

# Introduction

You are about to begin a year-long program called Daily Grammar Practice *en español* (or DGP *en español*, for short). If you are using the DGP program in your English class, then you've already been asked to think of grammar as a bottle of vitamins. Taking one a day is good for you. Taking the whole bottle at once might just make you sick!

Doing DGP *en español* is like taking a Spanish grammar supplement each day. You'll have one brief daily task to complete, and it will be good for you. The transitions between English and Spanish will gradually become more natural and more logical as well. Your skills in both languages will thrive and improve, because a better understanding of good grammar practices in Spanish provides a healthy supplement for your knowledge of English.

You will need to complete each task in advance and have your workbook page on your desk, openly displayed and ready for your teacher to see at the very beginning of class. Obviously, the work must be done on your own if it is to be of any benefit to you. Your teacher will credit you for having made the effort to complete each assignment. You don't need to worry about being penalized if your answers are not perfect, but you should make every effort to be accurate. The words that have tricky spelling, accent marks or unusual endings are included on purpose! Your class will go over the correct answers together. If you have made any errors, that is the time for you to enter the corrections in the workbook.

On Mondays, you are to come to class with your copy of the sentence of the week translated from Spanish to English (*traduce la oración*). The vocabulary might include words that are unfamiliar to you, but you are encouraged to decipher the complete meaning with an educated guess wherever necessary. As you do the translation, be sure to underline any phrases that are expressed in a different way from one language to the other. These phrases, also called idioms or *modismos*, can be a leading cause of grammar errors, when something gets "lost" in translation.

On Tuesdays you are to arrive at class prepared to identify the main elements of the sentence (*identifica las partes principales*). Begin with a review of the sentence to distinguish the various parts of speech represented by each word; then mark the principal parts, which include subject, predicate and complements. Because Spanish allows for certain words to be "understood," you might not find them written on the page in every sentence. This means that you may need to supply, for example, the subject pronoun. Enclose omitted words in parentheses to indicate that they are optional in print, even though their function is understood within the context of the sentence. Remember also that Spanish word order is often different from what is typical in English; so, the parts of the sentence might not appear where you might expect to find them.

Before class on Wednesday, you will prepare by focusing on the verbs (*analiza los verbos*). Spanish verb forms are often considered to be more complicated than their English counterparts. Note that some of the sentences may include more than one verb. Mark each verb to distinguish its type (action, linking, helping), conjugated form (person, number), tense, and mood (indicative, subjunctive, imperative).

In preparation for Thursday's class, you will connect the sentence items that must show agreement (*señala las conexiones*). This will give you another opportunity to observe correspondences with rules you already know from English grammar, but you will also be challenged by differences that tend to slow down the process of mastering Spanish. Pointing out the connections will illuminate such basics of Spanish grammar as the rule that nouns must agree in number and gender with the adjectives that accompany them. It will become much easier to recognize and apply correct forms for elements that must show agreement even when they appear in different sections of sentence.

Before coming to class on Friday, you will compose a sentence (*construye otra frase*) from a new set of "dehydrated" sentence parts. Use the ingredients of the original sentence as a model for the new sentence. Don't expect this task to be a simple substitution drill. Your construction will be similar or even identical in some ways, but you'll need to be on the alert for differences between the original and the new sentence. Some of the vocabulary items in the new sentence will be different. It may also be necessary to make changes in the endings of nouns, adjectives and verbs, as required by the rules of agreement.

Remember each day to have your assignment completed prior to the beginning of class and to have the workbook page in clear view for the teacher to check without any delay. You will only spend a few class minutes daily on DGP *en español*. You should ask any questions you might have during the designated time. After the DGP segment, your class will move on to other activities. For the first few weeks, the daily tasks might seem difficult. Don't let yourself become frustrated! As you make progress through DGP *en español*, it should become easier for you even when the sentences are more complex.

Gradually, the concepts will become clearer, the language will make more sense, and you'll begin to understand the grammar and remember the concepts much more easily. By consciously examining the way the sentence parts fit and work together correctly, you will become less susceptible to errors that weaken good communication. The two languages have striking differences, but they also have many features in common. Improving your skills in one should also help you with the other.

This workbook includes basic resources to help you with your DGP *en español* assignments. First, you will find a list of abbreviations and markings to use in your daily work. Next, you will see a sample of a typical student's work. This is followed by a basic vocabulary list that includes English translations for many of the Spanish

words used in the sentences. Keep in mind that the vocabulary reference list is not intended to be a comprehensive dictionary. Adjectives will appear in masculine singular form, and verbs will normally appear as infinitives.

There is also a quick reference guide to use with the assignments. It contains brief explanations of concepts covered in DGP *en español*, and it's divided by daily tasks for your convenience. Refer to the guide as often as necessary. A quick review of work from previous weeks will also help you as you complete your daily assignments. Always begin by filling in the date (*la fecha*) at the header of each weekly sentence so that you won't have any trouble remembering which sentence you're working on at any given time. And please supply the written form of the words and the numbers for each date *en español* as an additional supplement to healthy practice!

*¡Adelante!*

# How to mark your sentences

**n = noun**

**pron = personal pronoun**

(sing/ pl=singular/ plural)

1 = first person

2 = second person

3 =third person

**ref pron = reflexive pronoun**

**adj = adjective**

**art = article**

**adv = adverb**

**prep = preposition**

**s = subject**

**v = verb**

**do = direct object**

**io = indirect object**

**pn = predicate nominative**

**pa = predicate adjective**

**v = verb**

**av = action verb**

**lv = linking verb**

**hv = helping verb**

(sing/ pl=singular/ plural)

1 = first person

2 = second person

3 =third person

**impers = impersonal**

(no subject reference)

**pres = present tense**

**pret = preterite (past) tense**

**cond = conditional tense**

**progr = progressive**

**inf = infinitive**

**part = participle**

**vt = transitive verb**

**vi = intransitive verb**

**indic = indicative mood**

**subjunc = subjunctive mood**

**imper = imperative mood**

# Monday Notes

## (Translation: *la traducción*)

Translate the sentence from Spanish to English. You may want to start out with a literal, word-for-word translation, but often it will be necessary to do some re-wording in order to express the idea in conversational English. Some words normally included in English may be omitted in Spanish, and word order may be different. Certain concepts may be expressed in the Spanish idiom quite differently from the way they are phrased in familiar English.

Underline any *modismos*, which are also known as “idioms.” These are phrases that are not translated word for word from one language to another.

Example: ¿Qué tal? (How’s it going?)

A select list of vocabulary items is included with this workbook for quick reference. You may also need to consult your textbook glossary or a Spanish-English dictionary. Remember that vocabulary lists and dictionaries usually list the verbs in infinitive form, while the adjectives and most nouns are introduced in masculine, singular form. This means that you will have to do the work of discovering the correct main entry form of any vocabulary item you need to translate.

# Tuesday Notes

## (Sentence parts: *las partes principales y las categorías gramaticales*)

**NOUN** (*sustantivo*): the name of a person, place, thing, quality, or concept. Some examples are *Federico* (Frederick, a proper name), *muchacho* (boy), *parque* (park), and *casa* (house). Nouns in Spanish have gender and number; that is, they are masculine (*perro*) or feminine (*pluma*), singular (*televisión*) or plural (*frijoles*).

**PRONOUN** (*pronombre*): a word which is used in place of a noun and from which it takes its gender and number. An example is *ella* (she), to replace the expression *la maestra* (the teacher, feminine singular).

- Personal pronouns occur in both singular and plural forms for first person (having to do with “me” or “us”), second person (having to do with “you” treated as familiar) and third person (having to do with “you” treated in a formal manner, as well as “they,” or everyone else).

- Reflexive pronouns are used when the action in the sentence is both executed and received by the subject. Reflexive forms are often, but not always translated with English “-self.”

- Relative pronouns are used to introduce the independent clause as modifier. Examples include *que*, *quien*, *de quien*, *a quien* (that, who or whom, from whom, to whom).

- Interrogative pronouns are used to ask such questions as *quién*, *cuál*, *qué*, *cuánto* (who, which, what, how much). They are always written with an accent mark in Spanish, even in implied questions.

- Demonstrative pronouns serve to point out which one(s). They agree with the nouns to which they refer and are distinguished from the adjective forms by accent mark. Examples include *éste*, *ése*, *aqué* (this one, that one, that one yonder).

- Indefinite pronouns are those that don’t refer to a definite person or thing. Examples include *alguien*, *nadie*, *ninguno* (someone, no one, not one).

**ADVERB** (*adverbio*): the part of speech which modifies or changes the meaning of a verb, adjective, or another adverb. There are adverbs of place, e.g., *aquí* (here), *allí* (there); time, e.g., *después* (afterward), *pronto* (soon); manner, e.g., *bien* (well), *rápidamente* (quickly); affirmation, e.g., *sí* (yes, indeed); and negation, e.g., *no* (no or not), *nunca* (never). Adverbs may appear in special forms: comparative, superlative, e.g., *más* (more/most), *peor* (worse/worst), and diminutive e.g., *ahorita* (right now).

**ADJECTIVE** (*adjetivo*): a word that is used to modify a noun or pronoun. It serves to indicate a quality or to determine or limit the noun. Since it is used to modify nouns, an adjective may have various endings to agree with the corresponding noun, according to whether it is masculine or feminine, singular or plural.

# *La Semana Número Uno (1)*

*(a partir del \_\_\_\_\_ de \_\_\_\_\_)*

## **Lunes: traduce la oración**

Monday: Translate the sentence and underline the *modismos* (idiomatic phrases that do not translate directly from Spanish to English).

*El señor Ramírez es mi profesor de química.*

## **Martes: identifica las partes principales**

Tuesday: After reviewing to identify the various parts of speech, mark the main parts of the sentence—subject (noun or pronoun), verb (transitive or intransitive), direct object, indirect object, predicate nominative or adjective. Include in parentheses any words that are understood though not present in the printed sentence.

*El señor Ramírez es mi profesor de química.*

## **Miércoles: analiza el verbo**

Wednesday: Analyze the verb(s) in terms of type (action, linking, helping), conjugated form (person, number), tense (present, preterite, etc.), and mood (indicative, subjunctive, imperative).

*El señor Ramírez es mi profesor de química.*

## **Jueves: señala las conexiones**

Thursday: Identify connections between elements of the sentence. Draw connecting lines between words and phrases that show agreement (person, number, gender).

*El señor Ramírez es mi profesor de química.*

## **Viernes: construye una oración nueva**

Friday: Write out a newly constructed sentence, using the original sentence as a model and following the cue words in the order presented. Rewrite endings and supply missing words and accent marks where necessary.

*señorita / Fernández / ser / (de nosotros) / profesora / inglés*

# *La Semana Número Veintidós (22)*

*(a partir del \_\_\_\_\_ de \_\_\_\_\_)*

## **Lunes: traduce la oración**

Monday: Translate the sentence and underline the *modismos* (idiomatic phrases that do not translate directly from Spanish to English).

*¿Te gustaría caminar un rato por el mercado al aire libre?*

## **Martes: identifica las partes principales**

Tuesday: After reviewing to identify the various parts of speech, mark the main parts of the sentence—subject (noun or pronoun), verb (transitive or intransitive), direct object, indirect object, predicate nominative or adjective. Include in parentheses any words that are understood though not present in the printed sentence.

*¿Te gustaría caminar un rato por el mercado al aire libre?*

## **Miércoles: analiza el verbo**

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*(a Ud.) / gustar / dar / paseo / por / museo / antropología ?*