON THE SECOND EDITION

Our goals in preparing this second edition were the following: to correct and clarify the explanations wherever we were aware of the need, to prepare a more balanced and varied set of exercises, and, last but not least, to provide clear cross-references between related chapters and between chapters and their respective exercises.

We are grateful to Heinle and Heinle, and the numerous anonymous reviewers who have helped us in this effort to improve the *Manual*. In addition, we are immensely grateful to Margarita Suñer for her support and guidance, and to our colleagues at Cornell and elsewhere who help us make this a better tool: David Cruz de Jesús, Luis Morató Peña, Judith Némethy, Miriam Rice, Jeannine Routier Pucci, and Amalía Stratakis Tió. We owe special thanks to both Carmen Sualdea, a reviewer, and to Ana V. Ras, copyeditor and native reader, for their very helpful suggestions with specific references. Although we have not been able to implement all of the suggestions, they have all served a most positive function. We are also grateful to Gabrielle McDonald for assigning this project to Christine E. Wilson of IBC. In her role as project manager and compositor, she proved to be as precise as any author could hope for in her critiques of this work. We would also like to thank the proofreaders, Patrice Titterington and Margaret Hines, whose attention to detail has helped make this textbook as accurate as possible. Most of all, we are in debt to our students, who have helped us through their dialogue with us to see what helps and what does not when it comes to illustrating clearly the workings of this language for them to be able to better understand and use it.

We consider that this text is just one step in an ongoing process requiring the full involvement of motivated students and teachers in a dialogue that should focus not on the learning of rules for the sake of learning rules, but rather on helping to clarify the content of the message the individual wishes to comprehend or to communicate.

We would appreciate any feedback from users of this edition, students and instructors alike, to help us further improve it. Send us your comments to the Department of Modern Languages, 203 Morrill Hall, Cornell University, Ithaca, NY 14853, or e-mail us at [ed15@cornell.edu](mailto:ed15@cornell.edu) or [zi10@cornell.edu](mailto:zi10@cornell.edu).

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## SOME LANGUAGE CHOICES

For reasons of personal preference in some cases, and to avoid confusion in other instances, we have made the following choices.

1. We have chosen to use the accent on *sólo* as an adverb and on non-neutral demonstrative pronouns (*ése, éste, aquél*, etc.), even where there is no ambiguity.
2. We have opted for the use of *lo* as direct object, human or not, and of *le* in the case of human direct objects with the impersonal *se*. We have tried to avoid situations where other dialects may be in conflict.
3. We have used the verb tense and mood nomenclature closest to the English, so it is more recognizable for the students. Students wishing to become familiar with the standard terminology used in texts in the Spanish-speaking world may wish to take note of the following differences.

English Terminology	Manual Terminology	Spanish Terminology
Imperfect	Imperfecto	Pretérito Imperfecto
Preterite	Pretérito	Pretérito Indefinido
Pluperfect	Pluscuamperfecto	Pretérito Pluscuamperfecto
Present Perfect	Presente Perfecto	Pretérito Perfecto
Conditional	Condicional	Potencial
Conditional Present	Condicional Presente	Potencial Simple
Conditional Perfect	Condicional Perfecto	Potencial Compuesto

## REFERENCES

Following is an intentionally skeletal bibliography of those published texts that we consider indispensable reference tools. To this list needs to be added that of the articles published continually in professional journals, which contribute to our evolving perspective of the field, as well as the unpublished dialogue with other human beings, professional and not, which informs our thinking on the subject of communication in different languages.

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## CHANGES IN THE SECOND EDITION

Those who are familiar with the first edition will find the following changes.

### Chapter 1

- Nominal clause definition—corrected (we owe this to Carmen Sualdea and her reference to F. Lázaro)
- Accent rules for *sólo* and *éste* (we owe these to Ana Ras and her reference to R. Seco)



## Chapter 2

- Nominalized words and phrases—expanded
- Personal *a*—expanded
- Definite articles—expansion on the absence of the article and word order
- Adjectives that commonly precede the noun—expanded list (*primer, segundo, tercer, etc.; algún, varios; ambos; mucho, poco; tanto; otro*)
- Descriptive adjectives that change meaning depending upon placement—expanded list (*bueno, diferente, medio, puro, único*)

## Chapter 3

- Transitive and intransitive distinction—expanded and corrected (the correction we owe to Carmen Sualdea and her reference to F. Lázaro)
- Differences between *usted* and *tú*—expanded
- Subject pronoun absence in Spanish—expanded
- Stressed and unstressed object pronouns—expanded
- Impersonal *se*—expanded explanation of the contrast between passives in English and in Spanish (we owe this to Jeannine Routier-Pucci)
- Possessive pronouns—added specificity of *de usted, de él, etc.*
- Interrogatives—clarification of *¿qué?* vs. *¿cuál?* (we owe this to Miriam Rice)
- Word order with direct and indirect interrogation—added
- Relative pronouns—correction of *cuyo* information (we owe this to Carmen Sualdea and her reference to E. Alarcos)

## Chapter 4

- Adverbs—addition

## Chapter 5

- Change of numbering system from 1,2,3 to A,B,C
- Cross references to Usage of these verb forms in Chapter 6

## Chapter 6

- Change of numbering system from 1,2,3 to A,B,C
- Cross references to Formation in Chapter 5
- Special note on different uses and translations of “would”—addition
- Verbs of state or nonaction—expanded clarification
- Table “More about the Imperfect”—relocated to go just after segment on verbs of state
- Pluperfect—added after preterite and imperfect

- Modal auxiliaries—added at the end of Compound tenses
- Future vs. progressive—expanded
- Subjunctive: nonuse of subjunctive in nominal clauses—added (this we owe to Jeannine Routier-Pucci)
- Subjunctive: word order in adjectival clauses—added
- Subjunctive: graphic on sequence of tenses—explained
- *Gustar* word order—added
- Indirect discourse word order—added

## Chapter 7

- *Ser* vs. *Estar*; explanation—added (we owe this to Margarita Suñer and her reference to W. Bull)
- *Estar* vs. *Haber*—added
- Passive: special note on differences between English and Spanish (we owe this to Jeannine Routier-Pucci)

## Chapter 8

- In the first edition, this was Appendix 1
- Used numbers instead of letters to list separate items
- Sorted alphabetically
- Apply—added *aplicación, solicitud*
- Ask—added *pedido, cuestión*
- At—several additions
- Attend—several additions
- Because—added *gracias a*
- But—added *sin embargo*
- Learn—added *averiguar*
- Meet—expanded
- Put—expanded

## END MATTER

The order of the end matter material has been altered in this edition. The first section now contains the exercises, while the second one contains the verb tables. The Answer Key now appears at the end of the book in a perforated section, for those instructors who prefer to have students remove it.

The first edition had an imbalance in the number of exercises provided for each chapter, and for parts of chapters. For this edition, we have corrected this imbalance, as well as prepared a



greater variety of formats of exercises. We have added review exercises and essay topics for those who wish to assign them.

The most practical change we have made in the exercises may be the numbering system. In this second edition, each exercise has a distinct number, starting with the number of the chapter it relates to, and followed by a number from one to the total number of exercises for that chapter. This improved numbering system and cross-referencing will make navigation from chapter to exercise to answer key and back much easier. (Within chapters, we have added references [inside brackets] to exercises relating to the specific chapter segment.) The icon used to denote references to the *Ejercicios* section is as follows:



## DESCRIPTION OF USES OF THIS *Manual*

For those who are considering adopting this text for the first time, we offer the following suggestions for use.

Students at the intermediate level use this *Manual*:

- as assigned by the instructor, or by self-diagnosed need, to review grammar or lexical points
- as assigned by the instructor, or by self-diagnosed need, to practice grammar and lexical points with self-correcting exercises to determine the level of comprehension attained, and consequent possible need for further clarification or practice
- as directed by instructor as pre-reading or pre-listening focus on form, to review grammar or lexical points used in high frequency in materials to be covered
- as self-diagnosed need when outside materials present an obstacle in a grammar or lexical point, as a reference tool for clarification of usage
- as directed by instructor feedback or self-diagnosed need, as a reference tool to improve accuracy in oral or written production
- as a verb form check when writing the language (Verb Tables, pages 427–463)

Instructors of the intermediate level make use of this *Manual* in different manners as well.

- One way is to assign grammar or lexical points to review or to study. The order in which they make their assignments depends upon the type of syllabus they create. If their course offers a grammar review and is centered on communication in typical conversational contexts, the instructor might create a syllabus assigning a grammar point or two per week that is related to the content of the topic of the week. An example of such a set of weekly assignments follows.

**Week 1:** Sentence components and verb structure (Chapter 1.A and B); Interrogatives (Chapter 3.D); Exclamatives (Chapter 3.E)

**Week 2:** Accents (Chapter 1.D); Lexical Variations (Chapter 8)

**Week 3:** Past tenses form and usage (Chapter 5.A.2; Chapter 6.B)

**Week 4:** *Ser / Estar*, etc. (Chapter 7); *Gustar* (Chapter 6.I)

**Week 5:** Personal Pronouns: subject; direct, indirect, and prepositional object (Chapter 3.A)

**Week 6:** Nouns and noun determiners: Articles: definite and indefinite; personal *a* (Chapter 2.A, B.1)

**Week 7:** Adjectives (Chapter 2.B.2)

**Week 8:** Prepositions (Chapter 4.A)

**Week 9:** *Se* (Chapter 3.B)

**Week 10:** Conditional form and usage (Chapter 5.B; Chapter 6.E and G.6)

**Week 11:** Relative Pronouns (Chapter 3.G)

**Week 12:** Subjunctive form and usage (Chapter 5.C, Chapter 6.G)

Instructors who use the *Manual* this way have students use the exercises in the book for practice, and then give them homework exercises, which incorporate what they have reviewed in grammar with the rest of the material they are covering in class. These exercises created by instructors are most often related to the topic being discussed in class, and with the readings. A variety of formats may be used, from analysis of relevant lexical or grammatical aspects of the text being read to essays, and going through the gamut of exercise formats we are all familiar with, such as fill-in-the-blank, substitution, question-answer, transformation, translation, etc. The format and quantity of exercises offered by the instructor vary with the focus of the course and the time allotted for correction of the material.

- The *Manual* is also used for courses that are structured around individualized work, to guide each student in review of specific areas of need, in the feedback provided for written work or oral work, for example. If a given student has particular difficulty with accents or the forms of the preterite, (s)he can be directed to review the appropriate pages in the *Manual* and practice with the self-correcting exercises; some instructors have students explain why certain mistakes they make are in fact wrong, using the *Manual* as guidance for the explanation. Under this type of format no syllabus is used, but rather each student is guided based on his or her particular needs. Students might be asked to analyze their own corrected assignments and determine the frequency of their errors, so as to become more aware of their own needs and be more motivated to seek the guidance of the *Manual*. Instructors using this format might grade for progress, and in so doing, give students more of an incentive to understand and to improve.

- Another use of this *Manual* is as a self-help tool for students who are working outside of a classroom structure, or in a course where language is not the focus. We often have students who want to brush up their Spanish before going abroad to work, and who want to review their grammar; they don't want to take classes, either because they don't have time or the funds, but would like to practice with self-correcting exercises. The students who have used the *Manual* for this purpose have indicated to us that it is very useful to them, and that they continue to use it once they are "in the field." Other students who have used the *Manual* as a self-help tool are those who take literature classes, or classes in any area abroad, and need to write papers in Spanish for these courses. Many students with a Spanish major have told us that they have found this text to be very useful as a reference tool in their advanced courses.
- The *Manual* also serves to provide instructors in training with a greater clarity in their analytic knowledge of the language. This is not an advanced grammar text, and yet its simple and clear explanations are useful in that they provide a focus on the contrastive presentation of grammar points designed for the English-speaking student, as well as a focus on dialectal variety. Even experienced instructors reach for the *Manual* to refresh their memory as to certain rules, or to make a point in a discussion on grammar; native speakers of the language find in it the diversity of dialects other than their own, as well as a focus on the contrasting English usage.

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