



MODULO 1

WHAT IS IT?

1.1. IDENTIFICACION DE OBJETOS EN NUMERO SINGULAR.

SI EMPIEZA CON CONSONANTE IT IS A

WHAT IS IT?	IT'S A RADIO IT IS A RADIO
WHAT IS IT?	IT'S A SANDWICH IT IS A SANDWICH
WHAT IS IT?	IT'S A BANANA IT IS A BANANA
WHAT IS IT	IT'S A BOOK IT IS A BOOK
WHAT IS IT?	IT'S A HORSE IT IS A HORSE

SI EMPIEZA CON VOCAL IT IS AN

WHAT IS IT?	IT'S AN APPLE IT IS AN APPLE
WHAT IS IT?	IT'S AN ORANGE IT IS AN ORNANGE
WHAT IS IT?	IT'S AN EYE IT IS AN EYE
WHAT IS IT	IT'S AN EAR IT IS AN EAR
WHAT IS IT?	IT'S AN UMBRELLA IT IS AN UMBRELLA

AUNQUE ORDINARIAMENTE **IT** ES REFERIDO A COSAS, EN CASOS DE IDENTIFICACION SE USA TAMBIEN PARA PERSONAS. NO SE DEBE OMITIR **IT**. **EJEMPLO: IT IS A RADIO**
IT IS A BOY.

1.2. IDENTIFICACION DE OBJETOS QUE CARECEN DE NUMERO

ESQUEMA ESTRUCTURAL: IT IS + Nnc (noun non count)

WHAT IS IT?	IT IS WATER
WHAT IS IT?	IT IS MILK
WHAT IS IT?	IT IS WINE
WHAT IS IT	IT IS SUGAR

CUANDO SE LES DA UNIDAD DE MEDIDA, PESO, ETC.

ESQUEMA ESTRUCTURAL: IT IS A/AN + Ums (unit of measure – singular) + OF + Nnc

WHAT IS IT?	IT IS INK (TINTA)
WHAT IS IT?	IT IS MONEY
WHAT IS IT?	IT IS PAINT (PINTURA)
WHAT IS IT	IT IS SALT

NO SE USA A/AN PARA OBJETOS QUE CARECEN DE NUMERO, WATER, MILK, ETC.

**WHAT IS IT?**

IT IS A WATER	IT IS A GLASS OF WATER
IT IS MILK	IT IS BOTTLE OF MILK
IT IS WINE	IT IS A BOTTLE OF WINE
IT IS SUGAR	IT IS A SPOON OF SUGAR
IT IS INK	IT IS A BOTTLE OF INK
IT IS A MONEY	IT IS A BILL IT IS A COIN (MONEDA)
IT IS FRUIT	IT IS AN APPLE IT IS A PEAR
IT IS BREAD	IT IS A SLICE OF BREAD IT IS A BUN

A LOS OBJETOS QUE CARECEN DE NUMERO SE LES PUEDE DAR EL DE LOS RECIPIENTES QUE LOSO CONTIENEN: A GLASS, A BOOTTLE; O PUEDEN TOMARLA AL DARSE EN UNA FORMA CONCRETA: BILL, COIN (MONEY) SLICE, BUN (BREAD). TAMBIEN SE LES DA UNIDAD AL MEDIRLOS: A GALLON OF MILK, A POUND OF SUGAR. DESPUES DEL NOMBRE DEL RECIPIENTE O DE LA UNIDAD DE PESO O MEDIDA VA SIEMPRE LA PALABRA OF.



MODULO 2

1.3.- IDENTIFICACION DE OBJETOS EN NUMERO PLURAL. PARA PREGUNTAR QUE SON DOS OBJETOS O MAS, Y PARA RESPONDER A ESTA PREGUNTA.

ESQUEMA ESTRUCTURAL: THEY ARE + Nnp (noun plural)

WHAT ARE THEY?

WHAT ARE THEY?	THEY ARE BOOKS THEY'RE BOOKS
WHAT ARE THEY?	THEY ARE CATS THEY'RE CATS
WHAT ARE THEY?	THEY ARE GLASSES THEY'RE GLASSES
WHAT ARE THEY?	THEY ARE BANANAS THEY'RE BANANAS
WHAT ARE THEY?	THEY ARE EGGS THEY'RE EGGS
WHAT ARE THEY?	THEY ARE BOTTLES THEY'RE BOTTLES
WHAT ARE THEY?	THEY ARE SHOES THEY'RE SHOES
WHAT ARE THEY?	THEY ARE PAJAMAS THEY'RE PAJAMAS
WHAT ARE THEY?	THEY ARE PANTS THEY'RE PANTS
WHAT ARE THEY?	THEY ARE GLOVES (GUANTES) THEY'RE GLOVES (GUANTES)

LA FORMA COMUN DE SEÑALAR EL PLURAL DE LOS OBJETOS ES AGREGANDO UNA S O ES AL NOMBRE DEL OBJETO EN SINGULAR.

HAY UN CAMBIO ORTOGRAFICO DE Y A I CUANDO LA PALABRA TERMINA EN Y PRCEDIDA DE CONSONANTE, Y EN ESÉ CASO EL PLURAL SE FORMA AGRENGANDO ES.

IGUAL OCURRE CON LAS PALABRAS TOMATO Y POTATO, QUE DAN TOMATOES Y POTATOES, EL RESTO DE LAS PALABRAS TERMINADAS EN VOCAL FORMAN SU PLURAL AGRENGANDO S SOLAMENTE.

A/AN DENOTAN UNIDAD, EN PLURAL DESAPARECEN.

LOS PLURALES IRREGULARES PUEDEN FORMARSE MEDIANTE UN CAMBIO VOCALICO EN EL INTERIOR DE LA PALABRA: MAN – MEN; AGREGANDO UN SUFIJO: CHILD – CHILDREN; O CAMBIANDO DE CONSONANTE SORDA A VIBRADA: LEAF – LEAVES). (LA F NO PRODUCE VIBRACION AL SER PRONUNCIADA Y POR OESO ES UNA DE LAS CONSONANTES SORDAS). HAY QUE NOTAR TAMBIEN QUE EN ESTE CASO SE AGREGA ES Y NO SOLAMENTE S, A MENOS QUE TERMINE EN E. ESTO EN CUANTO A LA OROTOGRAFIA.

1.4.- IDENTIFICACION DE OBJETOS INDICANDO SU NUMERO

ESQUEMAS ESTRUCUTRALES: IT IS ONE + Ns THEY ARE TWO (THREE, ETC.) + Np

WHAT IS IT?	IT'S A HOUSE	IT IS ONE HOUSE
WHAT ARE THEY?	THEY'RE CATS	THEY'RE TWO CATS
WHAT ARE THEY?	THEY'RE PLATES	THEY'RE THREE PLATES
WHAT ARE THEY?	THEY'RE HAMMERS (MARTILLO)	THEY'RE FOUR HAMMERS
WHAT ARE THEY?	THEY'RE BOOKS	THEY'RE FIVE BOOKS
WHAT ARE THEY?	THEY'RE BANANAS	THEY'RE SIX BANANAS
WHAT ARE THEY?	THEY'RE GLASSES	THEY'RE SEVEN GLASSES
WHAT ARE THEY?	THEY'RE SLICES OF BREAD	THEY'RE EIGHT SLICES OF BREAD



WHAT ARE THEY?	THEY'RE CHERRIES	THEY'RE NINE CHERRIES
WHAT ARE THEY?	THEY'RE FORKS (TENEDORES)	THEY'RE TEN FORKS.

1.- ONE	6.- SIX	11.- ELEVEN	16.- SIXTEEN
2.- TWO	7.- SEVEN	12.- TWELVE	17.- SEVENTEEN
3.- THREE	8.- EIGHT	13.- THIRTEEN	18.- EIGHTEEN
4.- FOUR	9.- NINE	14.- FOURTEEN	19.- NINETEEN
5.- FIVE	10.- TEN	15.- FIFTEEN	20.- TWENTY

LA PREGUNTA PARA PEDIR NUMERO DE UNIDADES DE UN OBJETO ES HOW MANY? ONE SOLO SE UTILIZA CUANDO SE ESTAN ESPECIFICANDO NUMEROS, DE OTRA MANERA SE USA A/AN.

		HOW MANY?
WHAT ARE THEY?	THEY'RE WASTEBASKETS (CESTOS DE BASURA)	TWO
WHAT ARE THEY?	IT'S AN ARMCHAIR IT'S ONE ARMCHAIR	ONE
WHAT ARE THEY?	THEY'RE TREES THEY'RE FOUR TREES	FOUR
WHAT ARE THEY?	THEY'RE CUPS THEY'RE THREE CUPS	THREE
WHAT ARE THEY?	THEY'RE APPLES THEY'RE THREE APPLLES	THREE
WHAT ARE THEY?	IT'S A HORSE IT'IS ONE HORSE	ONE
WHAT ARE THEY?	THEY'RE CHILDREN THEY'RE TWO CHILDREN	TWO
WHAT ARE THEY?	THEY'RE FEET THEY'RE FOUR FEET	FOUR
WHAT ARE THEY?	THEY'RE SHOES THEY'RE SHOES	THREE

CUANDO SE FORMAN PARES O TIENEN DOS PARTES

ESQUEMAS ESTRUCTURALES : IT IS A PAIR OF + Np

THEY ARE TWOO (THREE, etc) PAIRS OF + Np.

HOW MANY PAIRS?

THEY ARE TWO PAIRS OF SOCKS (CALCETINES)

THEY ARE TWO PAIRS OF GLASSES (EYEGASSES) (LENTES)

THEY ARE FIVE PAIRS OF SCISSORS (TIJERAS)

THEY ARE ONE PAIR OF PANTS

THEY ARE THREE PAIRS OF PLIERS (PINZAS)

THEY ARE FOUR PAIRS OF GLOVES (GUANTES)

IT IS ONE PAIR OF PAJAMAS



1.5.- IDENTIFICACION DE OBJETOS MASIVOS (LOS QUE CARECEN DE NUMERO), INDICANDO SU CANTIDAD.

**ESQUEMAS ESTRUCTURALES: IT IS A/ONE + Ums + OF +Nnc
THEY ARE TWO (THREE etc.) + Ump (unif of measure Plural) + OF + Nnc**

HOW MUCH?

WHAT IS IT?	IT'S A PAPER	TWO SHEETS (HOJAS) THEY'RE TWO SHEETS OF PAPER
WHAT IS IT?	IT'S SOAP	FIVE BARS THEY'RE FIVE BARS OF SOAP.
WHAT IS IT?	IT'S STRING (ESTAMBRE)	ONE BALL IT'S ONE BALL OF STRING
WHAT IS IT?	IT'S CELERY (TALLO)	THREE STALKS THEY'RE THREE STALKS OF CELERY
WHAT IS IT?	IT'S RIBBON (CINTA METRICA)	ONE AND A HALF YARDS THEY'RE ONE AND HALF YARDS OF RIBBON
WHAT IS IT?	IT'S SOUP	FOUR CANS THEY ARE FOUR CANS OF SOUP

**WHAT? PAPER
HOW MUCH? TWO SHEETS**

**WHAT? SOAP
HOW MUCH? FIVE BARS**

LA PREGUNTA PARA PEDIR CANTIDAD DE UN OBJETO SIN UNIDAD ES HOW MUCH.

ESTA CANTIDAD, COMO SE INDICO EN LA UNIDAD 1, ES MEDIBLE POR LAS UNIDADES DE PESO O DE VOLUMEN QUE ALCANCEN LOS OBJETOS MASIVOS, O POR EL NUMERO DE LOS RECIPIENTES QUE LOS CONTENGAN, O POR LAS FORMAS CONCRETAS QUE TOMEN EN UN DETERMINADO CASO: ONE POUND OF SUGAR, ONE PINT OF MILK, TWO CANS OF JUICE, ONE SHEET OF PAPER.



MODULO 3

2.1.- IDENTIFICACIÓN DE OBJETOS MEDIANTE INTERROGACIÓN TOTAL. PARA PREGUNTAR SI UN DETERMINADO NOMBRE LE CORRESPONDE A UN DETERMINADO OBJETO, Y PARA RESPONDER A ESTA PREGUNTA.

ESQUEMAS ESTRUCTURALES.- IS IT A/AN + Ns? YES, IT IS A/AN + Ns
 IS IT + Nnc? YES, IT IS +Nnc
 IT IS A/AN + Ums + OF + Nnc
 ARE THEY + Np? YES, THEY ARE + Np
 THEY ARE TWO (THREE, etc) + Np

IS IT A RING?	YES, IT IS A RING.
IS IT PERFUME?	YES, IT IS PERFUME IT IS A BOTTLE OF PERFUME
ARE THEY BOOKS?	YES, THEY ARE BOOKS. THEY ARE THREE BOOKS
IS IT A BRACELET?	YES, IT IS A BRACELET
ARE THEY PEARS?	YES, THEY ARE PEARS. THEY ARE FOUR PEARS.
ARE THEY PENS?	YES, THEY ARE PENS? THEY ARE, THREE PENS.

AL INTERROGAR SE COLOCA **IS** Y LUEGO **IT**, O ARE Y LUEGO **THEY**.

SI EL NOMBRE PROPUESTO EN LA PREGUNTA CORRESPONDE AL OBJETO POR EL QUE SE PREGUNTA, LA RESPUESTA SE INICIA CON **YES**.

2.2.- IDENTIFICACIÓN DE OBJETOS MEDIANTE INTERROGACIÓN TOTAL, RESPONDIENDO EN FORMA NEGATIVA.

ESQUEMAS ESTRUCTURALES:

IS IT A/AN + Ns? NO, IT IS NOT A/AN + Ns
 IS IT + Nnc? NO, IT IS NOT + Nnc
 ARE THEY + Np? NO, THEY ARE NOT + Np

IS IT A RING?	NO IT IS NOT A RING.
ARE THEY PENS?	NO, THEY ARE NOT PENS.
ARE THEY PEARS?	NO, THEY ARE NOT PEARS.
ARE THEY BRACELETS?	NO, THEY ARE NOT BRACELETS.
ARE THEY GLASSES?	NO, THEY ARE NOT GLASSES.
IS IT A RADIO?	NO, IT IS NOT A RADIO

CUANDO EL NOMBRE PROPUESTO EN LA PREGUNTA NO CORRESPONDE AL OBJETO POR EL QUE SE PREGUNTA, LA RESPUESTA SE INICIA CON **NO**, SE ESCRIBE LUEGO UNA COMA (AL HABLAR SE HACE UNA PAUSA), EN SEGUIDA **IT** O **THEY**, SEGUN SI ES SINGULAR O PLURAL, Y DE ACUERDO CON ELLO **IS** O **ARE**, PARA COMPLETAR CON **NOT, LO DEMAS VA EN FORMA NORMAL.**



2.3.- RESPUESTA AFIRMATIVA BREVE.

ESQUEMAS ESTRUCTURALES:

IS IT A/AN + Ns?	YES,/YES, IT IS.
IS IT + Nnc?	YES,/YES, IT IS.
ARE THEY + Np?	YES,/YES, THEY ARE.

IS IT A PICTURE?	YES, YES, IT IS.
ARE THEY PEARS?	YES, YES, THEY ARE
IS IT A BOOK?	YES, YES, IT IS
ARE THEY WINDOWS?	YES, YES, THEY ARE
IS IT COFFEE	YES, YES, IT IS
ARE THEY SCISSORS	YES, YES, THEY ARE.

2.4.- RESPUESTA NEGATIVA BREVE.

IS IT A/AN + Ns?	NO,/NO, IT'S NOT (IT ISN'T)
IS IT + Nnc?	NO,/NO, IT'S NOT (IT ISN'T)
ARE THEY + Np?	NO,/NO, THEY'RE NOT (THEY AREN'T)

IS IT A DOOR?	NO, NO, IT'S NOT
ARE THEY ORANGES?	NO, NO, THEY'RE NOT.
IS IT A WATER?	NO, NO, IT'S NOT.
ARE THEY FORKS?	NO, NO, THEY'RE NOT.
ARE THEY HOUSES?	NO, NO, THEY'RE NOT
IS IT AN IRON?	NO, NO, IT'S NOT.

LA RESPUESTA NEGATIVA BREVE PUEDE SER SOLAMENTE **NO**, PERO HAY OTRA FORMA MÁS COMUN, QUE INCLUYE TAMBIÉN LA CONTRACCIÓN DE LAS PALABRAS **IT** O **THEY** E **IS** O **ARE (IT'S, THEY'RE)**, SEGÚN SE TRATE DE UN SINGULAR O PLURAL.

2.5. LOS NUMEROS EN LAS HORAS. LAS DECENAS.

21 TWENTY-ONE	41 FORTY-ONE
22 TWENTY-TWO	42 FORTY-TWO
23 TWENTY-THREE	43 FORTY-THREE
24 TWENTY-FOUR	44 FORTY-FOUR
25 TWENTY-FIVE	45 FORTY-FIVE
26 TWENTY-SIX	46 FORTY-SIX
27 TWENTY-SEVEN	47 FORTY-SEVEN
28 TWENTY-EIGHT	48 FORTY-EIGHT
29 TWENTY-NINE	49 FORTY-NINE
30 THIRTY	50 FIFTY



31 THIRTY-ONE	51 FIFTY-ONE
32 THIRTY-TWO	52 FIFTY-TWO
33 THIRTY-THREE	53 FIFTY-THREE
34 THIRTY-FOUR	54 FIFTY-FOUR
35 THIRTY-FIVE	55 FIFTY-FIVE
36 THIRTY-SIX	56 FIFTY-SIX
37 THIRTY-SEVEN	57 FIFTY-SEVEN
38 THIRTY-EIGHT	58 FIFTY-EIGHT
39 THIRTY-NINE	59 FIFTY-NINE
40 FORTY	60 SIXTY

A PARTIR DEL 20 SE CUENTA AGREGANDO LOS NUMEROS DEL 1 AL 9 A LAS DECENAS. LAS DECENAS RESTANTES SON: 70 (SEVENTY), 80 (EIGHTY), 90 (NINETY).

WHAT TIME IS IT?		IT'S NINE O'CLOCK (9:00)
WHAT TIME IS IT?		IT'S TEN-FIVE (10:05) IT'S FIVE AFTER TEN IT'S FIVE PAST TEN
WHAT TIME IS IT?		IT'S ELEVEN-TEN (11:10) IT'S TEN AFTER ELEVEN. IT'S TEN PAST ELEVEN
WHAT TIME IS IT?		IT'S ONE-FIFTEEN (1:15) IT'S FIFTEEN AFTER ONE IT'S A QUARTER AFTER ONE IT'S FIFTEEN PAST ONE IT'S A QUARTER PAST ONE
WHAT TIME IS IT?		IT'S TWO-THIRTY (2:30) IT'S HALF PAST TWO.
WHAT TIME IS IT?		IT'S FIVE-THIRTY-FIVE (5:35) IT'S TWENTY-FIVE TO SIX
WHAT TIME IS IT?		IT'S SIX-FORTY (6:40) IT'S TWENTY TO SEVEN
WHAT TIME IS IT?		IT'S THREE-FORTY-FIVE (3:35) IT'S FIFTEEN TO FOUR IT'S A QUARTER TO FOUR
WHAT TIME IS IT?		IT'S ELEVEN-FIFTY-FIVE (11.55) IT'S FIVE TO TWELVE.
WHAT TIME IS IT?		IT'S TWELVE-FIFTY-EIGHT (12:58) IT'S TWO TO ONE



LA FORMA MAS SENCILLA DE INDICAR LA HORA ES DANDO PRIMERO LAS HORAS Y LUEGO LOS MINUTOS TRANSCURRIDOS. NO SE INCLUYE LA PALABRA MINUTES.

NORMALMENTE SE ESCRIBE LA HORA CON NUMEROS, ESPECIALMENTE SI SON MÁS DE DOS. SI SE ESCRIBE CON PALABRAS, ETAS LLEVAN GUIONES ENTRE SI.

SE PUEDE TAMBIÉN DAR LA HORA DICIENDO PRIMERO LOS MINUTOS TRANSCURRIDOS, LUEGO LAS PALABRAS AFTER O PAST Y AL FINAL LAS HORAS TRANSCURRIDAS; O PRIMERO LOS MINUTOS FALTANTES PARA COMPLETAR LA HORA SIGUIENTE, LUEGO LA PALABRA TO Y AL FINAL LA HORA QUE ESTA POR COMPLETARSE.

CUANDO SE DAN HORAS COMPLETAS SE DICE AL FINAL O'CLOCK.

1/ A QUARTER = 15 MINUTOS

½ A HALF = 30 MINUTOS

**MODULO 4****2.6. PARA PEDIR Y DAR IDENTIFICACIÓN DE PERSONAS. PARA PREGUNTAR QUIEN ES UNA PERSONA.****ESQUEMAS ESTRUCTURALES:**

WHO	IS HE	(one person masc)
	IS SHE	(one person fem)
	ARE THEY	(two persons, or more, WHO'RE)
WHO'S	HE IS+Pn	(personal name masc.)
	SHE IS+Pn	(fem.)
	THEY ARE+Pnp	(personal name plural)

WHO IS HE?	(JOHN SMITH)	HE IS JOHN SMITH
WHO IS SHE?	(MARY SMITH)	SHE IS MARY SMITH
WHO ARE THEY	(JOHN SMITH) (MARY SMITH)	THEY ARE HOHN AND MARY SMITH

LA PREGUNTA EN QUE SE PIDE IDENTIFICACIÓN DE PERSONAS SE INICIA CON LA PALABRA **WHO**. (HU).

CONTRACCIÓN DE WHO IS _ WHO'S (HUZ) DE WHO ARE_ WHO'RE (HU:R)

SI LA PERSONA DE LA QUE SE HABLA ES SINGULAR MASCULINA, SE INDICA POR EL NOMBRE **HE**; SI ES SINGULAR FEMENINA, POR EL PRONOMBRE **SHE**; SI ES PLURAL POR EL PRONOMBRE **THEY**.

PARA IDENTIFICAR POR NOMBRE, SE INICIA LA FRASE CON EL PRONOMBRE CORRESPONDIENTE; Y LUEGO SE DA EL NOMBRE; HE IS JOHN, HE SI BOB, SHE SI HELEN, ETC.

LOS TITULOS QUE MÁS COMÚNMENTE SE ANEXAN AL NOMBRE, ANTEPONIÉNDOLOS SON: **MR.** (PRONUNCIADO (MISTER), **MRS.** (PRONUNCIADO (MISIZ) Y **MISS** (PRONUNCIADO (MIS), QUE INDICAN RESPECTIVAMENTE: VARON, MUJER CASADA Y MUJER SOLTERA.

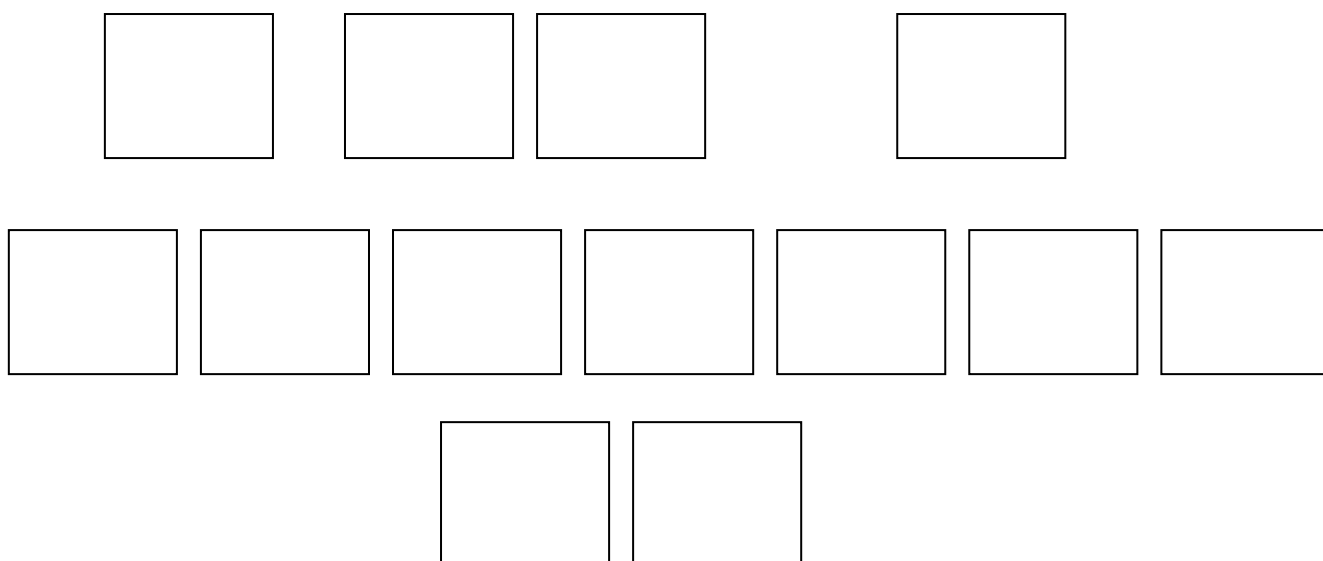
DE LOS QUE INDICAN PROFESIONES EL UNICO QUE SE UTILIZA ES **DOCTOR, DR.**, Y LOS QUE INDICAN DIGNIDADES O CARGOS COMO **FATHER, BISHOP, POPE, KING, QUEEN, PRESIDENTE, COMMISSIONER, SHERIF, ETC.** EN NINGUN CASO SE USA EL ARTICULO **THE** AL UTILIZAR EL TITULO MÁS EL NOMBRE.

2.7. RELACIONES DE PARENTESCO. IDENTIFICACIÓN POR RELACIONES DE PARENTESCO.

ESQUEMAS ESTRUCTURALES:			
		WHO IS + Pn (masc)?	
		WHO IS + Pn (fem)?	
		WHO ARE + Pnp?	
HE	(or Pn masc)		
SHE	(or Pn fem.)		
THEY	(or Pnp) + ARE	+Pn PR'S	+ Rel
		(personal name	(relation ship)
		Point of reference)?s	



THE FAMILY



WHO IS HELEN CLARK?	SHE IS JOHN'S AND BETTY'S SISTER
WHO IS JULIA RUSSELL?	SHE IS HELEN'S JOHN'S AND BETTY'S COUSIN
WHO IS BETTY CLARK?	SHE IS JACK'S, JULIE'S, LAURA'S, DEE'S AND CHARLE'S NIECE SHE IS JOHN CLARK SR.'S AND JULIA (ROGERS) CLARK'S GRANDDAUGHTER
WHO IS JOHN CLARK III	HE IS HELEN'S AND BETTY'S BROTHER HE IS JULIA RUSELL'S COUSIN. HE IS JOHN RUSELL'S COUSIN HE IS JOHN CLARK SR.'S AND JULIA (ROGERS) CLARK'S GRANDSON HE IS JACK'S, JULIE'S, LAURA'S, DEE'S AND CHARLES NEPHEW
WHO IS JACK CLARK?	HE IS HELEN'S, JOHN'S, BETTY'S AND JULIA'S UNCLE HE IS ANN'S AND CHARLES BROTHER-IN-LAW HE IS JOHN CLARK SR.'S AND JULIA (ROGERS) CLARK'S SON.
WHO ARE JACK, JOHN, JULIE, LAURA AND DEE CLARK?	THEY ARE JOHN CLARK SR.'S AND JULIA (ROGERS) CLARK'S CHILDREN
WHO IS ANN (JONES) CLARK?	SHE IS JOHN CLARK JR.'S WIFE SHE IS JACK'S, JULIE'S, LAURA'S AND DEE'S SISTER-IN-LAW. SHE IS JOHN CLARK SR.'S AND JULIA



	(ROGERS) CLARK'S DAUGHTER-IN-LAW
WHO IS JULIE CLARK?	SHE IS JACK'S, JOHN'S, LAURA'S AND DEE'S SISTER. SHE IS ANN'S AND CHARLES' SISTER-IN-LAW.
WHO IS LAURA CLARK?	SHE IS HELEN'S, JOHN'S, BETTY'S AND JULIA'S AUNT. SHE IS JOHN CLARK SR.'S AND JULIA (ROGERS) CLARK'S DAUGHTER.
WHO IS CHARLES RUSELL?	HE IS JULIA'S FATHER HE IS DEE'S HUSBAND HE IS JOHN CLARK SR.'S AND JULIA (ROGERS) CLARK'S SON-IN-LAW
WHO ARE DEE AND CHARLES RUSSELL?	THEY ARE JULIA'S PARENTS.
WHO IS JOHN CLARK SR.?	HE IS HELEN'S, JOHN'S, BETTY'S, AND JULIA'S GRANDFATHER. HE IS ANN'S AND CHARLES' FATHER-IN-LAW.
WHO IS JULIA (ROGERS) CLARK?	SHE IS HELEN'S, JOHN'S, BETTY'S, AND JULIA'S GRANDMOTHER SHE IS ANN'S CHARLE'S MOTHER-IN-LAW
WHO ARE MDR. AND MRS. JOHN CLARK SR.?	THEY ARE ANN'S AND CHARLES PARENTS-IN-LAW.

RELACIONES DE PARENTESCO EN LINEA HORIZONTAL, MISMA LINEA VERTICAL:
BROTHER (HOMBRE) SISTER (MUJER).

EN LINEA HORIZONTAL, DIFERENTE LINEA VERTICAL: **COUSIN (HOMBRE O MUJER)**

EN LINEA HORIZONTAL, PARENTESCO POLÍTICO: **BROTHER-IN-LAW (HOMBRE) SISTER-IN-LAW (MUJER)**

RELACION DE MATRIMONIO: **HUSBAND (HOMBRE), WIFE (MUJER)**

EN LINEA VERTICAL: DE ASCENDIENTES A DESCENDIENTES:

UNA GENERACIÓN: PARENTS (HOMBRE Y MUJER), FATHER (HOMBRE), MOTHER (MUJER).

RELACION POLÍTICA: PARENTS-IN-LAW, FATHER-IN-LAW, MOTHER-IN-LAW

DOS GENERACIONES: GRANPARENTS (HOMBRE Y MUJER), GRANDFATHER (HOMBRE), GRANDMOTHER (MUJER)

EN LINEA VERTICAL. DE DESCENDIENTES A ASCENDIENTES:

UNA GENERACIÓN: CHILDREN (HOMBRE(S) Y MUJER(ES), SON (HOMBRE), DAUGHTER (MUJER).

RELACION POLÍTICA: SON-IN-LAW (HOMBRE), DAUGHTER-IN-LAW (MUJER)

DOS GENERACIONES: GRANDCHILD(REN) (HOMBRE(S) Y MUJER(ES). GRANDSON (HOMBRE), GRANDDAUGHTER (MUJER)

EN LINEA VERTICAL COLATERAL. DE ASCENDIENTES A DESCENDIENTES:

UNA GENERACIÓN: UNCLE (HOMBRE), AUNT (MUJER)

DOS GENERACIONES: GRAT-UNCLE (HOMBRE) GRAET-AUNT (MUJER).



**EN LINEA VERTICAL COLATERAL. DE DESCENDIENTES A ASCENDIENTES:
UNA GENERACIÓN: NEPHEW (HOMBRE) , NICE (MUJER).**

DOS GENERACIONES: GREAT-NEPHEW (HOMBRE) GREAT-NICE (MUJER).

A PARTIR DE LA SEGUNDA GENERACIÓN, EN LINEA ASCENDENTE O DESCENDENTE, SE ANTEPONE LA PALABRA **GREAT**, TANTAS VECES COMO GENERACIONES SE ESTEN INDICANDO: **GREAT-GREAT-UNCLE, GREAT-GREAT-AUNT, GREAT-GRANDSON, ETC.**

EJEMPLO: HELEN'S COUSIN
JACK'S NIECE
CHARLE'S PARNTS-IN-LAW

EL NOMBRE SEGUIDO DE APOSTROFO Y **S** (O SI EL NOMBRE TERMINA EN S, SIMPLEMENTE DE APOSTROFO), TIENE EL MISMO VALOR QUE EN ESPAÑOL LA PROPOSICION **DE** SEGUIDA DEL NOMBRE.

DE ACUERDO AL SIGUIENTE ORDEN: NOMBRE + 'S + RELACION DE PARENTESCO.



BROTHER	EL HERMANO
SISTER	LA HERMANA
COUSIN	EL PRIMO
BROTHER-IN-LAW	CUÑADO
SISTER-IN-LAW	CUÑADA
HUSBAND	ESPOSO
WIFE	ESPOSA
PARENTS	PADRES
FATHER	PAPA
MOTHER	MAMA
PARENTS-IN-LAW	SUEGROS
FATHER-IN-LAW	SUEGRO
MOTHER-IN-LAW	SUEGRA
GRANDPARENTS	ABUELOS
GRANDFATHER	ABUELO
GRANDMOTHER	ABUELA
CHILDREN	NIÑOS
SON	HIJO
DAUGHTER	HIJA
SON-IN-LAW	CUÑADO
DAUGHTER-IN-LAW	CUÑADA
GRANDCHILDREN	NIETOS
GRANDSON	NIETO
GRANDDAUGHTER	NIETA
UNCLE	TIO
AUNT	TIA
GREAT-UNCLE	TIO ABUELO
GREAT-AUNT	TIA ABUELA
NEPHEW	SOBRINO
NIECE	SOBRINA
GRAET-NEPHEW	SOBRINO NIETO
GRAET-NICE	SOBRINO NIETO
GREAT-GREAT-UNCLE	GRANDE GRANDE TIO ABUELO
GREAT-GREAT-AUNT	GRANDE GRANDE TIA ABUELA
GRAET-GRANDSON	GRANDE GRANDE SOBRINO NIETO

2.8.- IDENTIFICACIÓN DE PERSONAS PORO SU POSICIÓN EN EL DIALOGO.

ESQUEMAS ESTRUCTURALES. PREGUNA DE IDENTIFICACIÓN: **WHO AM I?**

IDENTIFICACIÓN DEL HABLANTE	I AM	
IDENTIFICACIÓN DEL OYENTE	YOU ARE	
IDENTIFICACIÓN DE LA TERCERA PERSONA. MASC.	HE IS	+ Pn PR'S + Rel
IDENTIFICACIÓN DE LA TERCERA PERSONA. FEM	SHE IS	
IDENTIFICACION DEL HABLANTE MAS OTRA PERSONA	WE ARE	
IDENTIFICACIÓN DEL OYENTE MÁS OTRA PERSONA	YOU ARE	+ Pn or Pnp
IDENTIFICACIÓN DE TERCERAS PERSONAS	THEY ARE	
AM I	Are we	



ARE YOU + Pn PR'S + Rel?
IS HE
IS SHE

Are you + Pn or Pnp?
Are they

I AM

EL QUE HABLA SE DENOMINA A SI MISMO !

! VA SEGUIDO DE **AM**

CONTRACCIÓN DE I AM I'M

AFIRMACIÓN: I AM

PREGUNTA: AM I?

WE ARE

CUANDO EL HABLANTE SE DENOMINA A SI MISMO JUNTO CON ALGUIEN MAS,
UTILIZA **WE** EN LA DENOMINACION

CUANDO EL HABLANTE DENOMINA A MÁS DE UN OYENTE, O AL OYENTE Y A
ALGUIEN MÁS, UTILIZA **YOU** PARA DENOMINARLOS EN EL ACTO DEL HABLA.

AFIRMACIÓN: WE ARE – YOU ARE

WE Y YOU SEGUIDOS DE ARE

PREGUNTA: ARE WE? – ARE YOU?

CONTRACCION: WE ARE – WE'RE

YOU ARE – YOU'RE

EN NEGACION PUEDE SER WE AREN'T Y YOU AREN'T.

HE, SHE, TEHY, NO SON DIALOGANTES, SINO QUE DE ELLOS SE OCUPA EL DIALOGO:

IS HE JOHN SMITH? YES, HE IS

O EL RELATO:

HE IS A BOY, HE SI MARY'S COUSIN.

OBSERVE:

**AFIRMACION: HE IS, SHE IS, THEY ARE, HE, SHE VAN SEGUIDOS DE IS.
THEY VA SEGUIDO DE ARE.**

CONTRACCION:

HE IS	HE'S
SHE IS	SHE'S
THEY ARE	THEY'RE

EN NEGACION PUEDE SER HE (SHE) (IT) ISN'T Y THEY AREN'T

PREGUNTA: IS HE? – IS SHE? – ARE THEY?

2.9 IDENTIFICACION DE PERSONAS Y COSAS INDICADO PERTENENCIA.

ESQUEMAS ESTRUCTURALES:

I AM		
YOU ARE		
HE	(or Pn masc.) IS	+ Poss. P.R. + Rel. O.P.
SHE	(or Pn fem.)	(possessive point (objet of possession)
IT IS		of reference)
WE ARE		
YOU ARE		
THEY ARE		



I HAVE A DOG
I HAVE A FRIEND
I HAVE A FAMILY
I HAVE TWO COUSINS
I HAVE A SISTER
I HAVE TWO BROTHERS
I HAVE AN UNCLE
I HAVE TWO AUNTS

IT IS MY DOG
SHE IS MY FRIEND
IT IS MY FAMILY
THEY ARE MY COUSINS
SHE IS MY SISTER
THEY ARE MY BROTHERS
HE IS MY UNCLE
THEY ARE MY AUNTS

YOU HAVE A BABY
YOU HAVE A SON
YOU HAVE A HUSBAND
YOU HAVE A DOCTOR
YOU HAVE FOUR AUNTS
YOU HAVE A MOTHER
YOU HAVE A FAMILY
YOU HAVE BROTHERS

IT IS YOUR BABY
HE IS YOUR SON
HE IS YOUR HUSBAND
HE IS YOUR DOCTOR
THEY ARE YOUR AUNTS
SHE IS YOUR MOTHER
IT IS YOUR FAMILY
THEY ARE YOUR BROTHERS

WE HAVE A BABY
WE HAVE A SON
WE HAVE PARENTS
WE HAVE A HOME
WE HAVE FRIENDS
WE HAVE SISTER-IN-LAW
WE HAVE A NEPHEW
WE HAVE THREE NIECES

HE IS OUR BABY
HE IS OUR SON
THEY ARE OUR PARENTS
IT IS OUR HOME
THEY ARE OUR FRIENDS
THEY ARE OUR SISTER-IN-LAW
HE IS OUR NEPHEW
THEY OUR NIECES

YOU HAVE A SON
YOU HAVE A DAUGHTER
YOU HAVE CHILDREN
YOU HAVE A FAMILY
YOU HAVE AN AUNT
YOU HAVE DAUGHTERS
YOU HAVE A HOUSE
YOU HAVE FRIENDS

HE IS YOUR SON
SHE IS YOUR DAUGHTER
THEY ARE YOUR CHILDREN
ITS IS YOUR FAMILY
SHE IS YOUR AUNT
THEY ARE YOUR DAUGHTERS
IT IS YOUR HOUSE
THEY ARE YOUR FRIENDS

SHE IS A BOY FRIEND
SHE HAS A FATHER
SHE HAS A SISTER
SHE HAS BROTHERS
SHE HAS TWO AUNTS
HE HAS A GIRL FRIEND
HE HAS A DOG
HE HAS A CAR
HE HAS THREE NIECES
HE HAS A BROTHER

HE IS HER BOY FRIEND
HE IS HER FATHER
SHE IS HER SISTER
THEY ARE HER BROTHERS
THEY ARE HER AUNTS
SHE IS HIS COUSINS
IT IS HIS DOG
IT IS HIS CAR
THEY ARE HIS NIECES
HE IS HIS BROTHER

THEY HAVE GRANDPARENTS
THEY HAVE A MOTHER
THEY HAVE A COUSIN
THEY HAVE A NURSE
THEY HAVE SHOES

THEY ARE THEIR GRANDPARENTS
SHE IS THEIR MOTHER
HE (OR SHE) IS THEIR COUSIN
SHE (OR HE) IS THEIR NURSE.
THEY ARE THEIR SHOES

THE STORE HAS A WINDOW

IT IT IS ITS WINDOW

THE STORE HAS A DOOR

IT IT IS ITS DOOR



THE STORE HAS MANNEQUINS	IT	THEY ARE ITS MANNEQUINS
THE DOG HAS A KENNEL	IT	IT IS ITS KENNEL
THE LIBRARY HAS BOOKS	IT	THEY ARE ITS BOOKS
THE BOOKS HAS PAGES	IT	THEY ARE ITS PAGES
THE STORES HAVE WINDOWS	IT	THEY ARE THEIR WINDOWS.

I HAVE A DOG	IT IS MY DOG	I – MY
YOU HAVE A BABY	IT IS YOUR BABY	YOU – YOUR
WE HAVE A BABY	HE IS OUR BABY	WE – OUR
YOU HAVE A SON	HE IS YOUR SON	YOU – YOUR

MY INDICA PERTENENCIA DEL HABLANTE AL DIALOGO

OUR INDICA PERTENENCIA DEL HABLANTE EN EL DIALOGO TAMBIÉN, PERO JUNTO CON ALGUIEN MÁS

YOUR INDICA PERTENENCIA DEL OYENTE O DE UNO O MÁS OYENTES JUNTO CON ALGUIEN MÁS.

COMO LAS FORMAS **YOU – YOUR** SON IDÉNTICAS PARA SINGULAR Y PLURAL, EL SENTIDO TIENE QUE DETERMINARSE POR EL CONTEXTO.

HE HAS A GIRL FRIEND	SHE IS HIS GIRL FRIEND	HE – HIS
SHE HAS A BOY FRIEND	HE IS HER BOY FRIENDS	SHE – HER
THEY ARE GRANDPARENTS	THEY ARE THEIR GRAND- PARENTS	THEY – THEIR

HIS INDICA PERTENENCIA DEL **SER MASCULINO** SINGULAR DEL QUE SE OCUPA EL DIALOGO O EL RELATO.

HER INDICA PERTENENCIA DEL **SER FEMENINO** SINGULAR DEL QUE SE OCUPA EL DIALOGO O EL RELATO.

THEIR INDICA PERTENENCIA DE SERES DE LOS QUE SE OCUPA EL DIALOGO O EL RELATO

HAVE SE USA CON I, WE, YOU, THEY

HAS SE USA CON HE, SHE.

THE STORE HAS WINDOW		
IT	IS HAS WINDOW	IT IS ITS WINDOW

THE TREE HAS LEAVES		
IT	IS LEAVES	THEY ARE ITS LEAVES

THE DOG HAS A KENNEL		
IT	HAS A KENNEL	IT IS ITS KENNEL

THE BABY HAS PARENTS		
IT	HAS PARENTS	THEY ARE THEIR PARENTS

ITS INDICA PERTENENCIA DE UN SE NO PERSONALIZADO DEL QUE SE OCUPA EL DIALOGO O EL RELATO



HAS SE USA CON IT

THE CHILDREN HAVE GRANDPARENTS
THEY HAVE GRANDPARENTS

THEY ARE THEIR GRANDPARENTS

THE STORES HAVE WINDOWS
THEY HAVE WINDOWS

THEY ARE THEIR WINDOWS.

THEY – THEIR SIRVEN PARA INDICAR SERES NO PERSONALIZADOS TOMADOS EN PLURAL, DE MANERA QUE EN ESTAS FORMAS NO HAY DISTINCION GRAMATICAL ENTRE SERES PERSONALIZADOS Y NO PESONALIZADOS.

PARA PEDIR IDENTIFICACIÓN DE **SERES NO PERSONALIZADOS** SE USA **WHAT**.