

Manual completo de los verbos en INGLÉS

- Analiza el uso de los 100 verbos ingleses utilizados más frecuentemente
- Docenas de ejercicios prácticos
- Apropiado llevar a cabo negocios, viajar o vivir en el mundo de habla inglesa

Prof. Jaime Garza Boreo

Edición Segunda

Manual completo de los verbos en INGLÉS

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Preface

Designed with the needs of Spanish speakers in mind, *Manual completo de los verbos en inglés* presents the main features of the English verb system in a single, compact volume.

In it you will find:

- A list of the most common regular verbs in English.
- A complete list of irregular verbs in English, grouped according to pattern. This special feature allows irregular verbs to be easily learned in related groups. Examples illustrate the verbs in context, and notes give important information on the meaning and usage of the different forms.
- A complete list of all auxiliary verbs in English, along with complete examples of all the tenses they form and notes explaining their meaning and usage.

This unique book is the perfect way to learn English verbs quickly, practically, and economically!

Prólogo

Específicamente diseñado para los hispanoparlantes, *Manual completo de los verbos en inglés* reúne las características de los verbos y ofrece múltiples ejemplos de los mismos en un solo tomo.

El lector encontrará:

- Los verbos regulares más comunes.
- Los verbos irregulares catalogados según sus formas; de esta manera se aprenderán más fácilmente.
- Ejemplos y notas que ofrecen información valiosísima sobre el uso apropiado de los verbos.
- Los verbos auxiliares con cuadros de construcción que muestran cómo se emplean.

Este manual es el instrumento perfecto para aprender a manejar los verbos rápidamente.

VERBOS AUXILIARES

<i>AUXILIAR TO BE</i>	
<p style="text-align: center;"><i>Tiempo en presente</i></p> <p style="text-align: center;"><i>AM</i> (soy, estoy)</p> <p style="text-align: center;"><i>IS</i> (es, está)</p> <p style="text-align: center;"><i>ARE</i> (son, están)</p>	<p style="text-align: center;"><i>Tiempo en pasado</i></p> <p style="text-align: center;"><i>WAS</i> (era, estaba, estuvo)</p> <p style="text-align: center;"><i>WERE</i> (eran, estaban, estuvieron)</p>

Observe cómo emplear el auxiliar. *TO BE* (ser o estar) en sus tiempos presente y pasado con el verbo *to write* (escribir) en su forma *ING* (escribiendo). Note las expresiones de tiempo *now* (ahora) y *yesterday* (ayer), así como los pronombres *I* (yo), *he* (él) y *they* (ellos).

1. I	<i>AM</i>	writing a letter <i>now</i>
2. He	<i>IS</i>	writing a letter <i>now</i>
3. They	<i>ARE</i>	writing a letter <i>now</i>
4. I	<i>WAS</i>	writing a letter <i>yesterday</i>
5. They	<i>WERE</i>	writing a letter <i>yesterday</i>

TRADUCCIÓN

1. Yo estoy escribiendo una carta ahora
2. Él está escribiendo una carta ahora
3. Ellos están escribiendo una carta ahora
4. Yo estuve escribiendo una carta ayer
5. Ellos estuvieron escribiendo una carta ayer

NOTA: Empléase *IS*, en *he, she, it* y *ARE* en *you, we, you, they*. Empléase *WAS* en *I, he, she, it* y *WERE* en *you, we, you, they*.

Nótese ahora la partícula negativa **NOT** después de *am, is, are, was* y *were*

para formar las negaciones en presente y en pasado.

I	<i>am</i>	NOT	writing a letter <i>now</i>
He	<i>is</i>	NOT	writing a letter <i>now</i>
They	<i>are</i>	NOT	writing a letter <i>now</i>
I	<i>was</i>	NOT	writing a letter <i>yesterday</i>
They	<i>were</i>	NOT	writing a letter <i>yesterday</i>

En las preguntas *am, is, are, was, were* se anteponen a los pronombres *I, he, they*.

<i>AM</i>	I	writing a letter <i>now</i> ?
<i>IS</i>	he	writing a letter <i>now</i> ?
<i>ARE</i>	they	writing a letter <i>now</i> ?
<i>WAS</i>	I	writing a letter <i>yesterday</i> ?
<i>WERE</i>	they	writing a letter <i>yesterday</i> ?

CUADRO SINÓPTICO DEL VERBO *TO BE*

PRESENTE

PASADO

Afirmativo	Afirmativo
I <i>AM</i>	I <i>WAS</i>
You <i>ARE</i>	You <i>WERE</i>
He } She } <i>IS</i> It }	He } She } <i>WAS</i> They }
We } You } <i>ARE</i> They }	We } You } <i>WERE</i> They }

Negativo	Negativo
I <i>AM</i>	I <i>WAS</i>
You <i>ARE</i>	You <i>WERE</i>
He } She } <i>IS</i> It }	He } She } <i>WAS</i> It }
We } You } <i>ARE</i> They }	We } You } <i>WERE</i> They }
} NOT	} NOT

Interrogativo	Interrogativo
<i>AM</i> I?	<i>WAS</i> I?
<i>ARE</i> you?	<i>WERE</i> you?
<i>IS</i> { he? she? it?	<i>WAS</i> { he? she? it?
<i>ARE</i> { we? you? they?	<i>WERE</i> { we? you? they?

AUXILIARES DEL INTERROGATIVO PARA EL TIEMPO PRESENTE Y PASADO DE TODOS LOS VERBOS EN INGLÉS

(excepto *to be*: ser o estar; *can*: poder; *must*: deber)

<i>Tiempo en presente</i>	<i>Tiempo en pasado</i>
<p><i>DO</i> { Interrogativo para: <i>I, you, we, you,</i> <i>they</i></p>	<p><i>DID.</i> { Interrogativo para: <i>I, you, we, you,</i> <i>they</i></p>
<p><i>DOES</i> { Interrogativo terceras personas: <i>he,</i> <i>she, it</i></p>	<p><i>DID</i> { Interrogativo terceras personas: <i>he,</i> <i>she, it</i></p>

Observe el empleo de *DO* y *DOES* para preguntar en tiempo presente; y *DID* para hacer preguntas en tiempo pasado. Advierta asimismo el verbo en su forma simple (*write*) en el Pasado interrogativo (3 y 4) puesto que *DID* basta para expresar dicho pasado.

1. *DO* you *write* many letters *every day*?
2. *DOES* he *write* many letters *every day*?
3. *DID* you *write* many letters *yesterday*?
4. *DID* he *write* many letters *yesterday*?

TRADUCCIÓN

1. ¿Escribe usted muchas cartas todos los días?
2. ¿Escribe él muchas cartas todos los días?
3. ¿Escribió usted muchas cartas ayer?
4. ¿Escribió él muchas cartas ayer?

NOTA: El pasado de los verbos se emplea únicamente en la forma afirmativa: *I wrote a letter yesterday* (Yo escribí una carta ayer).

AUXILIARES DEL PRESENTE Y PASADO NEGATIVO PARA TODOS LOS VERBOS EN INGLÉS

(excepto *to be*: ser o estar; *can*: poder; *must*: deber)

<i>Presente negativo</i>	<i>Pasado negativo</i>
<p><i>DO NOT</i> (para: <i>I, you, we, you, they</i>)</p> <p><i>DOES NOT</i> (terceras personas: <i>he, she, it</i>)</p>	<p><i>DID NOT</i> (para: <i>I, you, you, they</i>)</p> <p><i>DID NOT</i> (terceras personas: <i>he, she, it</i>)</p>

Observe el empleo de NOT después de *do, does* y *did* en las negaciones en tiempo presente y pasado.

Nótese el verbo en su forma simple (*write*) en el pasado negativo (3 y 4) después de *did NOT*, puesto que esto basta para expresar dicho pasado.

1. I *do* NOT *write* many letters *every day*
2. HE *does* NOT *write* many letters *every day*
3. I *did* NOT *write* many letters *yesterday*
4. He *did* NOT *wrtie* many letters *yesterday*

TRADUCCIÓN

1. Yo no escribo muchas cartas todos los días
2. Él no escribe muchas cartas todos los días
3. Yo no escribí muchas cartas ayer
4. Él no escribió muchas cartas ayer

NOTA: El pasado de los verbos se emplea únicamente en la forma afirmativa: *I wrote a letter yesterday* (yo escribí una carta ayer).

*PATRÓN DE CONSTRUCCIÓN DEL TIEMPO PRESENTE EMPLEANDO
EL VERBO TO WRITE*

Tiempo presente: *WRITE(S)* = escribo, escribes, escribe, escribimos, escriben.

<i>Afirmativo</i>	<i>Interrogativo</i>	<i>Negativo</i>
I write	<i>DO</i> I write?	I <i>DO NOT</i> write
You write	<i>DO</i> you write?	You <i>DO NOT</i> write
He write <i>S</i>	<i>DOES</i> he write?	He <i>DOES NOT</i> write
She write <i>S</i>	<i>DOES</i> she write?	She <i>DOES NOT</i> write
It write <i>S</i>	<i>DOES</i> it write?	It <i>DOES NOT</i> write
We write	<i>DO</i> we write?	We <i>DO NOT</i> write
You write	<i>DO</i> you write?	You <i>DO NOT</i> write
They write	<i>DO</i> they write?	They <i>DO NOT</i> write

Para conjugar cualquier otro verbo en tiempo presente (excepto *to be*: ser o estar, *can*: poder y *must*: deber), síganse los mismos patrones empleados con *to write*. Es decir, los que se destacan con letras mayúsculas: *S*, *DO*, *DOES*, *DO NOT* y *DOES NOT*. Por lo tanto, al conjugar otro verbo regular o irregular empléense dichas mayúsculas en la misma posición y orden en que aparecen con *to write*.

PATRÓN DE CONSTRUCCIÓN DEL TIEMPO PASADO EMPLEANDO EL VERBO *TO WRITE*

Tiempo pasado: *WROTE* = escribí, escribió, escribimos, escribieron.

<i>Afirmativo</i>	<i>Interrogativo</i>	<i>Negativo</i>
I wrote	<i>DID</i> I write?	I <i>DID NOT</i> write
You wrote	<i>DID</i> you write?	You <i>DID NOT</i> write
He wrote	<i>DID</i> he write?	He <i>DID NOT</i> write
She wrote	<i>DID</i> she write?	She <i>DID NOT</i> write
It wrote	<i>DID</i> it write?	It <i>DID NOT</i> write
We wrote	<i>DID</i> we write?	We <i>DID NOT</i> write
You wrote	<i>DID</i> you write?	You <i>DID NOT</i> write
They wrote	<i>DID</i> they write?	They <i>DID NOT</i> write

Para conjugar cualquier otro verbo en tiempo pasado (excepto *to be*: ser o estar, *can*: poder, *must*: deber), síganse los mismos patrones empleados con *to write*. Es decir, los que se destacan con letras mayúsculas: *DID* y *DID NOT*.

Por lo tanto, al conjugar otro verbo regular o irregular, empléense *DID* y *DID NOT* en la misma posición y orden en que aparecen con *to write*, utilizando en ambos el verbo principal en su forma simple.

Emplee únicamente el verbo principal en su forma de pasado en el afirmativo.

AUXILIARES PARA FORMAR EL FUTURO Y CONDICIONAL

<i>Futuro</i>	<i>Condicional</i>
Afirmativo <i>WILL</i>	Afirmativo <i>WOULD</i>
Negativo <i>WILL NOT</i>	Negativo <i>WOULD NOT</i>

Observe el empleo de *WILL* y *WOULD* antes de un verbo en su forma simple (*write*) para formar el *futuro* y *condicional*.

1. I	<i>WILL</i>	<i>write many letters tomorrow</i>
2. He	<i>WILL</i>	<i>write many letters tomorrow</i>
3. I	<i>WOULD</i>	<i>write many letters now</i>
4. He	<i>WOULD</i>	<i>write many letters now</i>

TRADUCCIÓN

1. Yo escribiré muchas cartas mañana
2. Él escribirá muchas cartas mañana
3. Yo escribiría muchas cartas ahora
4. Él escribiría muchas cartas ahora

NOTA: Empléanse *WILL* y *WOULD* con todos los pronombres: *I, you, he, she, it, we, you, they* en el inglés informal de uso cotidiano. *SHALL* y *SHOULD* se usan sólo en el inglés muy literario tal como la poesía o liturgia, pero únicamente en los pronombres *I* y *we*.

Observe la palabra *NOT* inmediatamente después de *WILL* y *WOULD* para formar el negativo del futuro y condicional.

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I <i>will</i>	NOT	<i>write</i> many letters <i>tomorrow</i>
He <i>will</i>	NOT	<i>write</i> many letters <i>tomorrow</i>
I <i>would</i>	NOT	<i>write</i> many letters <i>now</i>
He <i>would</i>	NOT	<i>write</i> many letters <i>now</i>

TRADUCCIÓN

1. Yo no escribiré muchas cartas mañana
2. Él no escribirá muchas cartas mañana
3. Yo no escribiría muchas cartas hoy
4. Él no escribiría muchas cartas hoy

Nótese ahora que los auxiliares *WILL* y *WOULD* se anteponen a los pronombres *I, he, etc.*, para formar preguntas.

1. <i>WILL</i>	<i>I write</i> many letters <i>tomorrow</i> ?
2. <i>WILL</i>	<i>he write</i> many letters <i>tomorrow</i> ?
3. <i>WOULD</i>	<i>I write</i> many letters <i>now</i> ?
4. <i>WOULD</i>	<i>he write</i> many letters <i>now</i> ?

TRADUCCIÓN

1. ¿Escribiré muchas cartas mañana?
2. ¿Escribirá él muchas cartas mañana?
3. ¿Escribiría yo muchas cartas ahora?
4. ¿Escribiría él muchas cartas ahora?

EL AUXILIAR *SHALL* EN SU USO MAS COMÚN

Observe en estas preguntas el uso práctico de *shall* con los pronombres *I* y *we* solamente para expresar *excitativa*, *invitación* o *iniciativa*. Note también que en esos casos *shall* expresa más bien una idea presente que futura.

<i>SHALL</i>	I <i>write</i> that letter <i>now</i> ?
<i>SHALL</i>	I <i>cut</i> the cake <i>now</i> ?
<i>SHALL</i>	we <i>dance</i> ?
<i>SHALL</i>	we <i>go</i> ?

TRADUCCIÓN

¿Escribo esa carta ahora?

¿Parto el pastel ahora?

¿Bailamos?

¿Nos vamos?

**AUXILIARES QUE EXPRESAN HABILIDAD, PERMISO O
POSIBILIDAD**

<i>HABILIDAD</i>	<i>POSIBILIDAD</i>
Presente <i>CAN</i> (puede)	Presente <i>MAY</i> (posiblemente)
Pasado <i>COULD</i> (pudo, podía)	Condicional o Pasado <i>MIGHT</i> (podría)

Observe el verbo principal en su forma simple (*write*) después de los auxiliares *can, could, may* y *might*.

1. I	<i>CAN</i>	<i>write</i> many letters <i>daily</i>
2. He	<i>COULD</i>	<i>write</i> many letters <i>yesterday</i>
3. I	<i>MAY</i>	<i>write</i> a letter <i>afterwards</i>
4. He	<i>MIGHT</i>	<i>write</i> a letter <i>now</i>

TRADUCCIÓN

1. Yo puedo escribir muchas cartas diariamente
2. Él pudo escribir muchas cartas ayer
3. Posiblemente yo escriba una carta después
4. Él podría escribir una carta ahora

NOTA: Empléanse *can, could, may* y *might* con todos los pronombres o sujetos.

Nótese ahora que los auxiliares *can, could, may* y *might* se anteponen a los pronombres *I, he, etc.*, para formar el interrogativo.

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1. <i>CAN</i>	I <i>write</i> many letters <i>daily</i> ?
2. <i>COULD</i>	he <i>write</i> many letters <i>yesterday</i> ?
3. <i>MAY</i>	I write a letter <i>afterwards</i> ?
4. <i>MIGHT</i>	he <i>write</i> a letter <i>now</i> ?

TRADUCCIÓN

1. ¿Puedo escribir muchas cartas diariamente?
2. ¿Pudo él escribir muchas cartas ayer?
3. ¿Puedo escribir una carta después? (pidiendo permiso)
4. ¿Podría él escribir una carta ahora?

Observe la palabra NOT inmediatamente después de los auxiliares *can*, *could*, *may* y *might* para formar las negaciones.

1. I <i>can</i>	NOT	<i>write</i> many letters <i>daily</i>
2. He <i>could</i>	NOT	<i>write</i> many letters <i>yesterday</i>
3. I <i>may</i>	NOT	<i>write</i> a letter <i>afterwards</i>
4. He <i>might</i>	NOT	<i>write</i> a letter <i>now</i>

TRADUCCIÓN

1. Yo no puedo escribir muchas cartas diariamente.
2. Él no pudo escribir muchas cartas ayer
3. Posiblemente yo no escriba una carta después
4. Él podría no escribir una carta ahora

EL AUXILIAR *MAY* Y SUS TRES SIGNIFICADOS

MAY { **Expresa:**
1. *PERMISO*
2. *POSIBILIDAD*
3. *DESEO*

1. (Permiso) *MAY* I *write* a letter? (¿Puedo escribir una carta?)
2. (Posibilidad) I *MAY* write a letter. (Posiblemente yo escriba una carta.)
3. (Deseo) *MAY* you *write* a lovely poem! (¡Que escribas un hermoso poema!)

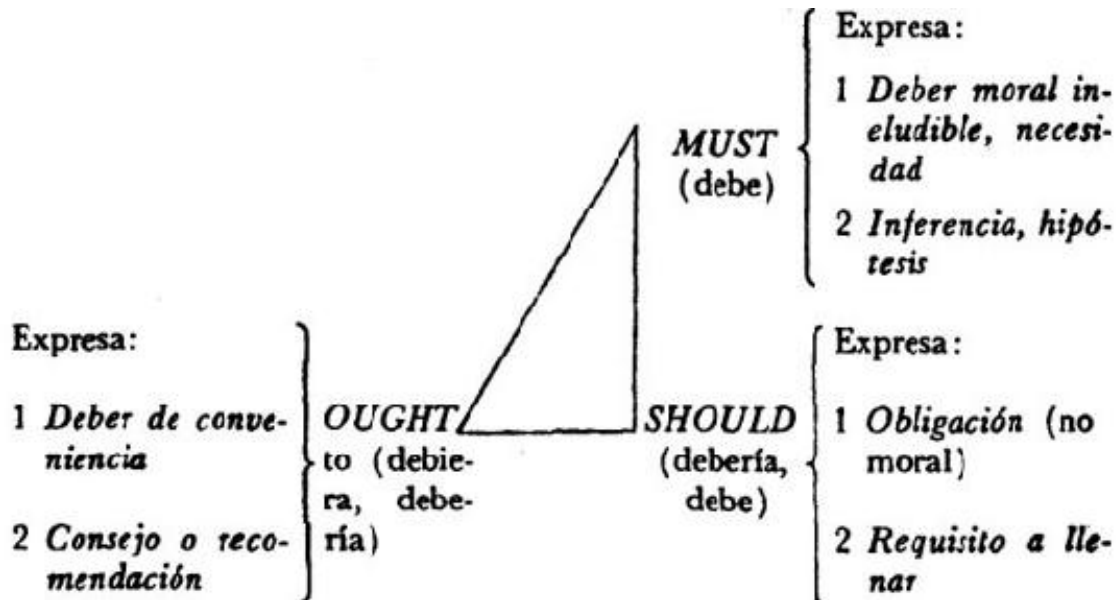
EL AUXILIAR *MIGHT* Y SUS DOS SIGNIFICADOS

MIGHT { **Expresa:**
1. *LIGERA POSIBILIDAD EN EL FUTURO*
2. *PERMISO EN PASADO* (Forma en pasado de *may*)

1. He says that he *might write* a book next year.
(Él dice que él podría escribir un libro el año próximo.)
2. Helen's mother said that she *might write* a letter to her boy-friend.
(La madre de Elena dijo que ella podía escribir una carta a su novio.)

LOS TRES AUXILIARES QUE EXPRESAN OBLIGACIÓN

EL TRIANGULO DEL DEBER



EJEMPLOS ILUSTRATIVOS

You *must* defend your country (Debes defender a tu país)

It *must* be very expensive (Debe ser muy caro)

They *should* follow instructions (Ellos deben seguir instrucciones)

I *should* bring my birth certificate (Debo traer mi acta de nacimiento)

You *ought to* know those things (Debes saber esas cosas)

He *ought to* rent that house (Él debe rentar esa casa)

Observe la carencia de *to* después de *must* y *should*, notando asimismo que estos dos auxiliares van seguidos de un verbo en su forma simple (*write, respect, honor, etc.*). El auxiliar *ought* siempre va seguido de la partícula *to*.

1. I *MUST* write a letter to my parentes now
2. You *MUST* respect the law

3. We *MUST* honor our parents

4. He *MUST* be very rich

5. You *SHOULD* write that letter with ink

6. He *SHOULD* drive carefully

7. They *SHOULD* show their identification

8. He *OUGHT* to learn English

9. You *OUGHT* to see a doctor

TRADUCCIÓN

1. Yo debo escribir una carta a mis padres ahora

2. Tú debes respetar la ley

3. Debemos honrar a nuestros padres

4. Él debe ser muy rico (suposición)

5. Deberías escribir esa carta con tinta

6. Él debería manejar con cuidado

7. Ellos deben mostrar su identificación

8. Él debiera (o debería) aprender inglés

9. Deberías o (debieras) ver a un médico

NOTA: Empléanse *MUST*, *SHOULD* y *OUGHT* (to) con todos los pronombres o sujetos.

Observe la palabra *NOT* inmediatamente después de los auxiliares *must*, *should* y *ought* para formar las negaciones. Nótese también la partícula *to* después de *NOT* en *ought*.

I <i>must</i>	NOT	<i>write</i> a letter to my parents <i>now</i>
You <i>should</i>	NOT	<i>write</i> that letter with ink
He <i>ought</i>	NOT	<i>to write</i> a letter in Spanish

Ahora observe que los auxiliares *must*, *should* y *ought* (to) se anteponen a los pronombres *I*, *you*, *he*, etc., para formar el interrogativo. Nótese la partícula *to* antes de *write* en *ought*.

<i>MUST</i>	I <i>write</i> a letter to my parents <i>now</i> ?
<i>SHOULD</i>	you <i>write</i> that letter with ink?
<i>OUGHT</i>	he <i>to write</i> a letter in Spanish?

AUXILIAR *USED TO* PARA FORMAR EL PRETÉRITO IMPERFECTO
(Historical Past)

PRETÉRITO IMPERFECTO

USED TO { Equivalente en castellano a las terminaciones del pasado, *ía, íamos, ían o aba, ábamos, aban*

Observe el verbo en infinitivo después de *USED (to write)*, así como su empleo en todos los sujetos o pronombres.

<i>I</i>	<i>USED to</i>	write long letters	<i>many years ago</i>
<i>He</i>	<i>USED to</i>	read good books	<i>many years ago</i>
<i>We</i>	<i>USED to</i>	speak good English	<i>many years ago</i>
<i>They</i>	<i>USED to</i>	work in Chicago	<i>many years ago</i>

TRADUCCIÓN

Yo escribía largas cartas hace muchos años
Él leía buenos libros hace muchos años
Nosotros hablábamos buen inglés hace muchos años
Ellos trabajaban en Chicago hace muchos años

Observe el uso del *DID NOT* antes de *USE* para formar las negaciones. Nótese asimismo que la *d* de *used* desaparece en esta forma negativa.

<i>I</i>	<i>DID NOT use to</i>	write long letters	<i>many years ago</i>
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He DID NOT <i>use to</i> read good books <i>many years ago</i>
They DID NOT <i>me to</i> work in Chicago <i>many years ago</i>

Ahora observe el empleo de *DID* antes de los pronombres *I, he, they, etc.*, para formar el interrogativo. También note la palabra *USE* en lugar de *used*.

<i>DID</i>	I <i>use to</i> write long letters <i>many years ago</i> ?
<i>DID</i>	he <i>use to</i> read good books <i>many years ago</i> ?
<i>DID</i>	they <i>use to</i> work in Chicago <i>many years ago</i> ?

AUXILIARES QUE FORMAN EL ANTEPRESENTE Y ANTECOPRETÉRITO

Auxiliar del <i>Antepresente</i>	Auxiliar del <i>Antecopretérito</i>
<p><i>HAVE</i> { he, has, ha, hemos. has. Empléase para: <i>I, you, we, you y they</i></p>	<p><i>HAD</i> { había, habías, habíamos, habían. Empléase para: <i>I, you, we, you y they</i></p>
<p><i>HAS</i> { Ha. Empléase para: <i>he, she, it</i></p>	<p><i>HAD*</i> { Había. Empléase para: <i>he, she, it</i></p>

* Comose puede ver, *had* se emplea con todos los pronombres personales o sujetos.

Observe la forma verbal en participio pasado (*written*) después de *HAVE*, *HAS* y *HAD*. No emplee *to* después de estos auxiliares para formar el *antepresente* y *antecopretérito*.

I	<i>HAVE</i>	<i>written</i> many letters <i>lately</i>
He	<i>HAS</i>	<i>written</i> many letters <i>lately</i>
They	<i>HAVE</i>	<i>written</i> many letters <i>lately</i>
I	<i>HAD</i>	<i>written</i> many letters <i>before</i>
He	<i>HAD</i>	<i>written</i> many letters <i>before</i>
They	<i>HAD</i>	<i>written</i> many letters <i>before</i>

TRADUCCIÓN

Yo he escrito muchas cartas últimamente
 Él ha escrito muchas cartas últimamente
 Ellos han escrito muchas cartas últimamente
 Yo había escrito muchas cartas anteriormente
 Él había escrito muchas cartas anteriormente
 Ellos habían escrito muchas cartas anteriormente

NOTA: Cuando *have*, *has* y *had* van seguidos de la partícula *to*, entonces éstos expresan *necesidad*, *tener que*. Ejemplos:

I *have to* write a letter now (Tengo que escribir una carta ahora)

He *has to* go to school today (Él tiene que ir a la escuela hoy)

I *had to* write a letter yesterday (Yo tuve que escribir una carta ayer)

Observe la palabra NOT después de los auxiliares *have*, *has* y *had* para formar las negaciones.

I <i>have</i>	NOT	<i>written</i> many letters <i>lately</i>
He <i>has</i>	NOT	<i>written</i> many letters <i>lately</i>
They <i>have</i>	NOT	<i>written</i> many letters <i>lately</i>
I <i>had</i>		
He <i>had</i>	NOT	<i>written</i> many letters <i>before</i>
They <i>had</i>	NOT	<i>written</i> many letters <i>before</i>
	NOT	<i>written</i> many letters <i>before</i>

Ahora observe que los auxiliares *have*, *has* y *had* se anteponen a los pronombres *I*, *he*, *we*, *they*, etc., para formar el interrogativo.

<i>HAVE</i>	I <i>written</i> many letters <i>lately</i> ?
<i>HAS</i>	he <i>written</i> many letters <i>lately</i> ?
<i>HAVE</i>	they <i>written</i> many letters <i>lately</i> ?
<i>HAD</i>	I <i>written</i> many letters <i>before</i> ?
<i>HAD</i>	he <i>written</i> many letters <i>before</i> ?
<i>HAD</i>	they <i>written</i> many letters <i>before</i> ?

LA FORMA *GOING TO* PARA CONSTRUIR EL *FUTURO IDIOMÁTICO* Y EL *PASADO PROGRESIVO*

<i>Futuro Idiomático</i>	<i>Pasado Progresivo</i>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <ol style="list-style-type: none"> 1. <i>Am</i> 2. <i>Is</i> 3. <i>Are</i> </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div style="text-align: center;"> <p><i>GOING TO</i></p> <p>(1. voy)</p> <p>(2. va)</p> <p>(3. van)</p> </div> </div>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <ol style="list-style-type: none"> 1. <i>Was</i> 2. <i>Were</i> </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div style="text-align: center;"> <p><i>GOING TO</i></p> <p>(1. iba)</p> <p>(2. iban)</p> </div> </div>

Observe el empleo de los auxiliares *am, is, are, was* y *were* antes de *GOING TO* para formar el *futuro idiomático* y el *pasado progresivo*.

Nótese también el verbo en *infinitivo* (to write: escribir).

1. I <i>am</i>	GOING	<i>to write a letter tomorrow</i>
2. He <i>is</i>	GOING	<i>to write a letter tomorrow</i>
3. They <i>are</i>	GOING	<i>to write a letter tomorrow</i>
4. I <i>was</i>	GOING	<i>to write a letter yesterday</i>
5. He <i>was</i>	GOING	<i>to write a letter yesterday</i>
6. They <i>were</i>	GOING	<i>to write a letter yesterday</i>

TRADUCCIÓN

1. Yo voy a escribir una carta mañana
2. Él va a escribir una carta mañana
3. Ellos van a escribir una carta mañana
4. Yo iba a escribir una carta ayer
5. Él iba a escribir una carta ayer

6. Ellos iban a escribir una carta ayer

Observe la palabra NOT inmediatamente después de *am, is, are, was* y *were* y antes de GOING TO para formar el negativo del *futuro idiomático* y el *pasado progresivo*.

I <i>am</i>	NOT	<i>going to write a letter tomorrow</i>
He <i>is</i>	NOT	<i>going to write a letter tomorrow</i>
They <i>are</i>	NOT	<i>going to write a letter tomorrow</i>
I <i>was</i>	NOT	<i>going to write a letter yesterday</i>
He <i>was</i>	NOT	<i>going to write a letter yesterday</i>
They <i>were</i>	NOT	<i>going to write a letter yesterday</i>

TRADUCCIÓN

Yo no voy a escribir una carta mañana
 Él no va a escribir una carta mañana
 Ellos no van a escribir una carta mañana
 Yo no iba a escribir una carta ayer
 Él no iba a escribir una carta ayer
 Ellos no iban a escribir una carta ayer

Advierta ahora que los auxiliares *am, is, are, was* y *were* se anteponen a los pronombres *I, he, they, etc.*, para formar el interrogativo del *futuro idiomático* y el *pasado progresivo*. Note asimismo que la posición de GOING TO es igual que la del afirmativo. Es decir, conserva el tercer lugar en las oraciones afirmativas e interrogativas.

<i>AM</i>	<i>I going to write a letter tomorrow?</i>
<i>IS</i>	<i>he going to write a letter tomorrow?</i>
<i>ARE</i>	<i>they going to write a letter tomorrow?</i>
<i>WAS</i>	<i>I going to write a letter yesterday?</i>
<i>WAS</i>	<i>he going to write a letter yesterday?</i>
<i>WERE</i>	<i>they going to write a letter yesterday?</i>

FORMA *TO BE ABLE* PARA EXPRESAR EL FUTURO DE *PODER*:
WILL BE ABLE

<i>Futuro del verbo PODER (can)</i>	
<i>WILL BE ABLE</i>	{ Empléase en todos los pronombres: <i>I, you, he, she, it, we, you, they</i> y equivale a: <i>podrá, podrás, podremos, podrán</i>

Observe la partícula *to* inmediatamente después de la forma *WILL BE ABLE*, es decir, el verbo que le siga a dicha forma siempre en *infinitivo (to write)*.

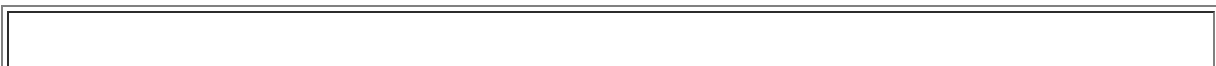
I	<i>WILL BE ABLE</i>	<i>to write in English very soon</i>
He	<i>WILL BE ABLE</i>	<i>to write in English very soon</i>
They	<i>WILL BE ABLE</i>	<i>to write in English very soon</i>

TRADUCCIÓN

Yo *podré* escribir en inglés muy pronto
 Él *podrá* escribir en inglés muy pronto
 Ellos *podrán* escribir en inglés muy pronto

NOTA: La traducción literal de *TO BE ABLE* es *ser capaz*, por tanto, *I will BE ABLE* significa literalmente *seré capaz*.

El verbo *can* (poder) carece de forma futura, toda vez que es defectivo, constando únicamente del presente (*can*) y el pasado (*could*).



Advierta la palabra NOT inmediatamente después del auxiliar *will* y antes de BE ABLE para formar las negaciones.

I <i>will</i>	NOT	<i>be able to write in English</i>
He <i>will</i>	NOT	<i>be able to write in English</i>
They <i>will</i>	NOT	<i>be able to write in English</i>

Nótese ahora que el auxiliar *will* se antepone a los pronombres *I, he, they*, etc., para formar el interrogativo. Observe también que la posición de las palabras *BE ABLE* es igual que la del afirmativo, o sea que ocupan el tercer lugar en las oraciones. En este caso después de los pronombres.

<i>WILL</i>	<i>I be able to write in English soon?</i>
<i>WILL</i>	<i>he be able to write in English soon?</i>
<i>WILL</i>	<i>they be able to write in English soon?</i>

TRADUCCIÓN

¿Podré escribir en inglés pronto?

¿Podrá él escribir en inglés pronto?

¿Podrán ellos escribir en inglés pronto?

LOS AUXILIARES CON EL VERBO *HAVE* (haber)
ESTRUCTURANDO LAS FORMAS
COMPUESTAS

<i>Will</i>	HAVE <i>written</i> = habrá escrito
<i>Would</i>	HAVE <i>written</i> = habría escrito
<i>Could</i>	HAVE <i>written</i> = pudo haber escrito
<i>May</i>	HAVE <i>written</i> = posiblemente haya escrito
<i>Might</i>	HAVE <i>written</i> = podría haber escrito
<i>Must</i>	HAVE <i>written</i> = debe haber escrito
<i>Should</i>	HAVE <i>written</i> = debería haber escrito
<i>Ought</i>	<i>to</i> HAVE <i>written</i> = debiera haber escrito

Observe el empleo de *HAVE* después de todos los auxiliares. Nótese la partícula *to* después de *ought*, así como el verbo en participio (*written*: escrito) después de *HAVE*.

He <i>will</i>	HAVE	<i>written</i> a letter
He <i>would</i>	HAVE	<i>written</i> a letter
He <i>could</i>	HAVE	<i>written</i> a letter
He <i>may</i>	HAVE	<i>written</i> a letter
He <i>might</i>	HAVE	<i>written</i> a letter

He <i>must</i>	HAVE	<i>written</i> a letter
He <i>should</i>	HAVE	<i>written</i> a letter
He <i>ought</i>	to HAVE	<i>written</i> a letter

Observe la palabra NOT después de los auxiliares *will, would, could, etc.*, para formar las negaciones. Nótese también que HAVE, que equivale al verbo haber, es invariable.

He <i>will</i>	NOT	have <i>written</i> a letter
He <i>would</i>	NOT	have <i>written</i> a letter
He <i>could</i>	NOT	have <i>written</i> a letter
He <i>may</i>	NOT	have <i>written</i> a letter
He <i>might</i>	NOT	have <i>written</i> a letter
He <i>must</i>	NOT	have <i>written</i> a letter
He <i>should</i>	NOT	have <i>written</i> a letter
He <i>ought</i>	NOT	to have <i>written</i> a letter

Observe ahora que los auxiliares *will, would, could, etc.*, se anteponen al pronombre *he* para formar el interrogativo. Nótese asimismo que la posición de HAVE no ha variado si se compara con la del afirmativo. Es decir, conserva su tercer lugar.

<i>WILL</i>	he <i>have written</i> a letter?
<i>WOULD</i>	he <i>have written</i> a letter?
<i>COULD</i>	he <i>have written</i> a letter?
<i>MAY</i>	he <i>have written</i> a letter?
<i>MIGHT</i>	he <i>have written</i> a letter?

MUST

he *have written* a letter?

SHOULD

he *have written* a letter?

OUGHT

he *to have written* a letter?

PRIMER GRUPO

VERBOS CON FORMAS IDÉNTICAS EN EL PASADO Y PARTICIPIO PASADO PERO CON INFINITIVO DISTINTO

Clasificación: *OUGHT*

Características: Terminación *OUGHT* (ot) para pasado y participio pasado, cuya pronunciación es *ot*. (*Bought* pronúnciese *bot*).

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to buy</i> (comprar)	b OUGHT (compró)	b OUGHT (comprado)
2. <i>to bring</i> (traer)	br OUGHT (trajo)	br OUGHT (traído)
3. <i>to think</i> (pensar o creer)	th OUGHT (pensó o creyó)	th OUGHT (pensado o creído)
4. <i>to seek</i> (buscar)	s OUGHT (buscó)	s OUGHT (buscado)
5. <i>to fight</i> (pelear, combatir)	f OUGHT (peleó, combatió)	f OUGHT (peleado, combatido)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *OUGHT*

Infinitivo

John wants *to buy* a new automobile.
(Juan quiere comprar un automóvil nuevo.)

Presente

- (af.) They buy many groceries *every Saturday*.
(Ellos compran muchos víveres todos los sábados.)
- (neg.) They DO NOT buy many groceries *every Saturday*.
- (int.) DO they buy many groceries *every Saturday*?

Pasado

- (af.) They bOUGHT many groceries *last Saturday*.
(Ellos compraron muchos víveres el sábado pasado.)
- (neg.) They DID NOT *buy* many groceries *last Saturday*.
- (int.) DID they *buy* many groceries *last Saturday*?

Antepresente

- (af.) They *have* bOUGHT many clothes during this month.
(Ellos han comprado mucha ropa durante este mes.)
- (neg.) They *have* NOT bOUGHT many clothes during this month.
- (int.) *Have* they bOUGHT many clothes this month?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *OUGHT*.

Infinitivo

I expect *to bring* my camera to school.
(Espero traer mi cámara a la escuela.)

Presente

- (af.) We bring presents for the family *every Christmas*.
(Traemos regalos para la familia cada Navidad.)

- (neg.) We DO NOT bring presents for the family *every Christmas*.
(int.) DO we bring presents for the family *every Christmas*?

Pasado

- (af.) We brOUGHT presents for the family *last Christmas*.
(Trajimos regalos para la familia la Navidad pasada.)
(neg.) We DID NOT *bring* presents for the family *last Christmas*.
(int.) DID we *bring* presents for the family *last Christmas*?

Antepresente

- (af.) He *has* brOUGHT the packages from the store.
(Él ha traído los paquetes de la tienda.)
(neg.) He *has* NOT brOUGHT the packages from the store.
(int.) *Has* he brOUGHT the packages from the store?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *OUGHT*.

Infinitivo

I need *to* think about this matter carefully.
(Necesito pensar en este asunto cuidadosamente.)

Presente

- (af.) He thinks *of* his family *every day*.
(Él piensa en su familia todos los días.)
(neg.) He DOES NOT think *of* his family *every day*.
(int.) DOES he think *of* his family *every day*?

Pasado

- (af.) He th**OUGH**T of his family when he was away.
(Él pensó en su familia cuando estuvo fuera.)
- (neg.) He DID NOT *think of* his family when he was away.
- (int.) DID he *think of* his family when he was away?

Antepresente

- (af.) You *have* th**OUGH**T of him very much lately.
(Usted ha pensado mucho en él últimamente.)
- (neg.) You *have* NOT th**OUGH**T of him very much lately.
- (int.) *Have* you th**OUGH**T of him very much lately?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *OUGH*T.

Infinitivo

I intend *to seek* for another position next month.
(Tengo intenciones de buscar otra colocación el mes próximo.)

Presente

- (af.) He seeks a good position.
(Él busca una buena colocación.)
- (neg.) He DOES NOT seek a good position.
- (int.) DOES he *seek* a good position?

Pasado

- (af.) George s**OUGH**T for an apartment *last year*.
(Jorge buscó un departamento el año pasado.)
- (neg.) George DID NOT *seek* for an apartment *last year*.
- (int.) DID George *seek* for an apartment *last year*?

Antepresente

- (af.) My uncle *has sOUGHT* for legal advice.
(Mi tío ha buscado consejo legal.)
- (neg.) My uncle *has NOT sOUGHT* for legal advice.
- (int.) *Has* my uncle *sOUGHT* for legal advice?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *OUGHT*.

Infinitivo

Richard *does not like to fight* with their friends.
(A Ricardo no le gusta pelear con sus amigos.)

Presente

- (af.) John and Charles *fight every day*.
(Juan y Carlos se pelean todos los días.)
- (neg.) John and Charles *DO NOT fight every day*.
- (int.) *DO* John and Charles *fight every day*?

Pasado

- (af.) My grandfather *fOUGHT* in the Civil War.
(Mi abuelo combatió en la guerra civil.)
- (neg.) My grandfather *DID NOT fight* in the Civil War.
- (int.) *DID* my grandfather *fight* in the Civil War?

Antepresente

- (af.) Those gangsters *have fOUGHT* among themselves.
(Esos hampones se han peleado entre ellos mismos.)
- (neg.) Those gangsters *have NOT fOUGHT* among themselves.

(int.) *Have* those gangsters fOUGHT among themselves?

Sub-clasificación: *AUGHT* (pronúnciese igual que *ought*: ot)

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. to teach (enseñar)	tAUGHT (enseñó)	tAUGHT (enseñado)
2. to catch (coger, atrapar)	cAUGHT (cogió, atrapó)	cAUGHT (cogido, atrapado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *AUGHT*.

Infinitivo

He plans *to teach* Anatomy in the university.
(Él proyecta enseñar Anatomía en la universidad.)

Presente

- (af.) You teach Arithmetic *every day*.
(Usted enseña aritmética todos los días.)
(neg.) You DO NOT *teach* Arithmetic *every day*.
(int.) DO you *teach* Arithmetic *every day*?

Pasado

- (af.) She tAUGHT English *last year*.
(Ella enseñó inglés el año pasado.)
(neg.) She DID NOT *teach* English *last year*.
(int.) DID she *teach* English *last year*?

Antepresente

- (af.) She *has* tAUGHT them to speak Spanish.
(Ella les ha enseñado a hablar español.)
- (neg.) She *has* NOT tAUGHT them to speak Spanish.
- (int.) *Has* she tAUGHT them to speak Spanish?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *AUGHT*.

Infinitivo

He wants *to* catch the bus on time.
(Él quiere tomar [coger] el autobús a tiempo.)

Presente

- (af.) You catch this bus *every day*.
(Usted toma [coge] este autobús todos los días.)
- (neg.) You DO NOT *catch* this bus *every day*.
- (int.) DO you *catch* this bus *every day*?

Pasado

- (af.) Henry cAUGHT a cold *last week*.
(Enrique se resfrió [cogió un resfriado] la semana pasada.)
- (neg.) Henry DID NOT *catch* a cold *last week*.
- (int.) DID Henry *catch* a cold *last week*?

Antepresente

- (af.) The policeman *has* cAUGHT the thief.
(El policía ha capturado [atrapado] al ladrón.)

(neg.) The policeman *has* NOT *CAUGHT* the thief.

(int.) *Has* the policeman *CAUGHT* the thief?

Clasificación: *EE* o *EA*, *E-T*.

Características: Los infinitivos de este grupo constan de dos vocales seguidas (to sleep, to leave). En el pasado y participio pasado la segunda vocal desaparece y ambas formas terminan en *t* (slept, left). En este caso la *ee* y la *ea* tienen un sonido equivalente a la *t'* latina. En el pasado y participio pasado la *e* suena como en español.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to slEEp</i> (dormir)	<i>slEpT</i> (durmió)	<i>slEpT</i> (dormido)
2. <i>to kEEp</i> (guardar, conservar)	<i>kEpT</i> (guardó, conservó)	<i>kEpT</i> (guardado, conservado)
3. <i>to swEEp</i> (barrer)	<i>swEpT</i> (barrió)	<i>swEpT</i> (barrido)
4. <i>to wEEp</i> (llorar,	<i>wEpT</i> (lloró,	<i>wEpT</i> (llorado,
5. <i>to crEEp</i> (arrastrarse, deslizarse)	<i>crEpT</i> (se arrastró, se deslizó)	<i>crEpT</i> (arrastrado, deslizado)

6. <i>to fEEl</i> (sentir)	<i>fElT</i> (sintió)	<i>fElT</i> (sentido)
7 <i>to knEEl</i> (arrodillarse)	<i>knElT</i> (se arrodilló)	<i>knElT</i> (arrodillado)
8. <i>to mEEt</i> (encontrarse, conocerse)	<i>mET</i> (se encontró, conoció)	<i>mET</i> (encontrado, conocido)

9. <i>to lEAve</i>	<i>lEfT</i>	<i>lEfT</i>
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(salir, dejar)	(salió, dejó)	(salido, dejado)
10. <i>to berEAve</i>	<i>berEfT</i>	<i>berEfT</i>
(asolar, acongojar)	(asoló, acongojó)	(asolado, acongojado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*

Infinitivo

Helen likes *to sleep* more than eight hours.
(A Elena le gusta dormir más de ocho horas.)

Presente

- (af.) Helen sleeps eight hours *every day*.
(Elena duerme ocho horas todos los días.)
(neg.) Helen DOES NOT sleep eight hours *every day*
(int.) DOES Helen sleep eight hours *every day*?

Pasado

- (af.) You slEpT very little *last night*.
(Tú dormiste muy poco anoche)
(neg.) You DID NOT sleep very little *last night*.
(int.) DID you sleep very little *last night*?

Antepresente

- (af.) They *have* slEpT here lately.
(Ellos han dormido aquí últimamente.)
(neg.) They *have* NOT slEpT here lately.
(int.) *Have* they slEpT here lately?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

He does not want *to keep* his money *in* the Bank.
(Él no quiere guardar su dinero en el banco.)

Presente

- (af.) Mother *keeps* the bread hot in the oven *every day*.
(Mamá conserva el pan caliente en el horno todos los días.)
(neg.) Mother **DOES NOT** *keep* the bread hot in the oven *every day*.
(int.) **DOES** mother *keep* the bread hot in the oven *every day*?

Pasado

- (af.) I *kEpT* the keys *in* my pocket.
(Guardé las llaves en mi bolsillo.)
(neg.) I **DID NOT** *keep* the keys *in* my pocket.
(int.) **DID** I *keep* the keys *in* my pocket?

Antepresente

- (af.) The girl *has kEpT* the meat *in* the freezer.
(La muchacha ha guardado lá carne en el congelador.)
(neg.) The girl *has NOT kEpT* the meat *in* the freezer.
(int.) *Has* the girl *kEpT* the meat *in* the freezer?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

The girl has *to* sweep the floor every day.
(La muchacha tiene que barrer el piso todos los días.)

Presente

- (af.) The girl sweeps the floor *every day*.
(La muchacha barre el piso todos los días.)
(neg.) The girl DOES NOT sweep the floor *every day*.
(int.) DOES the girl sweep the floor *every day*?

Pasado

- (af.) The girl swEpT the floor *yesterday*.
(La muchacha barrió el piso ayer.)
(neg.) The girl DID NOT sweep the floor *yesterday*.
(int.) DID the girl sweep the floor *yesterday*?

Antepresente

- (af.) Mary *has* swEpT the floor every day this week.
(María ha barrido el piso todos los días esta semana.)
(neg.) Mary *has* NOT swEpT the floor every day this week.
(int.) *Has* Mary swEpT the floor every day this week?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

She does not have *to* weep all the time.
(Ella no tiene que sollozar todo el tiempo.)

Presente

- (af.) Women usually *weep* easily over trivial things.
(Las mujeres generalmente lloran fácilmente por cosas triviales.)
- (neg.) Women DO NOT usually *weep* easily over trivial things.
- (int.) DO women usually *weep* easily over trivial things?

Pasado

- (af.) The woman *wEpT* very much after the accident.
(La mujer lloró mucho después del accidente.)
- (neg.) The woman DID NOT *weep* very much after the accident.
- (int.) DID the woman *weep* very much after the accident?

Antepresente

- (af.) They *have wEpT* quietly during the funeral.
(Ellos han Horado calladamente durante el funeral.)
- (neg.) They *have* NOT *wEpT* quietly during the funeral.
- (int.) *Have* they *wEpT* quietly during the funeral?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

You do not have *to creep* on the floor.
(Tú no tienes que arrastrarte en el piso.)

Presente

- (af.) Tigers *creep* quietly in the darkness.
(Los tigres se deslizan calladamente en la oscuridad.)
- (neg.) Tigers DO NOT *creep* quietly in the darkness.
- (int.) DO tigers *creep* quietly in the darkness?

Pasado

- (af.) The lava from the volcano *crEpT* over the valley.
(La lava del volcán se deslizó sobre el valle.)
- (neg.) The lava from the volcano DID NOT creep over the valley.
- (int.) DID the lava from the volcano creep over the valley?

Antepresente

- (af.) The little dog *has crEpT* over the ground.
(El perrito se ha arrastrado por el suelo.)
- (neg.) The little dog *has NOT crEpT* over the ground.
- (int.) *Has* the little dog *crEpT* over the ground?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E T*.

Infinitivo

She likes *to feel* sorry for herself.
(Le gusta compadecerse a sí misma [sentir pena de sí misma].)

Presente

- (af.) My grandfather *feels* tired *every morning*.
(Mi abuelo se siente cansado todas las mañanas.)
- (neg.) My grandfather DOES NOT *feel* tired *every morning*.
- (int.) DOES my grandfather *feel* tired *every morning*?

Pasado

- (af.) The students *fElT* tired after the tour *yesterday*.

(Los estudiantes se sintieron cansados después de la excursión, ayer.)

(neg.) The students DID NOT *feel* tired after the tour *yesterday*.

(int.) DID the students *feel* tired after the tour *yesterday*?

Antepresente

(af.) You *have felt* cold during the Winter.

(Usted ha sentido frío durante el invierno.)

(neg.) You *have NOT felt* cold during the Winter.

(int.) *Have you felt* cold during the Winter?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 7 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

You have *to kneel* in church.

(Usted tiene que arrodillarse en la iglesia.)

Presente

(af.) Mary *kneels* in church *every day*.

(María se arrodilla en la iglesia todos los días.)

(neg.) Mary *DOES NOT kneel* in church *every day*.

(int.) *DOES* Mary *kneel* in church *every day*?

Pasado

(af.) Mary *knelt* in church *yesterday*.

(María se arrodilla en la iglesia todos los días.)

(neg.) Mary *DID NOT kneel* in church *yesterday*,

(int.) *DID* Mary *kneel* in church *yesterday*?

Antepresente

- (af.) Mary *has knElT* in church during Mass.
(María se ha arrodillado en la iglesia durante la misa.)
- (neg.) Mary *has NOT knElT* in church during Mass.
- (int.) *Has Mary knElT* in church during Mass?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 8 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

I would like *to meet* new friends.
(Me gustaría conocer nuevas amistades.)

Presente

- (af.) They *meet* many friends at the club *every day*.
(Ellos encuentran muchos amigos en el club todos los días.)
- (neg.) They **DO NOT** *meet* many friends at the club *every day*.
- (int.) **DO** they *meet* many friends at the club *every day*?

Pasado

- (af.) They *mET* many friends at the club *yesterday*.
(Ellos se encontraron muchos amigos en el club ayer.)
- (neg.) They **DID NOT** *meet* many friends at the club *yesterday*.
- (int.) **DID** they *meet* many friends at the club *yesterday*?

Antepresente

- (af.) They *have mET* many people in New York.
(Ellos han conocido a mucha gente en Nueva York.)

(neg.) They *have* NOT *mET* many people in New York.

(int.) *Have* they *mET* many people in New York?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 9 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

John wants *to leave* early.

(Juan quiere salir temprano.)

Presente

(af.) He leaves the office at six o'clock *every day*.

(Él sale de la oficina a la seis todos los días.)

(neg.) He DOES NOT leave the office at six o'clock *every day*.

(int.) DOES he leave the office at six o'clock *every day*?

Pasado

(af.) He *lEFT* the office at six o'clock *yesterday*.

(El salió de la oficina a las seis ayer.)

(neg.) He DID NOT leave the office at six o'clock *yesterday*.

(int.) DID he leave the office at six o'clock *yesterday*?

Antepresente

(af.) Mr. Smith *has lEfT* the books on the table.

(El señor Smith ha dejado los libros sobre la mesa.)

(neg.) Mr. Smith *has* NOT *lEfT* the book on the table.

(int.) *Has* Mr. Smith *lEfT* the books on the table?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 10 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *E-T*.

Infinitivo

He does not want *to bereave* his family.
(Él no quiere acongojar a su familia.)

Presente

- (af.) Henry bereaves his mother *every day*.
(Enrique acongoja a su madre todos los días.)
- (neg.) Henry DOES NOT bereave his mother *every day*.
- (int.) DOES Henry bereave his mother *every day*?

Pasado

- (af.) Henry ber*EfT* his mother *yesterday*.
(Enrique acongojó a su madre ayer.)
- (neg.) Henry DID NOT bereave his mother *yesterday*.
- (int.) DID Henry bereave his mother *yesterday*?

Antepresente

- (af.) The hurricane *has berEfT* the valley.
(El ciclón ha asolado al valle.)
- (neg.) The hurricane *has not berEfT* the valley.
- (int.) *Has* the hurricane *berEfT* the valley?

Clasificación: *EE* o *EA*, *E-T*.

Características: Tanto el infinitivo como el pasado y participio pasado de esta clasificación poseen la combinación de las vocales *ea* (excepto *to dwell*). El pasado y participio pasado de estos verbos irregulares se forma añadiendo una *t* a cada uno de sus infinitivos. La combinación *ea* tiene sonido de *s* latina en el infinitivo y en el pasado y participio pasado de *e* castellana.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to deal</i> (tratar, comerciar)	<i>dEAlT</i> (trató, comerciό)	<i>dEAlT</i> (tratado, comerciado)
2. <i>to mEAn</i> (significar, decir)	<i>mEAnT</i> (significό, decir)	<i>mEAnT</i> (significado, querido)
3. <i>to leap</i> (saltar)	<i>lEApT</i> (saltό)	<i>lEApT</i> (saltado)
4. <i>to dwell</i> (habitar)	<i>dwElT</i> (habitό)	<i>dwElT</i> (habitado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *EA*, *EA-T*.

Infinitivo

I do not like *to deal* with those people.
(No me gusta comerciar con esa gente.)

Presente

- (af.) They *deal* with many buyers *every day*.
(Ellos tratan con muchos compradores todos los días.)
- (neg.) They **DO NOT** *deal* with many buyers *every day*.

(int.) DO they deal with many buyers *every day*?

Pasado

(af.) They *dEAlT* with many buyers *last year*.
(Ellos trataron con muchos compradores el año pasado.)

(neg.) They DID NOT deal with many buyers *last year*.

(int.) DID they deal with many buyers *last year*?

Antepresente

(af.) Mr. Brown *has dEAlT* with foreign importers.
(El señor Brown ha comerciado con importadores extranjeros.)

(neg.) Mr. Brown *has NOT dEAlT* with foreign importers.

(int.) *Has* Mr. Brown *dEAlT* with foreign importers?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *EA*, *EA-T*.

Infinitivo

Monkeys like *to leap* from one tree-branch to another.
(A los monos les gusta saltar de una rama de un árbol a otra)

Presente

(af.) That monkey leaps inside his cage *every day*.
(Ese mono salta dentro de su jaula todos los días.)

(neg.) That monkey DOES NOT leap inside his cage *every day*.

(int.) DOES that monkey leap inside his cage *every day*?

Pasado

- (af.) That monkey *lEApT* inside his cage *yesterday*.
(Ese mono saltó dentro de su jaula ayer.)
- (neg.) That monkey DID NOT leap inside his cage *yesterday*.
- (int.) DID that monkey leap inside his cage *yesterday*?

Antepresente

- (af.) The walrus *have lEApT* during the circus show.
(Las morsas han saltado durante la función de circo.)
- (neg.) The walrus *have NOT lEApT* during the circus show.
- (int.) *Have* the walrus *lEApT* during the circus show?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *EA*, *EA-T*.

Infinitivo

My parents would like *to dwell* in a bigger house.
(A mis padres les gustaría habitar una casa más grande.)

Presente

- (af.) Some primitive tribes *dwell* in huts.
(Algunas tribus no civilizadas habitan en chozas.)
- (neg.) Some primitive tribes DO NOT *dwell* in huts.
- (int.) DO some primitive tribes *dwell* in huts?

Pasado

- (af.) The cave-man *dwElT* in caves many years *ago*.
(El hombre cavernario habitó en cuevas hace muchos años.)
- (neg.) The cave-man DID NOT *dwell* in caves many years *ago*.
- (int.) DID the cave-man *dwell* in caves many years *ago*?

Antepresente

- (af.) Civilized people *have dwElT* in houses for many years.
(La gente civilizada ha habitado en casas por muchos años.)
- (neg.) Civilized people *have NOT dwElT* in houses for many years.
- (int.) *Have* civilized people *dwElT* in houses for many years?

Clasificación: *EE* o *EA*, *ED*.

Características: En este grupo los infinitivos constan de dos vocales seguidas (to *feed*, to *lead*) cuyo sonido equivale a la *i* latina. En el pasado y participio pasado se elimina una de las vocales quedando siempre la vocal *e*, conservando el mismo sonido que tiene en castellano.

Nótese que las tres formas terminan en *d*, excepto el infinitivo de *to flee* (huir).

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to feed</i> (dar de comer, alimentar)	<i>fED</i> (dio de comer, alimentó)	<i>fED</i> (dado de comer, alimentado)
2. <i>to speed</i> (acelerar)	<i>spED</i> (aceleró)	<i>spED</i> (acelerado)
3. <i>to bleed</i> (sangrar)	<i>blED</i> (sangró)	<i>blED</i> (sangrado)
4. <i>to breed</i> (criar, procrear)	<i>brED</i> (crió, procreó)	<i>brED</i> (criado, procreado)
5. <i>to lead</i> (conducir, guiar)	<i>lED</i> (condujo, guió, dirigió)	<i>lED</i> (conducido, guiado, dirigido)
6. <i>to flee</i> (huir)	<i>fLED</i> (huyó)	<i>fLED</i> (huido)

Sub-clasificación: *EA*, *EAD*.

Características: Obsérvese que las vocales *ea* son comunes en el infinitivo, en tanto que *ead* lo son en el pasado y participio pasado. *EA* tiene sonido de *t'* latina en el infinitivo y en el pasado y participio pasado estas mismas vocales juntas tienen sonido de *e* castellana.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to read</i> (leer)	rEAD (leyó)	rEAD (leído)
2. <i>to hear</i> (oir)	hEArD (oyó)	hEArD (oído)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *ED*.

Infinitivo

The little girl likes *to feed* the chicken.
(A la muchachita le gusta dar de comer a los pollos.)

Presente

- (af.) She *feeds* the children *every day*.
(Ella da de comer a los niños todos los días.)
(neg.) She **DOES NOT** *feed* the children *every day*.
(int.) **DOES** she *feed* the children *every day*?

Pasado

- (af.) She *fED* the children *yesterday*.
(Ella dio de comer a los niños ayer.)
(neg.) She **DID NOT** *feed* the children *yesterday*.
(int.) **DID** she *feed* the children *yesterday*?

Antepresente

- (af.) They *have fED* themselves with milk and vegetables.
(Ellos se han alimentado con leche y verduras.)

(neg.) They *have* NOT *fED* themselves with milk and vegetables.

(int.) *Have* they *fED* themselves with milk and vegetables?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *ED*.

Infinitivo

John likes *to speed* his car on the highway.

(A Juan le gusta acelerar su auto en la carretera.)

Presente

(af.) He *speeds* his motorcycle on the free-way.

(Él acelera su motocicleta en el viaducto.)

(neg.) He *DOES NOT speed* his motorcycle on the free-way.

(int.) *DOES* he *speed* his motorcycle on the free-way?

Pasado

(af.) He *spED* his motorcycle on the free-way *yesterday*.

(Él aceleró su motocicleta en el viaducto ayer.)

(neg.) He *DID NOT speed* his motorcycle on the free-way *yesterday*.

(int.) *DID* he *speed* his motorcycle on the free-way *yesterday*?

Antepresente

(af.) John *has spED* his car on the highway.

(Juan ha acelerado su auto en la carretera.)

(neg.) John *has NOT spED* his car on the highway.

(int.) *Has* John *spED* his car on the highway?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *ED*.

Infinitivo

The wound does not have *to bleed* after de operation.
(La herida no tiene que sangrar después de la operación.)

Presente

- (af.) Robert *bleeds* through his nose because of the hot weather.
(Roberto sangra por la nariz debido al tiempo caluroso.)
- (neg.) Robert **DOES NOT** *bleed* through his nose because of the hot weather.
- (int.) **DOES** Robert *bleed* through his nose because of the hot weather?

Pasado

- (af.) Robert *bled* through his nose because of the hot weather.
(Roberto sangró por la nariz debido al tiempo caluroso.)
- (neg.) Robert **DID NOT** *bleed* through his nose because of the hot weather.
- (int.) **DID** Robert *bleed* through his nose because of the hot weather?

Antepresente

- (af.) He *has bled* through his wound after the operation.
(Él ha sangrado por su herida después de la operación.)
- (neg.) He *has NOT bled* through his wound after the operation.
- (int.) *Has* he *bled* through his wound after the operation?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *ED*.

Infinitivo

My uncle plans *to breed* race horses.
(Mi tío proyecta criar caballos de carreras.)

Presente

- (af.) They *breed* cattle on their ranch.
(Ellos crían ganado en su rancho.)
- (neg.) They **DO NOT** *breed* cattle on their ranch.
- (int.) **DO** they *breed* cattle on their ranch?

Pasado

- (af.) They *brED* cattle on their ranche *last year*.
(Ellos criaron ganado en su rancho el año pasado.)
- (neg.) They **DID NOT** *breed* cattle on their ranch *last year*.
- (int.) **DID** they *breed* cattle on their ranch *last year*?

Antepresente

- (af.) They *have brED* cattle *for many years*.
(Ellos han criado ganado por muchos años.)
- (neg.) They *have NOT brED* cattle *for many years*.
- (int.) *Have* they *brED* cattle *for many years*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *ED*.

Infinitivo

He likes *to lead* people through the museum.
(A él le gusta guiar a la gente por el museo.)

Presente

- (af.) My cousin *leads* tourists through the city.
(Mi primo guía a los turistas por la ciudad.)
- (neg.) My cousin **DOES NOT** *lead* tourists through the city.
- (int.) **DOES** my cousin *lead* tourists through the city?

Pasado

- (af.) My cousin *LED* some tourists through the city *yesterday*.
(Mi primo guió a unos turistas por la ciudad ayer.)
- (neg.) My cousin **DID NOT** *lead* some tourists through the city *yesterday*.
- (int.) **DID** my cousin *lead* some tourists through the city *yesterday*?

Antepresente

- (af.) He *has LED* many tourists to the station.
(Él ha conducido a muchos turistas a la estación.)
- (neg.) He *has NOT LED* many tourists to the station.
- (int.) *Has* he *LED* many tourists to the station?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación *EE* o *EA*, *ED*.

Infinitivo

They tried *to flee* to a free country.
(Ellos trataron de huir a un país libre.)

Presente

- (af.) Some birds *flee* to warmer climates *every year*.
(Algunas aves huyen a climas más cálidos todos los años.)
- (neg.) Some birds **DO NOT** *flee* to warmer climates *every year*.
- (int.) **DO** some birds *flee* to warmer climates *every year*?

Pasado

- (af.) Some birds *fLED* to warmer climates *last year*.
(Algunas aves huyeron a climas más cálidos el año pasado.)
- (neg.) Some birds DID NOT *flee* to warmer climates *last year*.
- (int.) DID some birds *flee* to warmer climates *last year*?

Antepresente

- (af.) Some birds *have fLED* to warmer lands during this Winter.
(Algunas aves han huido a tierras más cálidas durante este invierno.)
- (neg.) Some birds *have NOT fLED* to warmer lands during this Winter.
- (int.) *Have* some birds *fLED* to warmer lands during this Winter?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: sub-clasificación *EA, E AD*.

Infinitivo

Mi brother likes *to read* scientific books.
(A mi hermano le gusta leer libros científicos.)

Presente

- (af.) John reads the newspaper *every night*.
(Juan lee el periódico todas las noches.)
- (neg.) John DOES NOT read the newspaper *every night*.
- (int.) DOES John read the newspaper *last night*?

Pasado

- (af.) John *rEAD* the newspaper *last night*.
(Juan leyó el periódico anoche.)
- (neg.) John DID NOT read the newspaper *last night*.

(int.) DID John read the newspaper *last night*?

Antepresente

(af.) Dr. Jones *has rEAD* many books during his life.
(El doctor Jones ha leído muchos libros durante su vida.)

(neg.) Dr. Jones *has NOT rEAD* many books during his life.

(int.) *Has* Dr. Jones *rEAD* many books during his life?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: sub-clasificación *EA, EAD*.

Infinitivo

The teacher does not like *to hear* noise in the classroom.
(Al maestro no le gusta oír ruido en el aula.)

Presente

(af.) They always hear loud voices out in the street *every morning*.
(Ellos siempre oyen fuertes voces en la calle todas las mañanas.)

(neg.) They **DO NOT** always hear loud voices in the street *every morning*.

(int.) **DO** they always hear loud voices out in the street *every morning*?

Pasado

(af.) They *hEARd* loud voices out in the street *last night*.
(Ellos oyeron fuertes voces en la calle anoche.)

(neg.) They **DID NOT** hear loud voices out in the street *last night*.

(int.) **DID** they hear loud voices out in the street *last night*?

Antepresente

(af.) The employees *have* hEArD good news about the sharing of the profits.

(Los emp'eados han oído buenas noticias acerca del reparto de utilidades.)

(neg.) The employees *have* NOT. hEArD good news about the sharing of the profits.

(int.) *Have* the employees hEArD good news about the sharing of the profits?

Clasificación. *D, T*.

Características: Todos sus infinitivos terminan en *d* (*spend*), cuya consonante se cambia por *t* (*spent*) para dar origen al pasado y participio pasado.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to spend</i> [*] (gastar)	<i>spent</i> (gastó)	<i>spent</i> (gastado)
2. <i>to send</i> (enviar)	<i>sent</i> (envió)	<i>sent</i> (enviado)
3. <i>to lend</i> (prestar)	<i>lent</i> (prestó)	<i>lent</i> (prestado)
4. <i>to bend</i> (doblar, encorvar)	<i>bent</i> (dobló, encorvó)	<i>bent</i> (doblado, encorvado)
5. <i>to build</i> ^{**} (construir)	<i>built</i> (construyó)	<i>built</i> (construido)

* Empléase *to spend* en el sentido de gastar dinero o tiempo (pasar el tiempo cuando implica estancia, permanencia).

** La *u* de *build*, *built*, *built*, es muda.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *D, T*.

Infinitivo

I am going *to spend* my vacation on the beach.
(Voy a pasar mis vacaciones en la playa.)

Presente

(af.) John *spends* too much money *every Sunday*.

(Juan gasta demasiado dinero los domingos.)

(neg.) John DOES NOT *spend* too much money *every Sunday*.

(int.) DOES John *spend* too much money *every Sunday*?

Pasado

(af.) John *spenT* too much money *last Sunday*.

(Juan gastó demasiado dinero el domingo pasado.)

(neg.) John DID NOT *spend* too much money *last Sunday*.

(int.) DID John *spend* too much money *last Sunday*?

Antepresente

(af.) They *have spenT* a long time in New York.

(Ellos han pasado mucho tiempo en Nueva York.)

(neg.) They *have* NOT *spenT* a long time in New York.

(int.) *Have* they *spenT* a long time in New York?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *D*, *T*.

Infinitivo

You have *to send* those orders on time.

(Usted tiene que enviar esos pedidos a tiempo.)

Presente

(af.) We *send* merchandise to them *every month*.

(Les enviamos mercancía cada mes.)

(neg.) We DO NOT *send* merchandise to them *every month*.

(int.) DO we *send* merchandise to them *every month*?

Pasado

- (af.) We *senT* merchandise to them *last month*.
(Les enviamos mercancía el mes pasado.)
- (neg.) We DID NOT *send* merchandise to them *last month*.
- (int.) DID we *send* merchandise to them *last month*?

Antepresente

- (af.) He *has senT* them the new catalogue.
(Él les ha enviado el nuevo catálogo.)
- (neg.) He *has* NOT *senT* them the new catalogue.
- (int.) *Has* he *senT* them the new catalogue?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *D*, *T*.

Infinitivo

He *does not like to lend* his books.
(A él no le gusta prestar sus libros.)

Presente

- (af.) My grandfather *lends* us money *every month*.
(Mi abuelo nos presta dinero todos los meses.)
- (neg.) My grandfather DOES NOT *lend* us money *every month*.
- (int.) DOES my grandfather *lend* us money *every month*?

Pasado

- (af.) My grandfather *lenT* us money *last month*.
(Mi abuelo nos prestó dinero el mes pasado.)

- (neg.) My grandfather DID NOT lend us money *last month*.
(int.) DID my grandfather lend us money *last month*?

Antepresente

- (af.) Your parents *have lenT* you their car *lately*.
(Tus padres te han prestado su auto últimamente.)
(neg.) Your parents *have NOT lenT* you their car *lately*.
(int.) *Have* your parents *lenT* you their car *lately*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *D, T*.

Infinitivo

He does not want *to bend* his arm.
(Él no quiere doblar el brazo.)

Presente

- (af.) Mary *bends* her knee before the altar *every Sunday*.
(María dobla su rodilla ante el altar todos los domingos.)
(neg.) Mary DOES NOT *bend* her knee before the altar *every Sunday*.
(int.) DOES Mary *bend* her knee before the altar *every Sunday*?

Pasado

- (af.) Mary *benT* her knee before the altar *last Sunday*.
(María dobló su rodilla ante el altar el domingo pasado.)
(neg.) Mary DID NOT *bend* her knee before the altar *last Sunday*.
(int.) DID Mary *bend* her knee before the altar *last Sunday*?

Antepresente

- (af.) John *has* *benT* the branch of that tree.
(Juan ha doblado la rama de ese árbol.)
- (neg.) John *has* NOT *benT* the branch of that tree.
- (int.) *Has* John *benT* the branch of that tree?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *D, T*.

Infinitivo

That young engineer is going *to build* another bridge.
(Ese joven ingeniero va a construir otro puente.)

Presente

- (af.) My father *builds* many houses *every year*.
(Mi padre construye muchas casas cada año.)
- (neg.) My father DOES NOT *build* many houses *every year*.
- (int.) DOES my father *build* many houses *every year*?

Pasado

- (af.) My father *builT* many houses *last year*.
(Mi padre construyó muchas casas el año pasado.)
- (neg.) My father DID NOT *build* many houses *last year*.
- (int.) DID my father *build* many houses *last year*?

Antepresente

- (af.) They *have* *builT* a great stadium near the city.
(Ellos han construido un gran estadio cerca de la ciudad.)
- (neg.) They *have* NOT *builT* a great stadium near the city.
- (int.) *Have* they *builT* a great stadium near the city?

Clasificación: *I, U*.

Características: Infinitivos cuya vocal única es una *i* (*cling*) que se cambia en *u* (*clung*) para formar su pasado y participio pasado excepto en *hang* (*colgar*). En este grupo la *i* tiene un sonido intermedio entre la *t* y la *e* (*i/e*) y la *u* suena como la *o* castellana. En *to strike* la *i* se pronuncia *ai*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to swing</i> (columpiar, mecer)	swUng (columpió, meció)	swUng (columpiado, mecido)
2. <i>to wring</i> (exprimir, torcer)	wrUng (exprimió, torció)	wrUng (exprimido, torcido)
3. <i>to cling</i> (pegarse, aferrarse)	clUng (se pegó, se aferró)	clUng (pegado, aferrado)
4. <i>to string</i> (enhebrar, ensartar)	strUng (enhebró, ensartó)	strUng (enhebrado, ensartado)
5. <i>to sting</i> (picar, pinchar)	sttUng (picó, pinchó)	stlUng (picado, pinchado)
6. <i>to stick</i> (clavar, pegar)	stUck (clavó, pegó)	stUck (clavado, pegado)
7. <i>to strike*</i> (golpear, dar golpes)	strUck (golpeó, dio golpes)	strUck (golpeado, dado golpes)
8. <i>to hang**</i> (colgar)	hUng (colgó)	hUng (colgado)

* El participio pasado también puede ser *stricken* y significa atacado de alguna enfermedad o fuerte emoción negativa: pánico, ira, etc.

** También es verbo regular (*hanged*) y significa colgar (de ahorcar).

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *I, U*.

Infinitivo

Children like *to swing* in meritots.
(A los niños les gusta mecerse en los columpios.)

Presente

- (af.) Mary *swings* herself on the meritot *every day*.
(María se mece en el columpio todos los días.)
- (neg.) Mary **DOES NOT** *swing* herself on the meritot *every day*.
- (int.) **DOES** Mary *swing* herself on the meritot *every day*?

Pasado

- (af.) Mary *swUng* herself on the meritot *yesterday*.
(María se meció en el columpio ayer.)
- (neg.) Mary **DID NOT** *swing* herself on the meritot *yesterday*.
- (int.) **DID** Mary *swing* herself on the meritot *yesterday*?

Antepresente

- (af.) You *have swUng* little John on the meritot *many times*.
(Usted ha mecido al pequeño Juan en el columpio muchas veces.)
- (neg.) You *have NOT swUng* little John on the meritot *many times*.
- (int.) *Have you swUng* little John on the meritot *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *I, U*.

Infinitivo

The maid *has to wring* the clothes.
(La criada tiene que exprimir la ropa.)

Presente

- (af.) The woman wrings the clothes *every day*.
(La mujer exprime la ropa todos los días.)
(neg.) The woman DOES NOT wring the clothes *every day*.
(int.) DOES the woman wring the clothes *every day*?

Pasado

- (af.) The woman wr*U*ng the clothes *yesterday*.
(La mujer exprimió la ropa ayer.)
(neg.) The woman DID NOT wring the clothes *yesterday*.
(int.) DID the woman wring the clothes *yesterday*?

Antepresente

- (af.) This washing-machine *has wrU*ng the clothes automatically.
(Esta lavadora ha exprimido la ropa automáticamente.)
(neg.) This washing-machine *has NOT wrU*ng the clothes automatically.
(int.) *Has* this washing-machine wr*U*ng the clothes automatically?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación I, U.

Infinitivo

He likes *to cling* to the idea that he is self-sufficient.
(Le gusta aferrarse a la idea de que es auto-suficiente.)

Presente

- (af.) These little puppies cling to their mother at feeding time.
(Estos perritos se pegan a su madre a la hora del alimento.)
- (neg.) These little puppies DO NOT cling to their mother at feeding time.
- (int.) DO these little puppies cling to their mother at feeding time?

Pasado

- (af.) These little puppies clUng to their mother at feeding time.
(Estos perritos se pegaron a su madre a la hora del alimento.)
- (neg.) These little puppies DID NOT cling to their mother at feeding time.
- (int.) DID these little puppies cling to their mother at feeding time?

Antepresente

- (af.) Little Mary *has* clUng to her mother's lap during storms.
(La pequeña María se ha pegado al regazo de su madre durante la tormenta.)
- (neg.) Little Mary *has* NOT clUng to her mother's lap during storms.
- (int.) *Has* little Mary clUng to her mother's lap during storms?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *I, U*.

Infinitivo

You have *to* string the thread carefully.
(Usted tiene que enhebrar el hilo con cuidado.)

Presente

- (af.) The women string the thread in the factory *every day*.
(Las mujeres enhebran el hilo en la fábrica todos los días.)
- (neg.) The woman DO NOT string the thread in the factory *every day*.

(int.) DO the woman string the thread in the factory *every day*?

Pasado

(af.) The women strUhg the thread in the factory *yesterday*.

(Las mujeres enhebraron el hilo en la fábrica ayer.)

(neg.) The women DID NOT string the thread in the factory *yesterday*.

(int.) DID the women string the thread in the factory *yesterday*?

Antepresente

(af.) She *has* strUng many beads *lately*.

(Ella ha ensartado muchas cuentas últimamente.)

(neg.) She *has* NOT strUng many beads *lately*.

(int.) *Has* she strUng many beads *lately*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *I, U*.

Infinitivo

Those bees are going *to sting* you, if you keep on bothering them.

(Esas abejas van a picarte, si sigues molestándolas.)

Presente

(af.) These mosquitoes *sting* me *every night*.

(Estos mosquitos me pican todas las noches.)

(neg.) These mosquitoes DO NOT *sting* me *every night*.

(int.) DO these mosquitoes *sting* me *every night*?

Pasado

- (af.) These mosquitoes *stUck* me *last night*.
(Estos mosquitos me picaron anoche.)
- (neg.) These mosquitoes **DID NOT** *sting* me *last night*.
- (int.) **DID** these mosquitoes *sting* me *last night*?

Antepresente

- (af.) Those poisonous snakes *have stUck* many people *lately*.
(Esas serpientes venenosas han picado a mucha gente últimamente.)
- (neg.) Those poisonous snakes *have NOT stUck* many people *lately*.
- (int.) *Have* those poisonous snakes *stiUng* many people *lately*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación *I, U*.

Infinitivo

John does not have *to stick* chewing-gum on his desk.
(Juan no tiene que pegar chicle en su pupitre.)

Presente

- (af.) He *sticks* nails on boards *every day*.
(Él clava clavos en tablas todos los días.)
- (neg.) He **DOES NOT** *stick* nails on boards *every day*.
- (int.) **DOES** he *stick* nails on boards *every day*?

Pasado

- (af.) He *stUck* nails on boards *yesterday*.
(Él clavó clavos en tablas ayer.)
- (neg.) He **DID NOT** *stick* nails on boards *yesterday*.
- (int.) **DID** he *stick* nails on boards *yesterday*?

Antepresente

- (af.) They *have stUck* many labels on beer-bottles.
(Ellos han pegado muchas etiquetas en botellas de cerveza.)
- (neg.) They *have NOT stUck* many labels on beer-bottles.
- (int.) *Have they' stUck* many labels on beer-bottles?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 7 en sus tiempos y formas fundamentales: clasificación *I, U*.

Infinitivo

Charles like *to strike* with a stick at his classmates in school.
(A Carlos le gusta dar golpes con un palo a sus compañeros de clases en la escuela.)

Presente

- (af.) These boys *strike* at the orange-tree *every year*.
(Estos muchachos golpean al naranjo cada año.)
- (neg.) These boys *DO NOT strike* at the orange-tree *every year*.
- (int.) *DO* these boys *strike* at the orange-tree *every year*?

Pasado

- (af.) These boys *strUck* at the orange-tree *last year*.
(Estos muchachos golpearon al naranjo el año pasado.)
- (neg.) These boys *DID NOT strick* at the orange-tree *last year*.
- (int.) *DID* these boys *strick* at the orange-tree *last yeart*

Antepresente

- (af.) He *has strUck* at the donkeys *many times*.

Él ha golpeado a los burros muchas veces.

(neg.) He *has* NOT strUckat the donkeys *many times*.

(int.) *Has* he strUckat the donkeys *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 8 en sus tiempos y formas fundamenules: clasificación *I, U*.

Infinitivo

She has *to hang* her clothes *every day*.

(Ella tiene que colgar su ropa todos los días.)

Presente

(af.) The woman *hangs* the clothes after the washing.

(La mujer cuelga la ropa después del lavado.)

(neg.) The woman *DOES NOT hang* the clothes after the washing.

(int.) *DOES* the woman *hang* the clothes after the washing?

Pasado

(af.) The woman *hUng* the clothes after the washing.

(La mujer colgó la ropa después del lavado.)

(neg.) The woman *DID NOT hang* the clothes after the washing.

(int.) *DID* the woman *hang* the clothes after the washing?

Antepresente

(af.) She *has hUng* the picture *upon* a nail.

(Ella ha colgado el cuadro de un clavo.)

(neg.) She *has NOT hUng* the picture *upon* a nail.

(int.) *Has* she *hUng* the picture *upon* a nail?

Clasificación: *AY, AID*

Características: La terminación *ay* es la característica de todos los infinitivos pertenecientes a este grupo (*to pay*). En el pasado y participio pasado dicha terminación *ay* se cambia por *aid* (*paid*). La fonética de *ay* es *ei* y *aid* se pronuncia *eid*, excepto en *said* (pronunciése *sed*).

<i>Infinitivo</i>		<i>Pasado</i>		<i>Participio Pasado</i>
1. <i>to say</i> (decir)		s <i>AID</i> (dijo)		s <i>AID</i> (dicho)
2. <i>to pay</i> (pagar)		p <i>AID</i> (pagó)		p <i>AID</i> (pagado)
3. <i>to lay</i> (colocar, huevos)	poner	I <i>AID</i> (colocó, huevos)	puso	I <i>AID</i> (colocado, huevos) puesto

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *AY, AID*.

Infinitivo

What are you trying *to say*?
(¿Qué está usted tratando de decir?)

Presente

- (af.) Peter *says* good night before going to bed.
(Pedro dice buenas noches antes de acostarse.)
- (neg.) Peter **DOES NOT** *say* good night before going to bed.
- (int.) **DOES** Peter *say* good night before going to bed?

Pasado

- (af.) Peter *sAID* good night to us *last night*.
(Pedro nos dijo buenas noches anoche.)
- (neg.) Peter *DID NOT say* good night to us *last night*.
- (int.) *DID* Peter *say* good night to us *last night*?

Antepresente

- (af.) The newspapers *have sAID* many things about him.
(Los periódicos han dicho muchas cosas de él.)
- (neg.) The newspapers *have NOT sAID* many things about him.
- (int.) *Have* the newspapers *sAID* many things about him?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *AY, AID*.

Infinitivo

We have *to pay* this bill immediately.
(Tenemos que pagar esta cuenta inmediatamente.)

Presente

- (af.) They *pay* their bills *every month*.
(Ellos pagan sus cuentas todos los meses.)
- (neg.) They *DO NOT pay* their bills *every month*.
- (int.) *DO* they *pay* their bills *every month*?

Pasado

- (af.) They *pAID* their bills *last month*.
(Ellos pagaron sus cuentas el mes pasado.)
- (neg.) They *DID NOT pay* their bills *last month*.
- (int.) *DID* they *pay* their bills *last month*?

Antepresente

- (af.) My uncle *has pAID* too much for that house.
(Mi tío ha pagado demasiado por esa casa.)
- (neg.) My uncle *has NOT pAID* too much for that house.
- (int.) *Has* my uncle *pAID* too much for that house?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el numero 3 en sus tiempos y formas fundamentales: clasificación *AY, AID*.

Infinitivo

That brown hen is going *to lay* an egg soon.
(Esa gallina parda va a poner un huevo pronto.)

Presente

- (af.) My hens *lay* eggs *every day*.
(Mis gallinas ponen huevos todos los días.)
- (neg.) My hens **DO NOT** *lay* eggs *every day*.
- (int.) **DO** my hens *lay* eggs *every day*?

Pasado

- (af.) That white hen **IAID** many eggs *last month*.
(Esa gallina blanca puso muchos huevos el mes pasado.)
- (neg.) That white hen **DID NOT** *lay* many eggs *last month*.
- (int.) **DID** that white hen *lay* many eggs *last month*?

Antepresente

- (af.) The president *has IAID* the first stone of that hospital.
(El presidente ha colocado la primera piedra de ese hospital).

(neg.) The president *has* NOT *LAID* the first stone of that hospital.

(int.) *Has* the presidente *LAID* the first stone of that hospital?

Clasificación: *IND, OUND*.

Características: Obsérvese que la combinación *ind*, que es rasgo común en los infinitivos, se transforma en *ound* para formar el pasado y participio pasado de esta clasificación. La fonética de *ind* es *áind* y la de *ound* es *áund*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to find</i> (encontrar)	fOUND (encontró)	fOUND (encontrado)
2. <i>to bind</i> (unir, atar)	bOUND (unió, ató)	bOUND (unido, atado)
3. <i>to grind</i> (triturar, moler)	grOUND (trituró, molió).	grOUND (triturado, molido)
4. <i>to wind</i> (dar cuerda, enrollar)	wOUND (dio cuerda, enrolló)	wOUND (dado cuerda, enrollado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *IND, OUND*.

Infinitivo

I am trying *to find* a bigger apartment.

(Estoy tratando de encontrar un departamento más grande.)

Presente

(af.) Archeologists *find* interesting things in those ruins.

(Los arqueólogos encuentran cosas interesantes en esas ruinas.)

(neg.) Archeologists DO NOT *find* interesting things in those ruins.

(int.) DO archeologists *find* interesting things in those ruins?

Pasado

- (af.) My brother **fOUND** fifty dollars on the street.
(Mi hermano encontró cincuenta dólares en la calle.)
- (neg.) My brother **DID NOT find** fifty dollars on the street.
- (int.) **DID** my brother *find* fifty dollars on the street?

Antepresente

- (af.) She *has fOUND* many mistakes in that writing.
(Ella ha encontrado muchos errores en ese escrito.)
- (neg.) She *has NOT fOUND* many mistakes in that writing.
- (int.) *Has* she **fOUND** many mistakes in that writing?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *IND, OUND*.

Infinitivo

You have *to bind* everything very tightly.
(Listed tiene que unir todo muy fuertemente.)

Presente

- (af.) He *binds* all the bundles together *every day*.
(Él ata todos los bultos juntos todos los días.)
- (neg.) He **DOES NOT bind** all the bundles together *every day*.
- (int.) **DOES** he *bind* all the bundles together *every day*?

Pasado

- (af.) He **bOUND** all the bundles together *yesterday*.
(Él ató todos los bultos juntos ayer.)

- (neg.) He DID NOT *bind* all the bundles together *yesterday*.
(int.) DID he *bind* all the bundles together *yesterday*?

Antepresente

- (af.) They *have* bOUND all those sticks in one bundle.
(Ellos han atado todas esas varas en un montón.)
(neg.) They *have* NOT bOUND all those sticks in one bundle.
(int.) *Have* they bOUND all those sticks in one bundle?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *IND*, *OUND*.

Infinitivo

She will have *to grind* that corn very well.
(Ella tendrá que moler ese maíz muy bien.)

Presente

- (af.) That woman *grinds* corn *every day*.
(Esa mujer muele maíz todos los días.)
(neg.) That woman DOES NOT *grind* corn *every day*.
(int.) DOES that woman *grind* corn *every day*?

Pasado

- (af.) That woman grOUND all the corn *yesterday*.
(Esa mujer molió todo el maíz ayer.)
(neg.) That woman DID NOT *grind* all the corn *yesterday*.
(int.) DID that woman *grind* all the corn *yesterday*?

Antepresente

- (af.) He *has* grO*UND* many things with that machine.
(Él ha triturado muchas cosas con esa máquina.)
- (neg.) He *has* NOT grO*UND* many things with that machine.
- (int.) *Has* he grO*UND* many things with that machine?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *IND*, *OUND*.

Infinitivo

Do not forget *to wind* the clock *every night*.
(No olvides dar cuerda al reloj de pared todas las noches.)

Presente

- (at.) Peter *winds* his watch before going to bed.
(Pedro da cuerda a su reloj antes de acostarse.)
- (neg.) Peter DOES NOT *wind* his watch before going to bed.
- (int.) DOES Peter *wind* his watch before going to bed?

Pasado

- (af.) Peter wO*UND* his watch before going to bed.
(Pedro dio cuerda a su reloj antes de acostarse.)
- (neg.) Peter DID NOT *wind* his watch before going to bed.
- (int.) DID Peter *wind* his watch before going to bed?

Antepresente

- (af.) Frank *has* wO*UND* the big clock many times.
(Paco le ha dado cuerda al reloj grande muchas veces.)
- (neg.) Frank *has* NOT wO*UND* the big clock many times.
- (int.) *Has* Frank wO*UND* the big clock many times?

Clasificación: *ELL, OLD*.

Características: La terminación del infinitivo *ell* (to *tell*) se cambia por *old* (*told*) en el pasado y participio pasado. Fonética: *ell* se pronuncia *el* y *old* suena *ottld*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to tell</i> (decir, contar)	t <i>OLD</i> (dijo, contó)	t <i>OLD</i> (dicho, contado)
2. <i>to foretell</i> (predecir)	foret <i>OLD</i> (predijo)	foret <i>OLD</i> (predicho)
3. <i>to sell</i> (vender)	s <i>OLD</i> (vendió)	s <i>OLD</i> (vendido)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *ELL, OLD*.

Infinitivo

What do you intend *to tell* your parents?
(¿Qué tienes pensado decir a tus padres?)

Presente

- (af.) My father *tells* us to study.
(Mi padre nos dice que estudiemos.)
- (neg.) My father DOES NOT *tell* us to study.
- (int.) DOES my father *tell* us to study?

Pasado

- (af.) My father t*OLD* us to study.

(Mi padre nos dijo que estudiáramos.)

(neg.) My father DID NOT *tell* us to study.

(int.) DID my father *tell* us to study?

Antepresente

(af.) She *has* *tOLD* him many things about her trip.

(Ella le ha contado a él muchas cosas acerca de su viaje.)

(neg.) She *has* NOT *tOLD* him many things about her trip.

(int.) *Has* she *tOLD* him many things about her trip?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *ELL*, *OLD*.

Infinitivo

Fortune-tellers pretend *to foretell* future events.

(Los adivinadores pretenden predecir acontecimientos uturos.)

Presente

(af.) That gipsy *foretells* the fortune.

(Esa gitana predice la suerte.)

(neg.) That gipsy DOES NOT *foretell* the fortune.

(int.) DOES that gipsy *foretell* the fortune?

Pasado

(af.) That famous astrologist *foretOLD* that disaster *last year*.

(Ese astrólogo famoso predijo ese desastre el año pasado.)

(neg.) That famous astrologist DID NOT *foretell* that disaster *last year*.

(int.) DID that famous astrologist *foretell* that disaster *last year*?

Antepresente

- (af.) Prophets *have foretOLD* the end of the world.
(Los profetas han predicho el fin del mundo.)
- (neg.) Prophets *have NOT foretOLD* the end of the world.
- (int.) *Have* prophets *foretOLD* the end of the world?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *ELL*, *OLD*.

Infinitivo

They *have to sell* that merchandise as soon as possible.
(Ellos tienen que vender esa mercancía tan pronto como sea posible.)

Presente

- (af.) They *sell* their products in Latin America.
(Ellos venden sus productos en América Latina.)
- (neg.) They **DO NOT** *sell* their products in Latin America.
- (int.) **DO** they *sell* their products in Latin America?

Pasado

- (af.) They *sOLD* their products in Latin America.
(Ellos vendieron sus productos en América Latina.)
- (neg.) They **DID NOT** *sell* their products in Latin America;
- (int.) **DID** they *sell* their products in Latin America?

Antepresente

- (af.) France *has sOLD* machinery to Mexico *lately*.

(Francia ha vendido maquinaria a México últimamente.)

(neg.) France *has* NOT *sOLD* machinery to Mexico *lately*.

(int.) *Has* France *sOLD* machinery to Mexico *lately*?

Clasificación: *STAND, STOOD*.

Características: La terminación *stand* del infinitivo se cambia por *stood* en el pasado y participio pasado. *Stood* se pronuncia *stud*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio pasado</i>
1. <i>to stand</i> (quedarse, estar de pie)	<i>STOOD</i> (se quedó, estuvo de pie)	<i>STOOD</i> (quedado, estado de pie)
2. <i>to understand</i> (entender)	<i>underSTOOD</i> (entendió)	<i>underSTOOD</i> (entendido)
3. <i>to withstand</i> (resistir, oponer)	<i>withSTOOD</i> (resistió, opuso)	<i>withSTOOD</i> (resistido, opuesto)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *STAND, STOOD*.

Infinitivo

John likes *to stand* near the entrance.
(A Juan le gusta quedarse cerca de la entrada.)

Presente

- (af.) John *stands* on his feet in a crowded bus.
(Juan se queda de pie en un autobús atestado.)
- (neg.) John DOES NOT *stand* on his feet in a crowded bus.
- (int.) DOES John *stand* on his feet in a crowded bus?

Pasado

(af.) The pupils *STOOD* up when the teacher entered the classroom.

(Los alumnos se pusieron de pie cuando el maestro Entró al aula.)

(neg.) The pupils DID NOT *stand* up when the teacher entered the classroom.

(int.) DID the pupils *stand* up when the teacher entered the classroom?

Antepresente

(af.) Those students *have STOOD* up before the Mexican flag.

(Esos estudiantes se han puesto de pie ante la bandera mexicana.)

(neg.) Those students *have NOT STOOD* up before the Mexican flag.

(int.) *Have* those students *STOOD* up before the Mexican flag?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales clasificación *STAND*, *STOOD*.

Infinitivo

He has *to understand* certain things.

(Él tiene que entender ciertas cosas.)

Presente

(af.) He *understands* English well.

(Él entiende inglés bien.)

(neg.) He DOES NOT *understand* English well.

(int.) DOES he *understand* English well?

Pasado

(af.) They *underSTOOD* the explanation *yesterday*.

(Ellos comprendieron la explicación ayer.)

(neg.) They DID NOT *understand* the explanation *yesterday*.

(int.) DID they *understand* the explanation *yesterday*?

Antepresente

- (af.) You *have* unders**STOOD** me.
(Usted me ha comprendido.)
- (neg.) You *have* NOT under**STOOD** me.
- (int.) *Have* you under**STOOD** me?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *STAND*, *STOOD*.

Infinitivo

This ship has *to withstand* the storm.
(Este barco tiene que resistir la tormenta.)

Presente

- (af.) That man *withstands* to every kind of violence.
(Ese hombre se opone a toda clase de violencia.)
- (neg.) That man **DOES NOT** *withstand* to every kind of violence.
- (int.) **DOES** that man *withstand* to every kind of violence?

Pasado

- (af.) That people **withSTOOD** the foreign aggression.
(Ese pueblo resistió la agresión extranjera.)
- (neg.) That people **DID NOT** *withstand* the foreign aggression.
- (int.) **DID** that people *withstand* the foreign aggression?

Antepresente

- (af.) That small nation *has* **withSTOOD** the economic aggression.
(Esa pequeña nación ha resistido la agresión económica.)

(neg.) That small nation *has* NOT withSTOOD the economic aggression.

(int.) *Has* that small nation withSTOOD the economic aggression?

Clasificación: *OLD, ELD*.

Características: La combinación *old* del infinitivo se cambia en *eld* para formar el pasado y participio pasado. La fonética de *old* es *óuld* y la de *eld* igual como se escribe

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to hold</i> (sostener, sujetar)	<i>hELD</i> (sostuvo, sujetó)	<i>hELD</i> (sostenido, sujetado)
2. <i>to behold</i> (contemplar)	<i>behELD</i> (contempló)	<i>behELD</i> (contemplado)
3. <i>to withhold</i> (retener).	<i>withhELD</i> (retuvo)	<i>withhEzd</i> (retenido)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *OLD, ELD*.

Infinitivo

Mary likes *to hold* long conversations over the telephone.
(A María le gusta sostener largas conversaciones por teléfono.)

Presente

- (af.) John *holds* Mary's books on their way to school.
(Juan sostiene los libros de María camino de la escuela.)
(neg.) John DOES NOT *hold* Mary's books on their way to school.
(int.) DOES John *hold* Mary's books on their way to school?

Pasado

- (af.) She *hELD* the baby in her arms *yesterday*.

(Ella sostuvo al bebé en sus brazos ayer.

(neg.) She **DID NOT hold** the baby in her arms *yesterday*.

(int.) **DID** she *hold* the baby in her arms *yesterday*?

Antepresente

(af.) They *have hELD* different theories on Mars.

(Ellos han sostenido diferentes teorías sobre Marte.)

(neg.) They *have NOT hELD* different theories on Mars.

(int.) *Have* they *hELD* different theories on Mars?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *OLD*, *ELD*.

Infinitivo

She likes *to behold* that beautiful scenery.

(A ella le gusta contemplar ese bello paisaje.)

Presente

(af.) She *beholds* the sunset *every afternoon*.

(Ella contempla la puesta del sol todas las tardes.)

(neg.) She **DOES NOT behold** the sunset *every afternoon*.

(int.) **DOES** she *behold* the sunset *every afternoon*?

Pasado

(af.) My parents *behELD* the view of Paris from the Eiffel Tower.

(Mis padres contemplaron la vista de París desde la Torre Eiffel.)

(neg.) My parents **DID NOT behold** the view of Paris from the Eiffel Tower.

(int.) **DID** my parents *behold* the view of Paris from the Eiffel Tower?

Antepresente

- (af.) He *has behELD* that picture *many times*.
(Él ha contemplado ese cuadro muchas veces.)
- (neg.) He *has NOT behELD* that picture *many times*.
- (int.) *Has he behELD* that picture *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *OLD*, *ELD*.

Infinitivo

He does not have *to withhold* my salary.
(Él no tiene por qué retener mi sueldo.)

Presente

- (af.) My employer *withholds* my income-tax *every month*.
(Mi patrón retiene mis impuestos sobre la renta todos los meses.)
- (neg.) My employer **DOES NOT** *withhold* my income-tax *every month*
- (int.) **DOES** my employer *withhold* my income-tax *every month*?

Pasado

- (af.) The immigration service *withhELD* our passports.
(El servicio de inmigración retuvo nuestros pasaportes.)
- (neg.) The immigration service **DID NOT** *withheld* our passports.
- (int.) **DID** the immigration service *withheld* *our passports*?

Antepresente

- (af.) The inspector *has withhELD* those documents.
(El inspector ha retenido esos documentos.)

(neg.) The inspector *has* NOT withh*ELD* those documents.

(int.) *Has* the inspector withh*ELD* those documents?

Clasificación: *I-E, ID o IT.*

Características: Obsérvese que entre las vocales *i-e* se interpone la consonante *í* o *d* (*to bite, to hide*) en todos los infinitivos excepto en *to light*. En el pasado y participio pasado, la vocal *e* se elimina (*bit, hid*).

La *i* del infinitivo tiene sonido de *ai* y la *e* es muda. En el pasado y participio pasado la *i* suena como en español.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to hide</i> (esconder)	<i>hID</i> (escondió)	<i>hID*</i> (escondido)
2. <i>to slide</i> (deslizar, resbalar)	<i>slID</i> (deslizó, resbaló)	<i>slID*</i> (deslizado, resbalado)
3. <i>to chide</i> (reprender)	<i>chID</i> (reprendió)	<i>chID*</i> (reprendido)
4. <i>to bite</i> (morder, picar)	<i>bIT</i> (mordió, picó)	<i>bIT*</i> (mordido, picado)
5. <i>to light</i> (encender)	<i>lIT</i> (encendió)	<i>bIT</i> (encendido)

* Sus participios pasados también pueden ser: *hidden, slidden, chidden* y *bitten* respectivamente, y cuya *i* tiene el mismo sonido que en castellano.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *I-E, ID o IT.*

Infinitivo

What are you trying *to hide*?
(¿Qué estás tratando de esconder?)

Presente

- (af.) Charles *hides* from his friends *every day*.
(Carlos se esconde de sus amigos todos los días.)
- (neg.) Charles **DOES NOT** *hide* from his friends *every day*.
- (int.) **DOES** Charles *hide* from his friends *every day*?

Pasado

- (af.) The thief *hID* from the police.
(El ladrón se escondió de la policía.)
- (neg.) The thief **DID NOT** *hide* from the police.
- (int.) **DID** the thief *hide* from the police?

Antepresente

- (af.) He *has hID* (*hidden*) his money under the mattress.
(Él ha escondido su dinero debajo del colchón.)
- (neg.) He *has NOT hID* (*hidden*) his money under mattress.
- (int.) *Has* he *hID* (*hidden*) his money under the mattress?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *I-E*, *ID* o *IT*.

Infinitivo

Eskimos like *to slide* on their sleighs.
(A los esquimales les gusta deslizarse en sus trineos.)

Presente

- (af.) That sleigh *slides* swiftly on the snow.
(Ese trineo se desliza rápidamente en la nieve.)
- (neg.) That sleigh **DOES NOT** *slide* swiftly on the snow.
- (int.) **DOES** that sleigh *slide* swiftly on the snow?

Pasado

- (af.) That sleigh *slID* swiftly on the snow *yesterday*.
(Ese trineo se deslizó rápidamente en la nieve ayer.)
- (neg.) That sleigh DID NOT *slide* swiftly on the snow.
- (int.) DID that sleigh *slide* swiftly on the snow *yesterday*?

Antepresente

- (af.) You *have slID* (*slidden*) because of this slippery floor.
(Usted ha resbalado debido a este piso resbaloso.)
- (neg.) You *have* NOT *slID* (*slidden*) because of this slippery floor.
- (int.) *Have* you *slID* (*slidden*) because of this slippery floor?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *I-E*, *ID* o *IT*.

Infinitivo

The teacher does not like *to chide* his pupils.
(Al maestro no le gusta reprender a sus alumnos.)

Presente

- (af.) The teacher *chides* the mischievous pupils *every day*.
(El maestro reprende a los alumnos traviosos todos los días.)
- (neg.) The teacher DOES NOT *chide* the mischievous pupils *every day*.
- (int.) DOES the teacher *chide* the mischievous pupils *every day*?

Pasado

- (af.) The teacher *chID* a mischievous pupil *yesterday*.
(El maestro regañó a un alumno travieso ayer.)

- (neg.) The teacher DID NOT *chide* a mischievous pupil *yesterday*.
(int.) DID the teacher *chide* a mischievous pupil *yesterday*?

Antepresente

- (af.) The teacher *has chID* (*chidden*) them many times.
(El maestro los ha reprendido muchas veces.)
(neg.) The teacher *has NOT chID* (*chidden*) them many times.
(int.) *Has* the teacher *chID* (*chidden*) them many times?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *I-E*, *ID* o *IT*.

Infinitivo

That dog is going *to bite* you, if you keep on bothering him.
(Ese perro va a morderte si sigues molestándolo.)

Presente

- (af.) The mosquitoes *bite* him *every night*.
(Los mosquitos lo pican todas las noches.)
(neg.) The mosquitoes DO NOT *bite* him *every night*.
(int.) DO the mosquitoes *bite* him *every night*?

Pasado

- (af.) A mad dog *bIT* Charles *last year*.
(Un perro rabioso mordió a Carlos el año pasado.)
(neg.) A mad dog DID NOT *bite* Charles *last year*.
(int.) DID a mad dog *bite* Charles *last year*?

Antepresente

- (af.) Mosquitoes *have bIT* (*bitten*) them *many times*.
(Los mosquitos los han picado muchas veces.)
- (neg.) Mosquitoes *have NOT bIT* (*bitten*) them *many times*.
- (int.) *Have* mosquitoes *bIT* (*bitten*) them *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *I-E*, *ID* o *IT*.

Infinitivo

He does not have *to light* his cigarette near the gasoline can.
(Él no tiene que encender su cigarrillo cerca de la lata de gasolina.)

Presente

- (af.) My father *lights* his cigarettes with a new lighter.
(Mi padre enciende sus cigarrillos con un encendedor nuevo.)
- (neg.) My father **DOES NOT** *light* his cigarettes with a new lighter.
- (int.) **DOES** my father *light* his cigarettes with a new lighter?

Pasado

- (af.) Mr. Brown *lIT* his pipe with a match *yesterday*.
(El señor Brown encendió su pipa con un cerillo ayer.)
- (neg.) Mr. Brown **DID NOT** *light* his pipe with a match *yesterday*.
- (int.) **DID** Mr. Brown *light* his pipe with a match *yesterday*?

Antepresente

- (af.) They *have lIT* their cigars with wooden matches.
(Ellos han encendido sus puros con cerillos de madera.)
- (neg.) They *have NOT lIT* their cigars with wooden matches.
- (int.) *Have* they *lIT* their cigars with wooden matches?

Clasificación: O, O.

Características: Observe que el único rasgo que caracteriza a esta agrupación verbal es la vocal *o*, la cual es común en todos ellos tanto en el pasado como en el participio pasado. Por otra parte, también se advertirá que su infinitivo es distinto.

En cuanto a la fonética de los infinitivos, la *o* de *lose* tiene sonido de *My* la *e* final es muda. En *shoot* la doble *o* suena como *u*. En *shine*, la *i* se pronuncia *ai* y la vocal *a* de *wake* suena *ei*, siendo muda su *e* final.

Tanto los pasados y participios pasados se pronuncian como se escriben, salvo los que constan de *e* finales que son mudas.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to win</i> (ganar)	wOn (ganó)	wOn (ganado)
2. <i>to lose</i> (perder)	lOst (perdió)	lOst (perdido)
3. <i>to shoot</i> (disparar)	shOt (disparó)	shOt (disparado)
4. <i>to shine</i> (brillar)	shOne* (brilló)	shOne* (brillado)
5. <i>to wake</i> (despertar)	wOke (despertó)	wOke (despertado)

* Empléase la forma regular *shined* en el pasado y participio pasado de *shine*, cuando éste implica *lustrar zapatos*.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación O, O.

Infinitivo

They will try *to* win the next foot-ball game.
(Ellos tratarán de ganar el próximo juego de foot-ball.)

Presente

- (af.) Those players win all the games *every year*.
(Esos jugadores ganan todos los juegos todos los años.)
(neg.) Those players DO NOT win all the games *every year*.
(int.) DO those players win all the games *every year*?

Pasado

- (af.) He wOn the world's championship *last year*.
(Él ganó el campeonato mundial el año pasado.)
(neg.) He DID NOT *win* the world's championship *last year*.
(int.) DID he *win* the world's championship *last year*?

Antepresente

- (af.) Mary *has* wOn many beauty contests.
(María ha ganado muchos concursos de belleza.)
(neg.) Mary *has* NOT wOn many beauty contests.
(int.) *Has* Mary wOn many beauty contests?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación O, O.

Infinitivo

You are not going *to* lose money in that investment.
(Usted no va a perder dinero en esa inversión.)

Presente

- (af.) They lose money in those business *every year*.
(Ellos pierden dinero en esos negocios todos los años.)
- (neg.) They DO NOT lose money in those business *every year*.
- (int.) DO they lose money in those business *every year*?

Pasado

- (af.) Charles lOst his English book *last week*.
(Carlos perdió su libro de inglés la semana pasada.)
- (neg.) Charles DID NOT *lose* his English book *last week*.
- (int.) DID Charles *lose* his English book *last week*?

Antepresente

- (af.) They *have* lOst many games *during this season*.
(Ellos han perdido muchos partidos durante esta temporada.)
- (neg.) They *have* NOT lOst many games *during this season*.
- (int.) *Have* they lOst many games *during this season*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales. Clasificación: O, O

Infinitivo

They like *to* shoot at the birds in the country.
(A ellos les gusta disparar a las aves en el campo.)

Presente

- (af.) Robert shoots at pigeons *every week*.
(Roberto le dispara a las palomas cada semana.)
- (neg.) Robert DOES NOT shoot at pigeons *every week*.
- (int.) DOES Robert shoot at pigeons *every week*?

Pasado

- (af.) They shOt at a tiger in the jungle.
(Ellos le dispararon a un tigre en la selva.)
- (neg.) They DID NOT *shoot* at a tiger in the jungle.
- (int.) DID they *shoot* at a tiger in the jungle?

Antepresente

- (af.) Those hunters *have* shOt at many animals.
(Esos cazadores le han disparado a muchos animales.)
- (neg.) Those hunters *have* NOT shOt at many animales.
- (int.) *Have* those hunters shOt at many animals?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación O, O.

Infinitivo

The sun is going *to* shine soon.
(El sol va a brillar pronto.)

Presente

- (af.) The sun shines *every day*.
(El sol brilla todos los días.)
- (neg.) The sun DOES NOT shine *every day*.
- (int.) DOES the sun shine *every day*?

Pasado

- (af.) The sun shOne very brightly *yesterday*.
(El sol brilló muy refulgentemente ayer.)

- (neg.) The sun DID NOT *shine* very brightly *yesterday*.
(int.) DID the sun *shine* very brightly *yesterday*?

Antepresente

- (af.) The sun *has shOne* every day *this Summer*.
(El sol ha brillado todos los días este verano.)
(neg.) The sun *has NOT shOne* every day *this Summer*.
(int.) *Has* the sun *shOne* every day *this Summer*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación O, O.

Infinitivo

- I will try *to wake* earlier tomorrow.
(Trataré de despertar más temprano mañana.)

Presente

- (af.) Paul wakes early *every morning*.
(Pablo se despierta temprano todas las mañanas.)
(neg.) Paul DOES NOT wake early *every morning*.
(int.) DOES Paul wake early *every morning*?

Pasado

- (af.) You wOke me very late *yesterday morning*.
(Usted me despertó muy tarde ayer en la mañana.)
(neg.) You DID NOT wake me very late *yesterday morning*.
(int.) DID you wake me very late *yesterday morning*?

Antepresente

- (af.) They *have* wOke early because of the alarm clock.
(Ellos se han despertado temprano debido al reloj despertador.)
- (neg.) They *have* NOT wOke early because of the alarm clock.
- (int.) *Have* they wOke early because of the alarm clock?

Clasificación: A, A.

Características: Observe que estos tres verbos irregulares tienen en común la vocal *a* en sus pasado y participio pasado. Sus infinitivos son distintos.

Dicha vocal *a* posee un sonido intermedio entre la *a* y la *e* (*a/e*) en *sat* y *have*. En cambio se pronuncia *ei* en *make* y *made*. Las *e* finales son mudas.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to sit</i> (sentarse)	sAt (se sentó)	sAt (sentado)
2. <i>to have</i> (tener, haber)	hAd (tuvo, hubo)	hAd (tenido, habido)
3. <i>to make</i> (hacer, manufacturer)	mAde (hizo, manufacturó)	mAde (hecho, manufacturado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el numero 1 en sus tiempos y formas fundamentales: clasificación A, A.

Infinitivo

My grandfather likes *to sit* in his easy-chair.
(A mi abuelo le gusta sentarse en su sofá.)

Presente

- (af.) They sit in the park *every Sunday*.
(Ellos se sientan en el parque todos los domingos.)
- (neg.) They DO NOT sit in the park *every Sunday*.
- (int.) DO they sit in the park *every Sunday*?

Pasado

- (af.) John sAt in the waiting-room for a long time *yesterday*.
(Juan se sentó en la sala de espera mucho tiempo ayer.)
- (neg.) John DID NOT *sit* in the waiting-room for a long time *yesterday*.
- (int.) DID John *sit* in the waiting-room for a long time *yesterday*?

Antepresente

- (af.) They *have* sAt on that bench many times.
(Ellos se han sentado en ese banco muchas veces.)
- (neg.) They *have* NOT sAt on that bench many times.
- (int.) *Have* they sAt on that bench many times?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación A, A.

Infinitivo

We are going *to* have another child soon.
(Vamos a tener otro niño pronto.)

Presente

- (af.) Robert has a house in the country.
(Roberto tiene una casa en el campo.)
- (neg.) Robert DOES NOT have a house in the country.
- (int.) DOES Robert have a house in the country?

Pasado

- (af.) That man hAd a ranch *many years ago*.
(Ese hombre tuvo un rancho hace muchos años.)

- (neg.) That man DID NOT *have* a ranch *many years ago*.
(int.) DID that man *have* a ranch *many years ago*?

Antepresente

- (af.) They *have* hAd too much work *lately*.
(Ellos han tenido demasiado trabajo últimamente.)
(neg.) They *have* NOT hAd too much work *lately*.
(int.) *Have* they hAd too much work *lately*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación A, A.

Infinitivo

That country plans *to make* faster airplanes.
(Ese país proyecta hacer aviones más rápidos.)

Presente

- (af.) They make good furniture.
(Ellos hacen buenos muebles.)
(neg.) They DO NOT make good furniture.
(int.) DO they make good furniture?

Pasado

- (af.) Henry mAd many mistakes *yesterday*.
(Enrique hizo muchos errores ayer.)
(neg.) Henry DID NOT *make* many mistakes *yesterday*.
(int.) DID Henry *make* many mistakes *yesterday*?

Antepresente

- (af.) That carpenter *has* mAdE many tables and chairs.
(Ese carpintero ha hecho muchas mesas y sillas.)
- (neg.) That carpenter *has* NOT mAdE many tables and chairs.
- (int.) *Has* that carpenter mAdE many tables and chairs?

SEGUNDO GRUPO

VERBOS CON FORMAS DISTINTAS EN EL INFINITIVO, PASADO Y PARTICIPIO PASADO

Clasificación: *IN, AN, UN*.

Características: El rasgo común en los infinitivos es la combinación *in*, en el pasado la *an* y en el participio pasado la *un* (excepto en *swim, swam, swum*, que consta de *m* en lugar de *n*).

Fonética: Pronunciése la *i* con la abertura de la *e* castellana, pero tratando de emitir el sonido de la *i* latina, logrando así un sonido entre la *i* y la *e* (*a/e*) y la *u* con sonido equivalente a la *o* española.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
<i>IN</i>	<i>AN</i>	<i>UN</i>
1. <i>to begIN</i> (empezar)	begAN (empezó)	begUN (empezado)
2. <i>to drINk</i> (beber)	drANk (bebió)	drUNk (bebido)
3. <i>to sINk</i> (hundirse)	sANk (se hundió)	sUNk (hundido)
4. <i>to stINk</i> (apestar)	stANk (apestó)	stUNk (apestado)
5. <i>to shtINk</i> (encogerse)	shrANk (se encogió)	shrUNk (encogido)
6. <i>to swIM</i> (nadar)	swAM (nadó)	swUM (nadado)

7. <i>to sINg</i> (cantar)	<i>sANg</i> (contó)	<i>sUNg</i> (cant ado)
8. <i>to rINg</i> (sonar, tocar)	<i>rANg</i> (sonó, tocó)	<i>rUNg</i> (sonado, tocado)
9. <i>to run</i> (correr)	<i>rAN</i> (corrió)	<i>rUN</i> (corrido)

NOTA: TO begin, to swim, y to run duplican su consonante final en el gerundio: beginNing, swimMing, runNing.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *IN*, *AN*, *UN*.

Infinitivo

I have *to begIN* this assignment as soon as possible.
(Tengo que empezar este trabajo tan pronto como sea posible.)

Presente

- (af.) The teacher *begINs* the clase early *every day*.
(El maestro empieza la clase temprano todos los días.)
- (neg.) The teacher **DOES NOT** *begIN* the class early *every day*.
- (int.) **DOES** the teacher *begIN* the class early *every day*?

Pasado

- (af.) The teacher *begAN* the class very late *yesterday*.
(El maestro empezó la clase muy tarde ayer.)
- (neg.) The teacher **DID NOT** *begin* the class very late *yesterday*.
- (int.) **DID** the teacher *begin* the class very late *yesterday*?

Antepresente

- (af.) Robert *has begUN* an intensive training.
(Roberto ha empezado un entrenamiento intensivo.)
- (neg.) Robert *has NOT begUN* an intensive training.
- (int.) *Has* Robert *begUN* an intensive training?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *IN*, *AN*, *UN*.

Infinitivo

I like *to drINk* coffee in the morning.
(Me gusta tomar café en la mañana.)

Presente

- (af.) Paul *driINks* coffee in the morning.
(Pablo toma café en la mañana.)
- (neg.) Paul *DOES NOT drINk* coffee in the morning.
- (int.) *DOES* Paul *drINk* coffee in the morning?

Pasado

- (af.) Paul *drANk* coffee *yesterday morning*.
(Pablo tomó café ayer en la mañana.)
- (neg.) Paul *DID NOT drink* coffee *yesterday morning*.
- (int.) *DID* Paul *drink* coffee *yesterday morning*?

Antepresente

- (af.) Paul *has drUNk* too much coffee.
(Pablo ha tomado demasiado café.)
- (neg.) Paul *has NOT drUNk* too much coffee.
- (int.) *Has* Paul *drUNk* too much coffee?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *IN, AN, UN*.

Infinitivo

That ship is not going *to sINk* in spite of the storm.
(Ese barco no se va a hundir a pesar de la tormenta.)

Presente

- (af.) I *sINk* in the water when I swim.
(Me hundo en el agua cuando nado.)
- (neg.) I **DO NOT** *sINk* in the water when I swim.
- (int.) **DO** I *sINk* in the water when I swim?

Pasado

- (af.) I *sANk* in the water when I was swimming *yesterday*.
(Me hundí en el agua cuando estuve nadando ayer.)
- (neg.) I **DID NOT** *sink* in the water when I was swimming *yesterday*.
- (int.) **DID** I *sink* in the water when I was swimming *yesterday*?

Antepresente

- (af.) The enemy *has sUNk* many ships.
(El enemigo ha hundido muchos barcos.)
- (neg.) The enemy *has NOT sUNk* many ships.
- (int.) *Has* the enemy *sUNk* many ships?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *IN, AN, UN*.

Infinitivo

That thing does not have *to stINK* at all.
(Esa cosa no tiene que apestar en lo absoluto.)

Presente

- (af.) It *stINK* when it is not clean.
(Apesta cuando no está limpio.)
- (neg.) It **DOES NOT** *stINK* when it is clean.
- (int.) **DOES** it *stINK* when it is clean?

Pasado

- (af.) It *stANK* because it was not clean.
(Apestó porque no estaba limpio.)
- (neg.) It **DID NOT** *stink* because it was clean.
(No apestó porque estaba limpio.)
- (int.) **DID** it *stink* because it was not clean?

Antepresente

- (af.) That fish *has stUNK* because it is not fresh.
(Ese pescado ha apenado porque no está fresco.)
- (neg.) That fish *has NOT stUNK* because it is fresh.
(Ese pescado no ha apeestado porque está fresco.)
- (int.) *Has* that fish *stUNK* because it is not fresh?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *IN, AN, UN*.

Infinitivo

This shirt is going *to shrINK* when washed.
(Esta camisa se va a encoger cuando se lave.)

Presente

- (af.) These clothes* *shrINk* when washed.
(Esta ropa se encoge cuando se lava.)
- (neg.) These clothes* **DO NOT** *shrINk* when washed.
- (int.) **DO** these clothes* *shrINk* when washed?

Pasado

- (af.) This shirt *strANk* when washed.
(Esta camisa se encogió cuando se lavó.)
- (neg.) This shirt **DID NOT** *shrink* when washed.
- (int.) **DID** this shirt *shrink* when washed?

Antepresente

- (af.) Those clothes* *have shrUNk* when washed.
(Esa ropa ha encogido cuando se lavó.)
- (neg.) Those clothes* *have NOT shrUNk* when washed.
- (int.) *Have* those clothes* *shrUNk* when washed?

* *Clothes* (ropa) es plural en inglés.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación *IN*, *AN*, *UN*.

Infinitivo

We like *to swIM* in the swimming-pool.
(Nos gusta nadar en la piscina de natación.)

Presente

- (af.) The students *swIM* in the pool *every Sunday*.

(Los estudiantes nadan en la piscina todos los domingos.)

(neg.) The students DO NOT *swIM* in the pool *every Sunday*.

(int.) DO the students *swIM* in the pool *every Sunday*?

Pasado

(af.) Robert *swAM* in the lake *yesterday*.

(Roberto nadó en el lago ayer.)

(neg.) Robert DID NOT *swim* in the lake *yesterday*.

(int.) DID Robert *swim* in the lake *yesterday*?

Antepresente

(af.) The boys *have swUM* in the river *many times*.

(Los muchachos han nadado en el río muchas veces.)

(neg.) The boys *have NOT swUM* in the river *many times*.

(int.) *Have* the boys *swUM* in the river *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 7 en sus tiempos y formas fundamentales: clasificación *IN*, *AN*, *UN*.

Infinitivo

The students are going *to sING* the school choir.

(Los estudiantes van a cantar en el coro de la escuela.)

Presente

(af.) Those singers *sING* on television *every week*.

(Esos cantantes cantan por televisión cada semana.)

(neg.) Those singers DO NOT *sING* on television *every week*.

(int.) DO those singers *sING* on television *every week*?

Pasado

- (af.) Mary *sANg* in the party *yesterday*.
(María cantó en la fiesta ayer.)
- (neg.) Mary *DID NOT sing* in the party *yesterday*.
- (int.) *DID* Mary *sing* in the party *yesterday*?

Antepresente

- (af.) That singer *has sUNg* on television *many times*.
(Ese cantante ha cantado por televisión muchas veces.)
- (neg.) That singer *has NOT sUNg* on television *many times*.
- (int.) *Has* that singer *sUNg* on television *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 8 en sus tiempos y formas fundamentales: clasificación *IN, AN, UN*.

Infinitivo

He is going *to rINg* the church-bell.
(Él va a tocar la campana de la iglesia.)

Presente

- (af.) George *rINg*s the door-bell before he enters his house.
(Jorge toca el timbre de la puerta antes de entrar a su casa.)
- (neg.) George *DOES NOT rINg* the door-bell before he enters his house.
- (int.) *DOES* George *rINg* the door-bell before ore he enters his house?

Pasado

- (af.) The telephone *rANg* many times *yesterday*.
(El teléfono sonó muchas veces ayer.)

- (neg.) The telephone DID NOT *ring* many times *yesterday*.
(int.) DID the telephone *ring* many times *yesterday*?

Antepresente

- (af.) The telephone *has rUNg* many times *today*.
(El teléfono ha sonado muchas veces hoy.)
(neg.) The telephone *has NOT rUNg* many times *today*.
(int.) *Has* the telephone *rUNg* many times *today*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 9 en sus tiempos y formas fundamentales: clasificación *IN*, *AN*, *UN*.

Infinitivo

John likes *to rUN* in the park.
(A Juan le gusta correr en el parque.)

Presente

- (af.) The boys *run* in the yard *every day*.
(Los muchachos corren en el patio todos los días.)
(neg.) The boys DO NOT *run* in the yard *every day*.
(int.) DO the boys *run* in the yard *every day*?

Pasado

- (af.) Charles *rAN* to school *yesterday*.
(Carlos corrió a la escuela ayer.)
(neg.) Charles DID NOT *run* to school *yesterday*.
(int.) DID Charles *run* to school *yesterday*?

Antepresente

- (af.) Henry *has* rUN many kilometers *lately*.
(Enrique ha corrido muchos kilómetros últimamente.)
- (neg.) Henry *has* NOT rUN many kilometers *lately*.
- (int.) *Has* Henry rUN many kilometers *lately*?

NOTA: Obsérvese que la forma simple de to *run* es idéntica a su participio pasado: *run*-corrido.

Clasificación: *I-E, O-E, I-EN*.

Características: En este grupo el rasgo característico del infinitivo son las vocales separadas (*i-e*), en el pasado (*o-e*) y en el participio pasado (*i-en*). El guión (-) que se interpone entre las vocales significa que existe una consonante entre ellas (*to drive, drove, driven*). En algunos participios pasados existe la doble consonante idéntica interponiéndose entre *i-en* como en *written, ridden*, etcétera.

Fonética: En el infinitivo la vocal *i* tiene sonido equivalente en español de *ai*, mientras que en el participio pasado suena igual que en castellano. La *e* final es muda en el infinitivo y el pasado.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
<i>I-E</i>	<i>O-E</i>	<i>I-EN</i>
1. <i>to wrItE</i> (escribir)	<i>wrOtE</i> (escribió)	<i>wrIttEN</i> (escrito)
2. <i>to drIvE</i> (manejar)	<i>drOvE</i> (manejó)	<i>drIvEN</i> (manejado)
3. <i>to rIdE</i> (montar, via jar en vehlculo)	<i>rOdE</i> (montó, viajó)	<i>rIddEN</i> (montado, viajado)
4. <i>to rIsE</i> (levantarse)	<i>rOsE</i> (se levantó)	<i>rIsEN</i> (levantado)
5. <i>to strIvE</i> (esforzarse)	<i>strOvE</i> (se esforzó)	<i>strIvEN</i> (esforzado)
6. <i>to strIdE</i> (caminar a grandes pasos)	<i>strOdE</i> (caminó)	<i>strIddEN</i> (caminado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *I-E, O-E, I-EN*.

Infinitivo

I have *to wrItE* a report on sales.
(Tengo que escribir un informe sobre ventas.)

Presente

- (af.) The secretary *wrItEs* many letters *every day*.
(La secretaria escribe muchas cartas todos los días.)
(neg.) The secretary DOES NOT *wrItE* many letters *every day*.
(int.) DOES the secretary *wrItE* many letters *every day*?

Pasado

- (af.) Helen *wrOtE* a letter to her parents *yesterday*.
(Elena escribió una carta a sus padres ayer.)
(neg.) Helen DID NOT write a letter to her parents *yesterday*.
(int.) DID Helen write a letter to her parents *yesterday*!

Antepresente

- (af.) The employees *have wrIttEN* a long report.
(Los empleados han escrito un largo informe.)
(neg.) The employees *have* NOT *wrIttEN* a long report.
(int.) *Have* the employees *wrIttEN* a long report?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *I-E*, *O-E*, *I-EN*.

Infinitivo

We are going *to drIvE* from New York to Chicago.
(Vamos a manejar de Nueva York a Chicago.)

Presente

- (af.) They *drIvE* carefully at night.
(Ellos manejan con cuidado en la noche.)
- (neg.) They DO NOT *drIvE* carefully at night.
- (int.) DO they *drIvE* carefully at night?

Pasado

- (af.) You *drOvE* the car very fast *last night*.
(Tú manejaste el auto muy rápido anoche.)
- (neg.) You DID NOT *drive* the car very fast *last night*.
- (int.) DID you *drive* the car very fast *last night*?

Antepresente

- (af.) Albert *has drIvEN* that truck *many times*.
(Alberto ha manejado ese camión muchas veces.)
- (neg.) Albert *has* NOT *drIvEN* that truck *many times*.
- (int.) *Has* Albert *drIvEN* that truck *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *I-E*, *O-E*, *JEN*.

Infinitivo

- (Paul likes *to rIdE* on a horse.
(A Pablo le gusta montar a caballo.)

Presente

- (af.) The woman *rIdEs* in the bus *every day*.
(La mujer viaja en autobús todos los días.)
- (neg.) The woman DOES NOT *rIdE* in the bus *every day*.
- (int.) DOES the woman *rIdE* in the bus *every day*?

Pasado

- (af.) My cousin rOdE on his motorcycle *yesterday*.
(Mi primo montó en su motocicleta ayer.)
- (neg.) My cousin DID NOT ride on his motorcycle *yesterday*.
- (int.) DID my cousin ride on his motorcycle *yesterday*?

Antepresente

- (af.) My uncle *has* rIddEN on a train *many times*.
(Mi tío ha viajado en tren muchas veces.)
- (neg.) My uncle *has* NOT rIddEN on a train *many times*.
- (int.) *Has* my uncle rIddEN on a train *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *I-E*, *OE*, *I EN*.

Infinitivo

I like *to* rIsE early in the morning.
(Me gusta levantarme temprano en la mañana.)

Presente

- (af.) We rIsE early *every day*.
(Nos levantamos temprano todos los días.)
- (neg.) We DO NOT rIsE early *every day*.
- (int.) *Do* we rIsE early *every day*?

Pasado

- (af.) Henry rOsE very early *yesterday*.
(Enrique se levantó muy temprano ayer.)

(neg.) Henry DID NOT rise very early *yesterday*.

(int.) DID Henry rise very early *yesterday*?

Antepresente

(af.) They *have* rIsEN early *all this week*.

(Ellos se han levantado temprano toda esta semana.)

(neg.) They *have* NOT rIsEN early *all this week*.

(int.) *Have* they rIsEN early *all this week*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *I-E*, *O-E*, *I EN*.

You have *to* strIvE to learn more English.

(Tienes que esforzarte a aprender más inglés.)

Presente

(af.) The students strIvE to learn more.

(Los estudiantes se esfuerzan por aprender más.)

(neg.) The students DO NOT strIvE to learn more.

(int.) DO the students strIvE to learn more?

Pasado

(af.) Mary strOvE to earn a scholarship *last year*.

(María se esforzó por ganar una beca el año pasado.)

(neg.) Mary DID NOT *strive* to earn a scholarship *last year*.

(int.) DID Mary *strive* to earn a scholarship *last year*?

Antepresente

(af.) They *have* strIvEN to be good students.

(Ellos se han esforzado en ser buenos estudiantes.)

(neg.) They *have* NOT *strIvEN* to be good students.

(int.) *Have* they *strIvEN* to be good students?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación *I-E*, *O-E*, *I-EN*.

Infinitivo

Mr. Davies likes *to strIdE* out of his office.

(Al señor Davies le gusta salir a grandes pasos de su despacho.)

Presente

(af.) John *strIdEs* to school *every day*.

(Juan camina a grandes pasos a la escuela todos los días.)

(neg.) John DOES NOT *strIdE* to school *every day*.

(int.) DOES John *strIdE* to school *every day*?

Pasado

(af.) Paul *strOdE* into the room *yesterday*.

(Pablo entró a grandes pasos al cuarto ayer.)

(neg.) Paul DID NOT *stride* into the room *yesterday*.

(int.) DID Paul *stride* into the room *yesterday*?

Antepresente

(af.) The students *hove strIddEN* to school *very often*.

(Los estudiantes han caminado a grandes pasos a la escuela muy a menudo.)

(neg.) The students *have* NOT *strIddEN* to school *very often*.

(int.) *Have* the students *strIddEN* to school *very often*.

Clasificación: *E-A, O-E, O-EN*.

Características: Vocales comunes en el infinitivo *ea*; en el pasado *o-e* y en el participio pasado *o-en*. Observe que *to choose* y *to freeze* tienen características desafines a los demás sólo en el infinitivo.

Fonética: En este grupo la combinación *ea* tiene sonido de *i* latina; tanto en el pasado como en el participio pasado la vocal *o* se pronuncia *ou*. La *e* final es muda en el pasado. Pronunciése la *ee* de *freeze* como *i* latina y la *oo* de *choose* con sonido de *u*. La *ea* de *to break* suena *ei*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
<i>EA</i>	<i>O-E</i>	<i>O-EN</i>
1. <i>to spEAK</i> (hablar)	spOkE (habló)	spOkEN (hablado)
2. <i>to stEAl</i> (robar)	stOlB (robó)	stOlEN (robado)
3. <i>to brEAK</i> (romper)	brOkE (rompió)	brOkEN (roto)
4. <i>to wEAve</i> (hilar, entrelazar)	wOvE (hiló, entrelazó)	wOvEN (hilado, entrelazado)
5. <i>to chOOse</i> (escoger)	chOsE (escogió)	chOsEN (escogido)
6. <i>to frEEze</i> (congelar)	frOzE (congeló)	frOzEN (congelado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *E-A, O-E, O-EN*.

Infinitivo

My brother likes *to spEAK* English all the time.
(A mi hermano le gusta hablar inglés todo el tiempo.)

Presente

- (af.) He spEAKs to them in English *every day*.
(Él les habla en inglés todos los días.)
(neg.) He DOES NOT spEAK to them in English *every day*.
(int.) DOES he spEAK to them in English *every day*?

Pasado

- (af.) The manager spOkE in the meeting *yesterday*.
(El gerente habló en la junta ayer.)
(neg.) The manager DID NOT speak in the meeting *yesterday*.
(int.) DID the manager speak in the meeting *yesterday*?

Antepresente

- (af.) They *have* spOkEN English during the meeting.
(Ellos han hablado inglés durante la junta.)
(neg.) They *have* NOT spOkEN English during the meeting.
(int.) *Have* they spOkEN English during the meeting?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *E-A*, *O-E*, *O-EN*.

Infinitivo

Peter does not like *to stEAl* money.
(A Pedro no le gusta robar dinero.)

Presente

- (af.) That boy *stEAl* s things from his friends.
(Ese muchacho roba cosas a sus amigos.)
- (neg.) That boy **DOES NOT** *stEAl* things from his friends.
- (int.) **DOES** that boy *stEAl* things from his friends?

Pasado

- (af.) He *stOlE* money from the bank.
(Él robó dinero del banco.)
- (neg.) He **DID NOT** *steal* money from the bank.
- (int.) **DID** he *steal* money from the bank?

Antepresente

- (af.) That player *has stOlEN* many bases in the base-ball game.
(Ese jugador ha robado muchas bases en el juego de béisbol.)
- (neg.) That player *has NOT stOlEN* many bases in the baseball game.
- (int.) *Has* that player *stOlEN* many bases in the base-ball game?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *E-A*, *O-E*, *OEN*.

Infinitivo

Mexico is not going *to brEAc*. relations with that country.
(México no va a romper relaciones con ese país.)

Presente

- (af.) Richard *brEAc*s his friends' toys.
(Ricardo rompe los juguetes de sus amigos.)
- (neg.) Richards **DOES NOT** *brEAc*. his friends' toys.
- (int.) **DOES** Richard *brEAc* his friends' toys?

Pasado

- (af.) Paul brOkE his arm *last week*.
(Pablo se rompió el brazo la semana pasada.)
- (neg.) Paul DID NOT break his arm *last week*.
- (int.) DID Paul break his arm *last week*?

Antepresente

- (af.) He *has* brOkEN the law *many times*.
(Él ha quebrantado la ley muchas veces.)
- (neg.) He *has* NOT brOkEN the law *many times*.
- (int.) *Has* he brOkEN the law *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *E-A*, *O-E*, *O-EN*.

Infinitivo

Mary is learning *to wEAve*.
(María está aprendiendo a hilar.)

Presente

- (af.) That girl wEAves beautiful cloth.
(Esa muchacha hila hermosa tela.)
- (neg.) That girl DOES NOT wEAve beautiful *cloth*.
- (int.) DOES that girl wEAve beautiful cloth?

Pasado

- (af.) She wOvE this cloth *last year*.
(Ella hiló esta tela el año pasado.)

(neg.) She DID NOT weave this cloth *last year*.

(int.) DID she weave this cloth *last year*?

Antepresente

(af.) That woman *has wOVEN* cloth *before*.

(Esa mujer ha hilado tela antes.)

(neg.) That woman *has NOT wOVEN* cloth *before*.

(int.) *Has* that woman *wOVEN* cloth *before*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *E-A*, *O-E*, *O-EN*.

Infinitivo

I am trying *to chOOSE* a nice color.

(Estoy tratando de escoger un bonito color.)

Presente

(af.) Mrs. Miller *chOOses* the neckties for her husband.

(La señora Miller escoge las corbatas para su esposo.)

(neg.) Mrs. Miller *DOES NOT chOOSE* the neckties for her husband.

(int.) *DOES* Mrs. Miller *chOOSE* the neckties for her husband?

Pasado

(af.) Mother *chOsE* the curtains for the living room.

(Mamá escogió las cortinas para la estancia.)

(neg.) Mother *DID NOT choose* the curtains for the living room.

(int.) *DID* mother *choose* the curtains for the living room?

Antepresente

- (af.) The boys *have* chOsEN John for president.
(Los muchachos han escogido a Juan para presidente.)
- (neg.) The boys *have* NOT chOsEN John for president.
- (ink.) *Have* the boys chOsEN John for president?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación *E-A*, *O-E*, *O-EN*.

Infinitivo

That food is probably going *to frEEze* in the ice-box.
(Esta comida probablemente se va a congelar en la nevera.)

Presente

- (af.) This refrigerator *frEEzes* the ice-cubes very fast.
(Este refrigerador congela los cubitos de hielo muy rápida)
- (neg.) This refrigerator DOES NOT *frEEze* the ice-cubes very fast
- (int.) DOES this refrigerator *frEEze* the ice-cubes very fast?

Pasado

- (af.) The snow *frOzE* the crops *last Winter*.
(La nieve congeló las cosechas el invierno pasado.)
- (neg.) The snow DID NOT freeze the crops *last Winter*.
- (int.) DID the snow freeze the crops *last Winter*?

Antepresente

- (af.) The cold-wave *has frOzEN* the plants *this Winter*.
(La onda fría ha congelado las plantas este invierno.)
- (neg.) The cold-wave *has* NOT *frOzEN* the plants *this Winter*.
- (int.) *Has* the cold-wave *frOzEN* the plants *this Winter*?

Clasificación: *OW, EW, OWN*.

Características: Observe la combinación *ow* como rasgo afín en el infinitivo; *ew* en el pasado y *own* en el participio pasado.

Fonética: *Ow* suena *ou*; *ew* como *tí* excepto en *knew* que suena *iú* y *own* como *óun*. En *fly* la *y* se pronuncia *ai*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
<i>OW</i> (ou)	<i>EW</i> (u)	<i>OWN</i> (óun)
1. <i>to knOW</i> (saber, conocer)	<i>knEW</i> (supo, conoció)	<i>knOWN</i> (sabido, conocido)
2. <i>to grOW</i> (crecer, cultivar)	<i>grEW</i> (creció, cultivó)	<i>grOWN</i> (crecido, cultivado)
3. <i>to thrOW</i> (arrojar, lanzar)	<i>thrEW</i> (arrojó, lanzó)	<i>thrOWN</i> (arrojado, lanzado)
4. <i>to blOW</i> (soplar, sonarse la nariz)	<i>blEW</i> (soplo, se sonó la nariz)	<i>blOWN</i> (soplado, sonado la nariz)
5. <i>to fly</i> (volar)	<i>flew</i> (voló)	<i>flOWN</i> (volado)

Sub-clasificación: *AW, EW, Awn*.

Características: Infinitivo *aw*, pasado *ew* y participio pasado *awn*.

Fonética: *aw* tiene sonido de *o*; *ew* se pronuncia *u* y *awn* como *on*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
<i>AW</i> (o)	<i>EW</i> (on)	<i>AWN</i> (on)
1. <i>to drAW</i> (dibujar, sacar)	<i>drEW</i> (dibujó, sacó)	<i>dr Awn</i> (dibujado, sacado)

2. to withdrAW (retirar)	withdrEW (retiró)	withdrAWN (retirado)
3. to overdAW (sobregirar)	overdrEW (sobregiró)	over dr Awn (sobregirado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *OW*, *EW*, *OWN*.

Infinitivo

I would like *to knOW* more about that matter.
(Me gustaría saber más acerca de ese asunto.)

Presente

- (af.) They *knOW* everything about sales promotion.
(Ellos saben todo respecto a promoción de ventas.)
- (neg.) They **DO NOT** *knOW* everything about sales promotion.
- (int.) **DO** they *knOW* everything about sales promotion?

Pasado

- (af.) My grandfather *knEW* London *many years ago*.
(Mi abuelo conoció Londres hace muchos años.)
- (neg.) My grandfather **DID NOT** know London.
- (int.) **DID** my grandfather know London *many years ago*?

Antepresente

- (af.) We *have knOWN* many things about New York.
(Hemos sabido muchas cosas acerca de Nueva York.)
- (neg.) We *have NOT knOWN* many things about New York.
- (int.) *Have* we *knOWN* many things about New York?

Ejemplos ilustrativos de *cómo* emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *OW, EW, OWN*.

infinitivo

He is going *to grOW* as tall as his father.
(Él va a crecer tan alto como su padre.)

Presente

- (af.) Those farmers *grOW* cotton in the farm.
(Esos granjeros cultivan algodón en la granja.)
- (neg.) Those farmers **DO NOT** *grOW* cotton in the farm.
- (int.) **DO** those farmers *grOW* cotton in the farm?

Pasado

- (af.) Mary *grEW* as tall as her mother.
(María creció tan alta como su madre.)
- (neg.) Mary **DID NOT** *grow* as tall as her mother.
- (int.) **DID** Mary *grow* as tall as her mother?

Antepresente

- (af.) He *has grOWN* many roses in his garden.
(Él ha cultivado muchas rosas en su jardín.)
- (neg.) He *has NOT grOWN* many roses in his garden.
- (int.) *Has* he *grOWN* many roses in his garden?

Ejemplos ilustrativos de *cómo* emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *OW, EW, OWN*.

Infinitivo

Peter likes *to thrOW* snow-balls to his friends.
(A Pedro le gusta arrojar bolas de nieve a sus amigos.)

Presente

- (af.) Richard *thrOWs* the ball very high.
(Ricardo lanza la pelota muy alto.)
- (neg.) Richard **DOES NOT** *thrOW* the ball very high.
- (int.) **DOES** Richard *thrOW* the ball very high?

Pasado

- (af.) That boy *thrEW* a stone against the door.
(Ese muchacho arrojó una piedra contra la puerta.)
- (neg.) That boy **DID NOT** throw a stone against the door.
- (int.) **DID** that boy throw a stone against the door?

Antepresente

- (af.) He *has thrOWN* the garbage on the floor.
(Él ha tirado la basura en el piso.)
- (neg.) He *has NOT thrOWN* the garbage on the floor.
- (int.) *Has* he *thrOWN* the garbage on the floor?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *OW*, *EW*, *OWN*.

Infinitivo

The wind is going *to blOW* in the mountains.
(El viento va a soplar en las montañas.)

Presente

- (af.) I **blOW** my nose many times whenever I have a cold.
(Me sueno la nariz muchas veces cuando tengo catarro.)
- (neg.) I **DO NOT blOW** my nose many times whenever I have a cold.
- (int.) **DO I blOW** my nose many times whenever I. have a cold?

Pasado

- (af.) The wind **blEW** very hard *yesterday*.
(El viento sopló muy fuerte ayer.)
- (neg.) The wind **DID NOT blow** very hard *yesterday*.
- (int.) **DID** the wind blow very hard *yesterday*?

Antepresente

- (af.) John *has* **blOWN** his nose *many times*.
(Juan se ha sonado la nariz muchas veces.)
- (neg.) John *has* **NOT blOWN** his nose *many times*.
- (int.) *Has* John **blOWN** his nose *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *OW, EW, OWN*.

Infinitivo

Mr. Brown likes *to fly* on jet planes.
(Al señor Brown le gusta volar en aviones de retro-propulsión.)

Presente

- (af.) Some birds fly to warmer climates during *Winter*.
(Algunas aves vuelan a climas más cálidos durante el invierno.)
- (neg.) Some birds **DO NOT fly** to warmer climates during *Winter*.
- (int.) **DO** some birds fly to warmer climates durine *Winter*?

Pasado

- (af.) Dr. Davies *fLEW* to New York *last week*.
(El doctor Davies voló a Nueva York la semana pasada.)
- (neg.) Dr. Davies *DID NOT fly* to New York *last week*.
- (int.) *DID* Dr. Davies *fly* to New York *last week*?

Antepresente

- (af.) My uncle *has fLOWN* on jet planes *many times*.
(Mi tío ha volado en aviones de propulsión muchas veces.)
- (neg.) My uncle *has NOT fLOWN* on jet planes *many times*,
- (int.) *Has* my uncle *fLOWN* on jet planes *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: sub-cla-sificación *AW, EW, AWN*.

Infinitivo

Peter likes *to drAW* pictures on the walls.
(A Pedro le gusta dibujar imágenes en las paredes.)

Presente

- (af.) They *drAW* money *from* the bank *every month*.
(Ellos sacan dinero del banco cada mes.)
- (neg.) They *DO NOT drAW* money *from* the bank *every month*.
- (int.) *DO* they *drAW* money *from* the bank *every month*?

Pasado

- (af.) They *drEW* money *from* the bank *last month*.
(Ellos sacaron dinero del banco el mes pasado.)

(neg.) They DID NOT draw money *from* the bank *last month*.

(int.) DID they *draw* money *from* the bank *last month*?

Antepresente

(af.) The teacher *has* drAWN many pictures on the blackboard.

(El maestro ha dibujado muchas imágenes en el pizarrón.)

(neg.) The teacher *has* NOT drAWN many pictures on the blackboard.

(int.) *Has* the teacher drAWN many pictures on the blackboard?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: subclasi-ficación AW, EW, AWN.

Infinitivo

The general *has to* winthdrAW his troops from the battlefield.

(El general tiene que retirar sus tropas del campo de batalla.)

Presente

(af.) The manager withdrAWs money from the bank *every month*.

(El gerente retira dinero del banco todos los meses.)

(neg.) The manager DOES NOT withdrAW money from the bank *every month*.

(int.) DOES the manager withdrAW money from the bank *every month*?

Pasado

(af.) The soldiers withdrEW from the battlefield.

(Los soldados se retiraron del campo de batalla.)

(neg.) The soldiers DID NOT withdraw from the battlefield.

(int.) DID the soldiers withdraw from the battlefield?

Antepresente

- (af.) My brother *has* drAWN a lot of money from the bank *lately*.
(Mi hermano ha retirado mucho dinero del banco últimamente.)
- (neg.) My brother *has* NOT drAWN a lot of money from the bank *lately*.
- (int.) *Has* my brother drAWN a lot of money from the bank *lately*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: subclasi-ficación AW, EW, AWN.

Infinitivo

He does not have *to* overdrAW in his bank account.
(Él no tiene que sobregirarse en su cuenta bancaria.)

Presente

- (af.) I overdrAW in my expenses *every month*.
(Me sobregiro en mis gastos todos los meses.)
- (neg.) I DO NOT overdrAW in my expenses *every month*.
- (int.) DO I overdrAW in my expenses *every month*?

Pasado

- (af.) He overdrEW in his credit *last month*.
(Él se sobregiró en su crédito el mes pasado.)
- (neg.) He DID NOT overdraw in his credit *last month*.
- (int.) DID he overdraw in his credit *last month*?

Antepresente

- (af.) Mr. Brown *has* overdrAWN in his checks *lately*.
(El señor Brown se ha sobregirado en sus cheques últimamente.)

(neg.) Mr. Brown *has* NOT overdrAWN in his checks *lately*.

(int.) *Has* Mr. Brown overdrAWN in his checks *lately*?

Clasificación: *AKE, OOK, AKEN*.

Características: Letras afines en el infinitivo *ake*, en el pasado *ook* y en el participio pasado *aken*.

Fonética: *Ake* se pronuncia *èie*, *ook* tiene sonido de *uc* y *aken* como *éiken*. La *tí* de *to undertake* tiene sonido de *o*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
<i>AKE</i> (éic)	<i>OOK</i> (uc)	<i>AKEN</i> (éiken)
1. <i>to tAKE</i> (tomar, llevar)	<i>tOOK</i> (tomó, llevó)	<i>tAKEN</i> (tornado, llevado)
2. <i>to mistAKE</i> (confundir, equivocar)	<i>mistOOK</i> (confundió, equivocó)	<i>mistAKEN</i> (confundido, equivocado)
3. <i>to undertAKE</i> (emprender)	<i>undertOOK</i> (emprendió)	<i>undertAKEN</i> (emprendido)
4. <i>to shAKE</i> (agitar, dar la mano)	<i>shOOK</i> (agito, dio la mano)	<i>shAKEN</i> (agitado, dado la mano)
5. <i>to forsAKE</i> (abandonar)	<i>forsOOK</i> (abandonó)	<i>forsAKEN</i> (abandonado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *AKE, OOK, AKEN*.

Infinitivo

Their father likes *to tAKE* them to the amusement park.
(A su padre le gusta llevarlos al parque de diversión.)

Presente

- (af.) The secretary tAKEs dictation *every day*.
(La secretaria toma dictado todos los días.)
- (neg.) The secretary DOES NOT tAKE dictation *every day*.
- (int.) DOES the secretary tAKE dictation *every day*?

Pasado

- (af.) John tOOK the boy to the circus *yesterday*.
(Juan llevó al niño al circo ayer.)
- (neg.) John DID NOT take the boy to the circus *yesterday*.
- (int.) DID John take the boy to the circus *yesterday*?

Antepresente

- (af.) They *have* tAKEN an English course during this year.
(Ellos han tomado un curso de inglés durante este año.)
- (neg.) They *have* NOT tAKEN an English course during this year.
- (int.) *Have* they tAKEN an English course during this year?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *AKE, OOK, AKEN*.

Infinitivo

I DO NOT want *to* mistAKE you for another person.
(No quiero confundirte con otra persona.)

Presente

- (af.) You mistAKE your calculations *frequently*.
(Te equivocas en tus cálculos frecuentemente.)
- (neg.) You DO NOT mistAKE your calculations *frequently*.
- (int.) DO you mistAKE your calculations *frequently*?

Pasado

- (af.) Mary mist**OOK** John for Charles *yesterday*.
(María confundió a Juan por Carlos ayer.)
- (neg.) Mary **DID NOT** mistake John for Charles *yesterday*.
- (int.) **DID** Mary mistake John for Charles *yesterday*?

Antepresente

- (af.) I *have* mist**AKEN** my calculations.
(Me he equivocado en mis cálculos.)
- (neg.) I *have* **NOT** mist**AKEN** my calculations.
- (int.) *Have* I mist**AKEN** my calculations?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *AKE*, *OOK*, *AKEN*.

Infinitivo

He is going *to* undert**AKE** a long trip around the world.
(Él va a emprender un largo viaje alrededor del mundo.)

Presente

- (af.) Those men undert**AKE** new activities *frequently*.
(Esos hombres emprenden nuevas actividades frecuentemente.)
- (neg.) Those men **DO NOT** undert**AKE** new activities *frequently*.
- (int.) **DO** those men undert**AKE** new activities *frequently*?

Pasado

- (af.) John undert**OOK** an important task *last month*.
(Juan emprendió una tarea importante el mes pasado.)

(neg.) John DID NOT undertAKE an important task *last month*.

(int.) DID John undertake an important task *last month*?

Antepresente

(af.) They *have* undertAKEN another rehabilitation plan.

(Ellos han emprendido otro plan de rehabilitación.)

(neg.) They *have* NOT undertAKEN another rehabilitation plan.

(int.) *Have* they undertAKEN another rehabilitation plan?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *AKE*, *OOK*, *AKEN*.

Infinitivo

I like *to shAKE* hands with my friends.

(Me gusta dar la mano a mis amigos.)

Presente

(af.) I *shAKE* hands with my friends.

(Yo doy la mano a mis amigos.)

(neg.) I DO NOT *shAKE* hands with my friends.

(int.) DO I *shAKE* hands with my friends?

Pasado

(af.) Robert *shOOK* hands with us *last night*.

(Roberto nos dio la mano anoche.)

(neg.) Robert DID NOT *shake* hands with us *last night*.

(int.) DID Robert *shake* hands with us *last night*?

Antepresente

- (af.) The nurse *has shAKEN* the medicine according to instructions.
(La enfermera ha agitado la medicina de acuerdo con las instrucciones.)
- (neg.) The nurse *has NOT shAKEN* the medicine according to instructions.
- (int.) *Has* the nurse *shAKEN* the medicine according to instructions?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *AKE*, *OOK*, *AKEN*.

Infinitivo

He is not going *to forsAKE* his relatives.
(Él no va a abandonar a sus familiares.)

Presente

- (af.) They *forsAKE* their families when they grow up.
(Ellos abandonan a sus familias cuando crecen.)
- (neg.) They **DO NOT** *forsAKE* their families when they grow up.
- (int.) **DO** they *forsAKE* their families when they grow up?

Pasado

- (af.) The tigress *forsOOK* her cubs when they grew up.
(La tigresa abandonó a sus cachorros cuando crecieron.)
- (neg.) The tigress **DID NOT** *forsake* her cubs when they grew up.
- (int.) **DID** the tigress *forsake* her cubs when they grew up?

Antepresente

- (af.) He *has forsAKEN* them.
(Él los ha abandonado.)
- (neg.) He *has NOT forsAKEN* them.

(int.) *Has he forsAKEN them?*

Clasificación: *EAR, ORE, ORN*.

Características: *Ear* es el rasgo afín en el infinitivo, *ore* en el pasado y *orn* en el participio pasado.

Fonética: Las letras afines en el infinitivo se pronuncian *er*, las del pasado *or* y las del participio pasado *orn*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
<i>EAR (er)</i>	<i>ORE (or)</i>	<i>ORN (orn)</i>
1. <i>to wEAR</i> (usar, llevar puesto)	<i>wORE</i> (usó, llevó puesto)	<i>wORN</i> (usado, llevado puesto)
2. <i>to tEAR</i> (desgarrar, arrancar)	<i>tORE</i> (desgarró, arrancó)	<i>tORN</i> (desgarrado, arrancado)
3. <i>to swEAR</i> (jurar, blasfemar)	<i>swORE</i> (juró, blasfemó)	<i>swORN</i> (jurado, blasfemado)
4. <i>to bEAR</i> (parir, dar fruto, soportar)	<i>bORE</i> (parió, dio fruto, soportó)	<i>bORN</i> (parido, dado fruto, soportado)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *EAR, ORE, ORN*.

Infinitivo

Mary likes *to wEAR* beautiful dresses.
(A María le gusta usar vestidos hermosos.)

Presente

(af.) Some students *wEAR* a necktie in school.
(Algunos estudiantes usan corbata en la escuela.)

(neg.) Some students DO NOT *wEAR* a necktie in school.

(int.) DO some students *wEAR* a necktie in school?

Pasado

(af.) Helen *wORE* a blue dress in the party *last night*.

(Elena llevó puesto un vestido azul en la fiesta de anoche.)

(neg.) Helen DID NOT *wear* a blue dress in the party *last night*.

(int.) DID Helen *wear* a blue dress in the party *last night*?

Antepresente

(af.) Mrs. Taylor *has wORN* her jewels *in every party*.

(La señora Taylor ha llevado puestas sus joyas en cada fiesta.)

(neg.) Mrs. Taylor *has NOT wORN* her jewels *in every party*.

(int.) *Has* Mrs. Taylor *wORN* her jewels *in every party*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *EAR*, *ORE*, *ORN*.

Infinitivo

The dog was trying *to tEAR* his clothes.

(El perro estaba tratando de desgarrar su ropa.)

Presente

(af.) That little boy *tEARs* his clothes when he is angry.

(Ese muchachito desgarrar su ropa cuando se enoja.)

(neg.) That little boy DOES NOT *tEAR* his clothes when he is angry.

(int.) DOES that boy *tEAR* his clothes when he is angry?

Pasado

- (af.) Mary t**ORE** a page from her book *yesterday*.
(María arrancó una página de su libro ayer.)
- (neg.) Mary DID NOT *tear* a page from her book *yesterday*.
- (int.) DID Mary *tear* a page from her book *yesterday*?

Antepresente

- (af.) The dog *has* t**ORN** the curtains in the parlor.
(El perro ha desgarrado las cortinas en la sala.)
- (neg.) The dog *has* NOT t**ORN** the curtains in the parlor.
- (int.) *Has* the dog t**ORN** the curtains in the parlor?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *EAR*, *ORE*, *ORN*.

Infinitivo

That man likes *to swEAR* in front of the children.
(A ese hombre le gusta blasfemar en frente de los niños.)

Presente

- (af.) Those boys *swEAR* in front of their teacher.
(Esos muchachos blasfeman en frente de su maestro.)
- (neg.) Those boys DO NOT *swEAR* in front of their teacher.
- (int.) DO those boys *swEAR* in front of their teacher?

Pasado

- (af.) He *swORE* to tell the truth
(Él juró decir la verdad.)
- (neg.) He DID NOT *swear* to tell the truth.
- (int.) DID he *swear* to tell the truth?

Antepresente

- (af.) You *have swORN* to tell the truth.
(Usted ha jurado decir la verdad.)
- (neg.) You *have NOT swORN* to tell the truth.
- (int.) *Have you swORN* to tell the truth?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *EAR, ORE, ORN*.

infinitivo

We do not have *to bEAR* that noise.
(No tenemos que soportar ese ruido.)

Presente

- (af.) You *bEAR* the pain without moaning.
(Tú soportas el dolor sin quejarte.)
- (neg.) You *DO NOT bEAR* the pain without moaning.
- (int.) *DO you bEAR* the pain without moaning?

Pasado

- (af.) This apple-tree *bORE* many apples *last year*.
(Este manzano dio muchas manzanas el año pasado.)
- (neg.) This apple-tree *DID NOT bear* many apples *last year*.
- (int.) *DID* this apple-tree *bear* many apples *last year*?

Antepresente

- (af.) That female-dog *has bORN* many little puppies.
(Esa perra ha parido muchos cachorritos.)

(neg.) That female-dog *has* NOT bORN many little puppies.

(int.) *Has* that female-dog bORN many little puppies?

Clasificación: *I-E, A-E, I-EN*.

Características: El rasgo común en el infinitivo es *i-e*, en el pasado *a-e* y en el participio pasado *i-en*.

Fonética Tanto la *i* del infinitivo como del participio pasado tienen casi el mismo sonido que en español, o sea, un sonido intermedio entre la *i* y la *e* (*i/e*).

En el infinitivo y el pasado la *e* es muda y en éste la vocal *a* se pronuncia *ei*, en tanto que *en* suena igual que en castellano.

<i>Infinitivo</i> (<i>I-E</i>)	<i>Pasado</i> (<i>A-E</i>)	<i>Participio Pasado</i> (<i>I-EN</i>)
1. <i>to gIvE</i> (dar)	<i>gAvE</i> (dió)	<i>gIvEN</i> (dado)
2. <i>to forgIvE</i> (perdonar)	<i>forgAvE</i> (perdonó)	<i>torgIvEN</i> (perdonado)
3. <i>to forbId</i> (prohibir)	<i>forbAdE</i> (prohibió)	<i>forbIddEN</i> (prohibido)
4. <i>to bId</i> (ofrecer, despedir*)	<i>bAdE</i> (ofreció, despidió)	<i>bIddEN</i> (ofrecido, despedido)

NOTA: Observe que *to forbid* y *to bid* no terminan en *e* en el infinitivo.

* To bid *farewell* significa despedirse.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *I-E, A-E, TEN*.

Infinitivo

I am going *to gIvE* him a reward for his efforts.
(Voy a darle a él una recompensa por sus esfuerzos.)

Presente

- (af.) The boss *gIvEs* us many presents *every Christmas*.
(El jefe nos da muchos regalos cada navidad.)
- (neg.) The boss **DOES NOT** *gIvE* us many presents *every Christmas*.
- (int.) **DOES** the boss *gIvE* us many presents *every Christmas*?

Pasado

- (af.) The manager *gAvE* him his profits sharing *last year*.
(El gerente le dio a él su reparto de utilidades el año pasado.)
- (neg.) The manager **DID NOT** *give* him his profits sharing *last year*.
- (int.) **DID** the manager *give* him his profits sharing *last year*?

Antepresente

- (af.) Their father *has gIvEN* them very much money.
(Su padre les ha dado mucho dinero.)
- (neg.) Their father *has NOT gIvEN* them very much money.
- (int.) *Has* their father *gIvEN* them very much money?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *I-E*, *A-E*, *I-EN*.

Infinitivo

I beg you *to forgIvE* me for my delay.
(Le ruego me perdone por mi tardanza.)

Presente

- (af.) Mother and father *forgIvE* our wrongdoings.
(Mamá y papá perdonan nuestras faltas.)

- (neg.) Mother and father DO NOT *forGIvE* our wrongdoings.
(int.) DO mother and father *forGIvE* our wrongdoings?

Pasado

- (af.) The teacher *forGAvE* John *yesterday*.
(El maestro perdonó a Juan ayer.)
(neg.) The teacher DID NOT *forgive* John *yesterday*.
(int.) DID the teacher *forgive* John *yesterday*?

Antepresente

- (af.) Our father *has forGIvEN* our debts.
(Nuestro padre ha perdonado nuestras deudas.)
(neg.) Our father *has* NOT *forGIvEN* our debts.
(int.) *Has* our father *forGIvEN* our debts?

Ejemplos ilustrativos de cómo emplear el verbo marcado coi. el número 3 en sus tiempos y formas fundamentales: clasificación *I-E*, *A-E*, *I-EN*.

Infinitivo

The principal will have *to forbId* smoking in school.
(El director tendrá que prohibir fumar en la escuela.)

Presente

- (af.) The teacher *forbIds* conversation in the classroom.
(El maestro prohíbe la conversación en el aula.)
(neg.) The teacher DOES NOT *forbId* conversation in the classroom.
(int.) DOES the teacher *forbId* conversation in the classroom?

Pasado

- (af.) The doctor forb A d E him liquor and tobacco.
(El doctor le prohibió a él el licor y el tabaco.)
- (neg.) The doctor DID NOT forbid him liquor and tobacco.
- (int.) DID the doctor forbid him liquor and tobacco?

Antepresente

- (af.) He *has* forb I dd E N us to smoke in school.
(Él nos ha prohibido fumar en la escuela.)
- (neg.) He *has* NOT forb I dd E N us to smoke in school.
- (int.) *Has* he forb I dd E N us to smoke in school?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *I-E*, *A-E*, *I EN*.

infinitivo

He likes *to* b I d. in the auctions.
(A él le gusta ofrecer en las subastas.)

Presente

- (af.) Robert b I ds farewell to his friends when he goes away.
(Roberto se despidió de sus amigos cuando él se aleja.)
- (neg.) Robert DOES NOT b I d farewell to his friends when he goes away.
- (int.) DOES Robert b I d farewell to his friends when he goes away?

Pasado

- (af.) That man b A d E too much in the auction *yesterday*.
(Ese hombre ofreció demasiado en la subasta ayer.)
- (neg.) That man DID NOT bid too much in the auction *yesterday*.
- (int.) DID that man bid too much in the auction *yesterday*?

Antepresente

- (af.) That bidder *has* bIddEN high amounts of money.
(Ese postor ha ofrecido altas cantidades de dinero.)
- (neg.) That bidder *has* NOT bIddEN high amounts of money.
- (int.) *Has* that bidder bIddEN high amounts of money?

Clasificación: *ET, OT, OTTEN*.

Características: Infinitivo *et*: pasado *ot*; y participio pasado *otten*.

Fonética: Igual que en español excepto la *g* que se pronuncia como en *gato*.

La primera *e* en *lo beget* tiene sonido de *i* latina.

<i>Infinitivo</i> (<i>ET</i>)	<i>Pasado</i> (<i>OT</i>)	<i>Participio Pasado</i> (<i>OTTEN</i>)
1. <i>to gET</i> (conseguir)	<i>gOT</i> (consiguió)	<i>gOTTEN</i> (o <i>got</i>) (conseguido)
2. <i>to forgET</i> (olvidar)	<i>forgOT</i> (olvido)	<i>forgOTTEN</i> (olvidado)
3. <i>to begET</i> (engendrar, causar)	<i>begOT</i> (engendró, causó)	<i>begOTTEN</i> (engendrado, causado)

Sub-clasificación: *EN* (participio pasado).

Características: El rasgo afin en el participio pasado es la terminación *EN*.

Fonética: Pronúnciese *ea* como *i* latina y la *a* de *ate* con sonido *et*. En *fall*, *fallen* la *a* suena como *o* y la *ll* como *l* castellana.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i> (<i>EN</i>)
1. <i>to eat</i> (comer)	<i>ate</i> (comió)	<i>eatEN</i> (comido)
2. <i>to fall</i> (caer)	<i>fell</i> (cayó)	<i>tallEN</i> (caído)

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *ET, OT, OTTEN*.

Infinitivo

They would like *to gET* a good price.
(A ellos les gustarla conseguir un buen precio.)

Presente

- (af.) I *gET* good profits *every year*.
(Yo consigo buenas utilidades todos los años.)
(neg.) I DO NOT *gET* profits *every year*.
(int.) DO I *gET* good profits *every year*?

Pasado

- (af.) John *gOT* a ten per cent discount in that purchase.
(Juan consiguió un diez por ciento de descuento en esa compra.)
(neg.) John DID NOT *get* a ten per cent discount in that purchase.
(int.) DID John *get* a ten per cent discount in that purchase?

Antepresente

- (af.) They *have gOTTEN* (o *got*) two seats for the theater.
(Ellos han conseguido dos asientos para el teatro.)
(neg.) They *have NOT gOTTEN* (o *got*) two seats for the theater.
(int.) *Have* they *gOTTEN* (o *got*) two seats for the theater?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *ET*, *OT*, *OTTEN*.

Infinitivo

She is trying *to forgET* that horrible accident.
(Ella está tratando de olvidar ese horrible accidente.)

Presente

- (af.) I forg*ET* my keys when I am in a hurry.
(Yo olvido mis llaves cuando estoy de prisa.)
- (neg.) I DO NOT forg*ET* my keys when I am in a hurry.
- (int.) DO I forg*ET* my keys when I am in a hurry?

Pasado

- (af.) He forg*OT* to bring his camera *yesterday*.
(Él olvidó traer su cámara ayer.)
- (neg.) He DID NOT forget to bring his camera *yesterday*.
- (int.) DID he forget to bring his camera *yesterday*?

Antepresente

- (af.) Mary *has* forg*OTTEN* her teacher's address.
(María ha olvidado la dirección de su maestra.)
- (neg.) Mary *has* NOT forg*OTTEN* her teacher's address.
- (int.) *Has* Mary forg*OTTEN* her teacher's address?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *ET*, *OT*, *OTTEN*.

Infinitivo

That stallion will have *to* beg*ET* fine horses.
(Ese caballo padre tendrá que engendrar magníficos caballos.)

Presente

- (af.) This bull beg*ETs* fine specimens.
(Este toro engendra magníficos ejemplares.)

(neg.) This bull DOES NOT beg*ET* fine specimens.

(int.) DOES this bull beg*ET* fine specimens?

Pasado

(af.) That patriarch beg*OT* many children.

(Ese patriarca engendró muchos hijos.)

(neg.) That patriarch DID NOT beget many children.

(int.) DID that patriarch beget many children?

Antepresente

(af.) This stallion *has* beg*OTTEN* a lot of specimens.

(Este caballo padre ha engendrado muchos ejemplares.)

(neg.) This stallion *has* NOT beg*OTTEN* a lot of specimens.

(int.) *Has* this stallion beg*OTTEN* a lot of specimens?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales sub-cla-sificación *EN* (participio pasado).

Infinitivo

I would like *to* eat chicken salad.

(Me gustaría comer ensalada de pollo.)

Presente

(af.) They eat dinner in a restaurant *every day*.

(Ellos comen en un restaurante todos los días.)

(neg.) They DO NOT eat dinner in a restaurant *every day*.

(int.) DO they eat dinner in a restaurant *every day*?

Pasado

- (af.) John ate pork chops *yesterday*.
(Juan comió chuletas de puerco ayer.)
- (neg.) John DID NOT eat pork chops *yesterday*.
- (int.) DID John eat pork chops *yesterday*?

Antepresente

- (af.) We *have* eat^{EN} shrimps *many times*.
(Hemos comido camarones muchas veces.)
- (neg.) We *have* NOT eat^{EN} shrimps *many times*.
- (int.) *Have* we eat^{EN} shrimps *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: sub-clasificación *EN* (participio pasado).

Infinitivo

He is going *to* fall if he keeps on skating.
(Él va a caerse si sigue patinando.)

Presente

- (af.) Henry falls when he skates.
(Enrique se cae cuando patina.)
- (neg.) Henry DOES NOT fall when he skates.
- (int.) DOES Henry fall when he skates?

Pasado

- (af.) Henry fell when he was skating *yesterday*.

(Enrique se cayó cuando estaba patinando ayer.)

(neg.) Henry DID NOT fall when he was skating *yesterday*

(int.) DID Henry fall when he was skating *yesterday*?

Antepresente

(af.) He *has* fallEN *many times* while skating.

(Él se ha caído muchas veces al patinar.)

(neg.) He *has* NOT fallEN *many times* while skating.

(int.) *Has* he fallEN *many times* while skating?

Clasificación: *OME*, *AME*, *OME*.

Características: El rasgo afín en el infinitivo son las letras *orne*; en el pasado *ame* y en el participio pasado *orne*. Nótese que el rasgo del infinitivo y el participio pasado son idénticos.

Fonética: Pronúnciese *om*, *eim*, *om* respectivamente las letras afines.

<i>Infinitivo</i> (<i>OME</i>)	<i>Pasado</i> (<i>AME</i>)	<i>Participio Pasado</i> (<i>OME</i>)
1. <i>to cOME</i> (venir)	<i>cAME</i> (vino)	<i>cOME</i> (venido)
2. <i>to becOME*</i> (llegar a ser, volverse)	<i>becAME</i> (llegó a ser, se volvió)	<i>becOME</i> (llegado a ser, convertido)
3. <i>to ovzrcOME</i> (sobreponerse, triunfar sobre)	<i>overcAME</i> (se sobrepuso, triunfó sobre)	<i>overcOME</i> (sobrepuesto, triunfado sobre)

* El verbo *to become* cuando va seguido de algunos adjetivos adquiere distintos significados. Ejemplos:

to become impatient = impacientarse
to become angry = enojarse
to become rich = enriquecerse
to become crazy = volverse loco
to become red = sonrojarse

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *OME*, *AME*, *OME*.

Infinitivo

They like *to cOME* here on week-ends.
(A ellos les gusta venir aquí los fines de semana.)

Presente

- (af.) My friends *cOME* for dinner on Sundays.
(Mis amigos vienen a comer los domingos.)
- (neg.) My friends **DO NOT** *cOME* for dinner on Sundays.
- (int.) **DO** my friends *cOME* for dinner on Sundays?

Pasado

- (af.) Henry *cAME* here *yesterday*.
(Enrique vino aquí ayer.)
- (neg.) Henry **DID NOT** *come* here *yesterday*.
- (int.) **DID** Henry *come* here *yesterday*?

Antepresente

- (af.) The tourists *have cOME* to this place *many times*.
(Los turistas han venido a este lugar muchas veces.)
- (neg.) The tourists *have NOT cOME* to this place *many times*.
- (int.) *Have* the tourists *cOME* to this place *many times*!

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *OME*, *AME*, *OME*.

Infinitivo

Paul wants *to becOME* a lawyer.
(Pablo quiere llegar a ser abogado.)

Presente

- (af.) They *becOME* impatient with the children.
(Ellos se impacientan con los niños.)

- (neg.) They DO NOT becOME impatient with the children.
(int.) DO they becOME impatient with the children?

Pasado

- (af.) Mr. Johnson becAME *président last year*.
(El señor Johnson llegó a ser presidente el año pasado.)
(neg.) Mr. Johnson DID NOT *become president last year*.
(int.) DID Mr. Johnson *become president last year*?

Antepresente

- (af.) My uncle *has becOME* United States citizen.
(Mi tío ha llegado a ser ciudadano de los Estados Unidos.)
(neg.) My uncle *has NOT becOME* United States citizen.
(int.) *Has* my uncle *becOME* United States citizen?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *OME*, *AME*, *OME*.

Infinitivo

You have *to overcOME* pain.
(Tienes que sobreponerte al dolor.)

Presente

- (af.) I *overcOME* fear during earthquakes.
(Me sobrepongo al miedo durante los temblores de tierra.)
(neg.) I DO NOT *overcOME* fear during earthquakes.
(int.) DO I *overcOME* fear during earthquakes?

Pasado

- (af.) He overc*AME* pain after his operation.
(Él se sobrepuso al dolor después de su operación.)
- (neg.) He DID NOT overcome pain after his operation.
- (int.) DID he overcome pain after his operation?

Antepresente

- (af.) Robert *has* overc*OME* his handicap.
(Roberto ha triunfado sobre su defecto físico.)
- (neg.) Robert *has* NOT overc*OMZE* his handicap.
- (int.) *Has* Robert overc*OME* his handicap?

Clasificaciones: *A*, *B* y *C* (Afinidad en el Participio Pasado solamente).

Características: Las tres clasificaciones *A*, *B* y *C* son desafines entre sí en el presente y pasado. La primera tiene como rasgo mnemotécnico la terminación *AIN* en sus participios pasados. La segunda, la terminación *EEN*. Y la tercera *ONE* en el participio pasado y *O* que es común en el infinitivo.

Fonética: Pronúnciese *ein*, *in* y *on* respectivamente dichos rasgos mnemotécnicos.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i> <i>AIN</i>
1. <i>to lie</i> (yacer, tenderse)	lay (yació, se tendió)	lAIN (yacido, tendido)
2. <i>to slay</i> (matar)	slew (mató)	slAIN (matado)

A

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i> <i>EEN</i>
1. <i>to be</i> (ser, estar)	was (era, estaba, estuvo) were (eran, estaban, estuvieron)	bEEN (sido, estado)
2. <i>to see</i> (ver)	saw (vio)	sEEN (visto)
3. <i>to foresee</i> (prever)	foresaw (previó)	foresEEN (previsto)

B

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i> <i>ONE</i>
1. <i>to dO</i> (hacer)	did (hizo)	dONE (hecho)
2. <i>to gO</i> (ir)	went (fue)	gONE (ido)
3. <i>to undergO</i> (someterse a, experimentar)	underwent (se sometió, experimentó)	undergONE (sometido, experimentado)

C

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación A.

Infinitivo

He had *to lie* on the floor during the shooting.
(Él tuvo que tenderse en el piso durante el tiroteo.)

Presente

- (af.) Mr. Taylor's tomb lies in the National Cementery.
(La tumba del señor Taylor está en el Cementerio Nacional)
- (neg.) Mr. Taylor's tomb DOES NOT lie in the National Cementery.
- (int.) DOES Mr. Taylor's tomb lie in the National Cementery?

Pasado

- (af.) He lay unconscious when he was hurt.
(Él yació inconsciente cuando fue herido.)
- (neg.) He DID NOT *lie* unconscious when he was hurt.
- (int.) DID he *lie* unconscious when he was hurt?

Antepresente

- (af.) The dead body *has IAIN* on the floor for hours.
(El cadáver ha yacido en el piso por horas.)
- (neg.) The dead body *has NOT IAIN* on the floor for hours.
- (int.) *Has* the dead body *IAIN* on the floor for hours?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación A.

Infinitivo

He didn't have *to slay* that man.
(Él no tenía que matar a ese hombre.)

Presente

- (af.) They slay innocent people.
(Ellos matan a gente inocente.)
- (neg.) They DO NOT slay innocent people.
- (int.) DO they slay innocent people?

Pasado

- (af.) He slew a man *last week*.
(Él le quitó la vida a un hombre la semana pasada.)
- (neg.) He DID NOT *slay* a man *last week*.
- (int.) DID he *slay* a man *last week*?

Antepresente

- (af.) They *have* slAIN many innocent people during the war.
(Ellos han matado a muchas personas inocentes durante la guerra.)
- (neg.) They *have* NOT slAIN many innocent people during the war.
- (int.) *Have* they slAIN many innocent people during the war?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *B*.

Infinitivo

We *have to be* prepared in case of emergency.
(Tenemos que estar preparados en caso de emergencia.)

Presente

- (af.) Henry *IS* busy *in the morning*.
(Enrique está ocupado en la mañana.)

- (neg.) Henry *IS NOT* busy *in the morning*.
(int.) *IS* Henry busy *in the morning*?

Pasado

- (af.) Alice *WAS* sick *yesterday*.
(Alicia estuvo enferma ayer.)
(neg.) Alice *WAS NOT* sick *yesterday*.
(int.) *WAS* Alice sick *yesterday*?

Antepresente

- (af.) They *have bEEN* friends *since a long time ago*.
(Ellos han sido amigos desde hace muchos años.)
(neg.) They *have NOT bEEN* friends *since a long time ago*.
(int.) *Have* they *bEEN* friends *since a long time ago*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación B.

Infinitivo

She would like *to* see her Mexican friends again.
(A ella le gustaría ver a sus amigos mexicanos otra vez.)

Presente

- (af.) They see him very *often*.
(Ellos lo ven muy seguido.)
(neg.) They *DO NOT* see him very *often*.
(int.) *DO* they see him very *often*?

Pasado

- (af.) Mary saw Charles *yesterday*.
(María vio a Carlos ayer.)
(neg.) Mary DID NOT *see* Charles *yesterday*.
(int.) DID Mary *see* Charles *yesterday*?

Antepresente

- (af.) We *have sEEN* many cow-boy pictures.
(Hemos visto muchas películas de vaqueros.)
(neg.) We *have NOT sEEN* many cow-boy pictures.
(int.) *Have we sEEN* many cow-boy pictures?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *B*.

Infinitivo

You have *to foresee* unexpected accidents.
(Usted tiene que prever accidentes inesperados.)

Presente

- (af.) The chief engineer foresees everything at the plant.
(El ingeniero en jefe prevé todo en la planta.)
(neg.) The chief engineer DOES NOT foresee everything at the plant.
(int.) DOES the chief engineer foresee everything at the plant?

Pasado

- (af.) He foresaw every detail in the maintenance department.
(Él previó todos los detalles en el departamento de mantenimiento.)
(neg.) He DID NOT *foresee* every detail in the maintenance department.
(int.) DID the *foresee* every detail in the maintenance department?

Antepresente

- (af.) He *has* foreseen every work accident.
(Él ha previsto todos los accidentes de trabajo.)
- (neg.) He *has* NOT foreseen every work accident.
- (int.) *Has* he foreseen every work accident?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación C.

Infinitivo

- I have *to do* this assignment right now.
(Tengo que hacer esta asignación en seguida.)

Presente

- (af.) Some housewives do their chores *every day*.
(Algunas amas de casa hacen sus labores domésticos todos los días.)
- (neg.) Some housewives DO NOT do their chores *every day*.
- (int.) DO some housewives do their chores *every day*?

Pasado

- (af.) Helen did her home-work *last night*.
(Elena hizo su tarea anoche.)
- (neg.) Helen DID NOT do her home-work *last night*.
- (int.) DID Helen do her home-work *last night*?

Antepresente

- (af.) They *have* done a good work *lately*.
(Ellos han hecho un buen trabajo últimamente.)

(neg.) They *have* NOT *dONE* a good work *lately*.

(int.) *Have* they *dONE* a good work *lately*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación C.

Infinitivo

I wish *to go* to a picnic next Sunday.

(Deseo ir a un día de campo el próximo domingo.)

Presente

(af.) Some students *go* to school on Saturday.

(Algunos estudiantes van a la escuela el sábado.)

(neg.) Some students **DO NOT** *go* to school on Saturday.

(int.) **DO** some students *go* to school on Saturday?

Pasado

(af.) John *went* to New York *last year*.

(Juan fue a Nueva York el año pasado.)

(neg.) John **DID NOT** *go* to New York *last year*.

(int.) **DID** John *go* to New York *last year*?

Antepresente

(af.) They *have gONE* to the theater.

(Ellos han ido al teatro.)

(neg.) They *have* NOT *gONE* to the theater.

(int.) *Have* they *gONE* to the theater?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación C.

Infinitivo

He does not want *to* undergo that surgical operation.
(Él no quiere someterse a esa operación quirúrgica.)

Presente

- (af.) My aunt undergoes medical treatments very *often*.
(Mi tía se somete a tratamientos médicos muy seguido.)
- (neg.) My aunt DOES NOT undergo medical treatments very *often*.
- (int.) DOES my aunt undergo medical treatments very *often*?

Pasado

- (af.) Paul underwent a surgical operation *last week*.
(Pablo se sometió a una operación quirúrgica la semana pasada.)
- (neg.) Paul DID NOT undergo a surgical operation *last week*.
- (int.) DID Paul undergo a surgical operation *last week*?

Antepresente

- (af.) She *has* underg**ONE** two surgical operations.
(Ella se ha sometido a dos operaciones quirúrgicas.)
- (neg.) She *has* NOT underg**ONE** two surgical operations.
- (int.) *Has* she underg**ONE** two surgical operations?

TERCER GRUPO

VERBOS CON FORMAS IDÉNTICAS EN EL INFINITIVO, PASADO Y PARTICIPIO PASADO

Clasificación: *ET, ET, ET* con variantes *EAD* y *EAT*.

Características: La combinación *et* es el rasgo común en sus tres formas excepto en *to spread*, *to sweat* y *to beat*.

Fonética: Pronúnciese *et* esta característica común. Las vocales *ea* en *spread* y *sweat* tienen sonido de *e* castellana, en tanto que la combinación *ea* en *beat* suena *i*. Sin embargo, advierta que en todos estos verbos predomina el sonido de la vocal *e*, excluyendo a *to beat*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to lET</i> (dejar, permitir)	<i>lET</i> (dejó, permitió)	<i>lET</i> (dejado, permitido)
2. <i>to sET</i> (fijar, poner)	<i>sET</i> (fijó, puso)	<i>sET</i> (fijado, puesto)
3. <i>to wET</i> (mojar, humedecer)	<i>wET</i> (mojó, humedeció)	<i>wET</i> (mojado, humedecido)
4. <i>to bET</i> (apostar)	<i>bET</i> (apostó)	<i>bET</i> (apostado)
5. <i>to sprEAD</i> (extender, desplegar)	<i>sprEAD</i> (extendió, desplegó)	<i>sprEAD</i> (extendido, desplegado)
6. <i>to swEAT*</i> (sudar)	<i>swEAD</i> (sudó)	<i>swEAT</i> (sudado)
7. <i>to bEAT**</i>	<i>bEAT</i>	<i>bEAT</i>

(batar, vener)	golpear,	(batió, venció)	golpeó,	(batido, vencido)	golpeado,
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* Este verbo puede también *ser* regular (to sweat-sweatiii).

** Su participio pasado también puede ser *beaten*. Por otra parte, *to beat* puede significar asimismo *latir* (the heart *beats*: late el corazón) al igual que *tocar* (*to beat* the drum: tocar el tambor).

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *ET, ET, ET*.

Infinitivo

I am going *to LET* you use my English book.
(Te voy a permitir usar mi libro de inglés.)

Presente

- (af.) I *LET* my friends play in the backyard.
(Yo deajo a mis amigos jugar en el patio trasero.)
(neg.) I **DO NOT** *LET* my friends play in the backyard.
(int.) **DO I** *LET* my friends play in the backyard?

Pasado

- (af.) The teacher *LET* him go home early *yesterday*.
(El maestro le permitió a él ir a su casa temprano ayer.)
(neg.) The teacher **DID NOT** *let* him go home early *yesterday*.
(int.) **DID** the teacher *let* him go home early *yesterday*?

Antepresente

- (af.) Our parents *have LET* us travel during the Summer.
(Nuestros padres nos han dejado viajar durante el verano.)
(neg.) Our parents *have NOT LET* us travel during the Summer.
(int.) *Have* our parents **1***ET* us travel during the Summer?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *ET, ET, ET*.

Infinitivo

The manager is going *to sET* the date for the next meeting.
(El gerente va a fijar la fecha para la próxima junta.)

Presente

- (af.) Mary *sETs* the table *every day*.
(María pone la mesa todos los días.)
- (neg.) Mary **DOES NOT** *sET* the table *every day*.
- (int.) **DOES** Mary *sET* the table *every day*?

Pasado

- (af.) You *sET* the clock on time *yesterday*.
(Usted puso el reloj en hora ayer.)
- (neg.) You **DID NOT** *set* the clock on time *yesterday*.
- (int.) **DID** you *set* the clock on time *yesterday*?

Antepresente

- (af.) They *have sET* the date for the next meeting.
(Ellos han fijado la fecha para la próxima junta.)
- (neg.) They *have NOT sET* the date for the next meeting.
- (int.) *Have* they *sET* the date for the next meeting?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *ET, ET, ET*.

Infinitivo

I think this rain is going *to wET* the dry fields soon.
(Yo creo que esta lluvia va a mojar los campos secos pronto.)

Presente

- (af.) The rains *wET* this region during this season.
(Las lluvias mojan esta región durante esta estación.)
- (neg.) The rains **DO NOT** *wET* this region during this season.
- (int.) **DO** the rains *wET* this region during this season?

Pasado

- (af.) The gardener *wET* the grass *last week*.
(El jardinero mojó el césped la semana pasada.)
- (neg.) The gardener **DID NOT** *wET* the grass *last week*.
- (int.) **DID** the gardener *wET* the grass *last week*?

Antepresente

- (af.) The woman *has wET* the clothes before ironing them.
(La mujer ha humedecido la ropa antes de plancharla.)
- (neg.) The woman *has NOT wET* the clothes before ironing them?
- (int.) *Has* the woman *wET* the clothes before ironing them?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *ET, ET, ET*.

Infinitivo

He likes *to bET* money in the horse races.
(A él le gusta apostar dinero en las carreras de caballos.)

Presente

- (af.) Some gamblers *bET* money in *every* horse-race.
(Algunos jugadores apuestan dinero en todas las carreras de caballos.)
- (neg.) Some gamblers DO NOT *bET* money in *every* horserace.
- (int.) DO some gamblers *bET* money in *every* horse-race?

Pasado

- (af.) He *bET* too much money in the *last* race.
(Él apostó demasiado dinero en la última carrera.)
- (neg.) He DID NOT *bet* too much money in the *last* race.
- (int.) DID he *bet* too much money in the *last* race?

Antepresente

- (af.) John *has bET* them very much money in the horse-races.
(Juan les ha apostado mucho dinero en las carreras de caballos.)
- (neg.) John *has NOT bET* them very much money in the horse-races.
- (int.) *Has* John *bET* them very much money in the horse-races?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *ET, ET, ET*.

Variante: *EAD, EAD, EAD*.

Infinitivo

The dying eagle was trying *to sprEAD* its wings in vain.
(El águila moribunda estaba tratando de extender sus alas en vano.)

Presente

- (af.) Some birds *sprEAD* their wings as they fly.
(Algunas aves extienden las alas cuando vuelan.)

- (neg.) Some birds DO NOT sprEAD their wings as they fly.
(int.) DO some birds sprEAD their wings as they fly?

Pasado

- (af.) The epidemic sprEAD over the city very quickly.
(La epidemia se extendió sobre la ciudad muy rápidamente.)
(neg.) The epidemie DID NOT spread over the city very quickly.
(int.) DID the epidemic spread over the city very quickly?

Antepresente

- (af.) The infection has sprEAD all over his wound.
(La infección se ha extendido por toda su herida.)
(neg.) The infection has NOT sprEAD all over his wound.
(int.) Has the infection sprEAD all over his wound?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación: *ET, ET, ET*.

Variante: *EAT, EAT, EAT*.

Infinitivo

You are going to swEAT very much in that hot weather.
(Tú vas a sudar mucho en ese clima caliente.)

Presente

- (af.) I swEAT very much during the Summer.
(Yo sudo mucho durante el verano.)
(neg.) I DO NOT swEAT very much during the Summer.
(int.) DO I swEAT very much during the Summer?

Pasado

- (af.) You swEAT a lot in that crowded bus *yesterday*.
(Usted sudó mucho en ese autobús atestado ayer.)
- (neg.) You DID NOT sweat a lot in that crowded bus *yesterday*.
- (int.) DID you sweat a lot in that crowded bus *yesterday*?

Antepresente

- (af.) We *have* swEAT a great deal *during this mountain-climbing*.
(Hemos sudado mucho durante la ascensión de esta montaña.)
- (neg.) We *have* NOT swEAT a great deal *during this mountain-climbing*.
- (int.) *Have* we swEAT a great deal *during this mountain-climbing*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 7 en sus tiempos y formas fundamentales: clasificación *ET, ET, ET*.

Variante: *EAT, EAT, EAT*.

Infinitivo

Mary likes *to* bEAT the eggs for the cake.
(A María le gusta batir los huevos para el pastel.)

Presente

- (af.) Henry bEATs the drum in the school band.
(Enrique toca el tambor en la banda de la escuela.)
- (neg.) Henry DOES NOT bEAT the drum in the school band.
- (int.) DOES Henry bEAT the drum in the school band?

Pasado

- (af.) The world's champion bEAT his foe in the first round.

(El campeón mundial venció a su oponente en el primer asalto.)

(neg.) The world's champion DID NOT *beat* his foe in the first round.

(int.) DID the world's champion *beat* his foe in the first round?

Antepresente

(af.) That man *has bEAT* (*beaten*) his wife *many times*.

(Ese hombre ha golpeado a su esposa muchas veces.)

(neg.) That man *has NOT bEAT* (*beaten*) his wife *many times*.

(int.) *Has* that man *bEAT* (*beaten*) his wife *many times*?

Clasificación: *IT, IT, IT*.

Características: La combinación *IT* es el rasgo común en sus tres formas.

Fonética: Pronunciése la vocal *i* con sonido intermedio entre la *i* y la *e*, o sea, con la abertura bucal de la *i* pero emitiendo el sonido de la *e*. En suma, dicha combinación *IT* se pronuncia igual que el pronombre *it*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to hIT</i> (pegar, golpear)	<i>hIT</i> (pegó, golpeó)	<i>hIT</i> (pegado, golpeado)
2. <i>to quIT</i> (dejar de, renunciar)	<i>quIT</i> (dejó de, renunció)	<i>quIT</i> (dejado de, renunciado)
3. <i>to spIT</i> (escupir)	<i>spIT</i> (escupió)	<i>spIT</i> (escupido)
4. <i>to splIT</i> (dividir)	<i>splIT</i> (dividió)	<i>splIT</i> (dividido)

Sub-clasificación: *ID, ID, ID*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to bID</i> (ofrecer, despedirse)*	<i>bID</i> (ofreció, despidió)*	<i>bID</i> (ofrecido, despedido)*
2. <i>to get rID</i> (deshacerse, librarse)**	<i>got rID</i> (se deshizo, se libró)	<i>got rID</i> (deshecho, librado)

* *To bid farewell* significa *despedirse*, o sea, sólo cuando se combinan estas dos palabras. Recuérdese que *to bid* se halla también agrupado en la clasificación *I-E, A-E, I-EN*: *to bid, bade, bidden*.

** *To get rid* es un verbo reflexivo cuya radical es *to get, got, got* o *gotten*. Es por lo tanto un verbo compuesto que se apega al patrón de su radical. Por otra parte, existe también el verbo *to rid, rid, rid* pero no es reflexivo y el cual significa *librar, quitar de encima*.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *IT, IT IT*.

infinitivo

Robert likes *to hIT* the ball with his bat.
(A Roberto le gusta pegarle a la pelota con su bate.)

Presente

- (af.) The boys *hIT* the ball very hard when they play base-ball.
(Los muchachos golpean la pelota muy fuerte cuando juegan al beisbol.)
- (neg.) The boys **DO NOT** *hIT* the ball very hard when they play base-ball.
- (int.) **DO** the boys *hIT* the ball very hard when they play base-ball?

Pasado

- (af.) John *hIT* Peter with a stick *yesterday*.
(Juan le pegó a Pedro con un palo ayer.)
- (neg.) John **DID NOT** *hit* Peter a stick *yesterday*.
- (int.) **DID** John *hit* Peter with a stick *yesterday*?

Antepresente

- (af.) George *has hIT* little brother *many times*.
(Jorge le ha pegado a su hermanito muchas veces.)
- (neg.) George *has NOT hIT* little brother *many times*.
- (int.) *Has* George *hIT* his little brother *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *IT, IT, IT*.

Infinitivo

My brother is not going *to quIT* his job.
(Mi hermano no va a renunciar a su empleo.)

Presente

- (af.) You *quIT* your jobs *often*.
(Tú renuncias a tus empleos muy seguido.)
(neg.) You DO NOT *quIT* your jobs *very often*.
(int.) DO you *quIT* your jobs *very often*?

Pasado

- (af.) John *quIT* smoking *last month*.
(Juan dejó de fumar el mes pasado.)
(neg.) John DID NOT *quit* smoking *last month*.
(int.) DID John *quIT* smoking *last month*?

Antepresente

- (af.) Mr. Taylor *has quIT* his position.
(El señor Taylor ha renunciado a su puesto.)
(neg.) Mr. Taylor *has NOT quIT* his position.
(int.) *Has* Mr. Taylor *quIT* his position?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *IT, IT, IT*.

Infinitivo

You do not have *to spIT* on the floor.
(Tú no tienes que escupir en el piso.)

Presente

- (af.) Those students *spIT* on the floor.
(Esos estudiantes escupen en el piso.)
- (neg.) Those students **DO NOT** *spIT* on the floor.
- (int.) Do those students *spIT* on the floor?

Pasado

- (af.) He *spIT* on the floor *yesterday*.
(Él escupió en el piso ayer.)
- (neg.) He **DID NOT** *spit* on the floor *yesterday*.
- (int.) **DID** he *spit* on the floor *yesterday*?

Antepresente

- (af.) He *has spIT* on the floor *many times*.
(Él ha escupido en el piso muchas veces.)
- (neg.) He *has NOT spIT* on the floor *many times*.
- (int.) *Has* he *spIT* on the floor *many times*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *IT, IT, IT*.

Infinitivo

He his going *to spIT* the earnings tomorrow.
(Él va a dividir las ganancias mañana.)

Presente

- (af.) They *spIT* the profits among themselves *extery year*
(Ellos se dividen las utilidades cada año.)
- (neg.) They **DO NOT** *spIT* the profits among themselves *every year*.
- (int.) **DO** they *spIT* the profits among themselves *every year*?

Pasado

- (af.) Robert *splIT* the money among his friends *yesterday*.
(Roberto dividió el dinero entre sus amigos ayer.)
- (neg.) Roben *DID NOT split* the money among his friends *yesterday*.
- (int.) *DID* Robert *split* the money among his friends *yesterday*?

Antepresente

- (af.) They *have splIT* the profits among themselves.
(Ellos se lian dividido las utilidades.)
- (neg.) They *have NOT splIT* the profits among themselves.
- (int.) *Have* they *splIT* the profits among themselves?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: sub-cla-sificación *ID*, *ID*, *ID*.

infinitivo

He likes *to bID* too much money in the auctions.
(A él le gusta ofrecer demasiado dinero en las subastas.)

Presente

- (af.) You *bID* money in *every* auction.
(Usted ofrece dinero en cada subasta.)
- (neg.) You *DO NOT bID* money in *every* auction.
- (int.) *DO* you *bID* money in *every* auction?

Pasado

- (af.) He *bID* a higher price *during the last* auction.
(Él ofreció un precio más alto durante la última subasta.)

- (neg.) He DID NOT *bid* a higher price *during the last* auction.
(int.) DID he *bid* a higher price *during the last* auction?

Antepresente

- (af.) Henry *has bid* farewell to all his friends.
(Enrique se ha despedido de todos sus amigos.)
(neg.) Henry *has NOT bid* farewell to all his friends.
(int.) *Has* Henry *bid* farewell to all his friends?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: sub-clasificación *ID*, *ID*, *ID*.

Infinitivo

He is trying to get *riD* of me.
(Él está tratando de deshacerse de mí.)

Presente

- (af.) My aunt gets *riD* of the mice *every month*.
(Mi tía se libra de los ratones cada mes.)
(neg.) My aunt DOES NOT get *riD* of the mice *every month*.
(int.) DOES my aunt get *riD* of the mice *every month*?

Pasado

- (af.) They got *riD* of all their old furniture.
(Ellos se deshicieron de todos sus muebles viejos.)
(neg.) They DID NOT get *riD* of all their old furniture.
(int.) DID they get *riD* of all their old furniture?

Antepresente

- (af.) We *have* got *rID* of the bugs at home.
(Nos hemos librado de los insectos en casa.)
- (neg.) We *have* NOT got *rID* of the bugs at home.
- (int.) *Have* we got *rID* of the bugs at home?

Clasificación: *U-T* u *O-T*.

Características: Las letras *u-t* y *o-t* son rasgos comunes en esta agrupación.

Fonética: Las vocales *u* y *o* tienen sonido de *o* española en la mayoría de los verbos. Solamente en *to put* suena como *u* y en *to hurt* y *to burst* como *e*.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to cUT</i> (cortar, partir)	<i>cUT</i> (cortó, partió)	<i>cUT</i> (cortado, partido)
2. <i>to shUT</i> (cerrar)	<i>shUT</i> (cerró)	<i>shUT</i> (cerrado)
3. <i>to thrUsT*</i> (introducir, meter)	<i>thrUsT</i> (introdujo, metió)	<i>thrUsT</i> (introducido, metido)
4. <i>to cOsT</i> (costar)	<i>cOsT</i> (costó)	<i>cOsT</i> (costado)
5. <i>to hUrT</i> (herir, lastimar)	<i>hUrT</i> (hirió, lastimó)	<i>hUrT</i> (herido, lastimado)
6. <i>to bUrsT</i> (reventar, estallar)	<i>bUrsT</i> (reventó, estalló)	<i>bUrsT</i> (reventado, estallado)
7. <i>to pUT</i> (poner, colocar)	<i>pUT</i> (puso, colocó)	<i>pUT</i> (puesto, colocado)

* El sonido de *th* en *to thrust* es equivalente al de la *z* como se pronuncia en España: azul.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *U-T* u *O-T*.

Infinitivo

Alex likes *to cUT* wood for firewood.

(A Alejandro le gusta cortar madera para leña.)

Presente

- (af.) They *cUT* wood for firewood *every week*.
(Ellos cortan madera para leña cada semana.)
- (neg.) They **DO NOT** *cUT* wood for firewood *every week*.
- (int.) **DO** they *cUT* wood for firewood *every week*?

Pasado

- (af.) John *cUT* his finger *yesterday*.
(Juan se cortó el dedo ayer.)
- (neg.) John **DID NOT** *cut* his finger *yesterday*.
- (int.) **DID** John *cut* his finger *yesterday*?

Antepresente

- (af.) Alice *has cUT* the linen according to the pattern.
(Alicia ha cortado la teJa de acuerdo con el patrón.)
- (neg.) Alice *has NOT cUT* the linen according to the pattern.
- (int.) *Has* Alice *cUT* the linen according to the pattern?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *U-T* u *O-T*.

infinitivo

He will have *to shUT up* right now.
(Él tendrá que callarse la boca ahora mismo.)

Presente

- (af.) I shUT the door *extery night*.
(Yo cierro la puerta todas las noches.)
- (neg.) I DO NOT shUT the door *every night*.
- (int.) DO I shUT the door *every night*?

Pasado

- (af.) Mary shUT the window *last night*.
(María cerró la ventana anoche.)
- (neg.) Mary DID NOT shut the window *last night*.
- (int.) DID Mary shut the window *last night*?

Antepresente

- (af.) She *has* shUT all the doors and windows.
(Ella ha cerrado todas las puertas y ventanas.)
- (neg.) She *has* NOT shUT all the doors and windows.
- (int.) *Has* she shUT all the door and windows?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *U-T* u *O-T*.

Infinitivo

He tried *to thrUsT* a knife into his enemy's back.
(Él intentó introducir un cuchillo en la espalda de su enemigo.)

Presente

- (af.) They thrUsT a sword to the bull in bull-fightings.
(Ellos le introducen una espada al toro en las corridas de toros.)
- (neg.) They DO NOT thrUsT a sword to the bull in bull-fightings.
- (int.) DO they thrUsT a sword to the bull in bull-fightings?

Pasado

- (af.) Paul *thrUsT* a coin in his pocket *yesterday*.
(Pablo se metió una moneda en su bolsillo ayer.)
- (neg.) Paul DID NOT *thrust* a coin in his pocket *yesterday*.
- (int.) DID Paul *thrust* a coin in his pocket *yesterday*?

Antepresente

- (af.) The doctors *have thrUsT* a tube in the patient's nose.
(Los médicos han introducido un tubo en la nariz del paciente.)
- (neg.) The doctors *have NOT thrUsT* a tube in the patient's nose.
- (int.) *Have* the doctors *thrUsT* a tube in the patient's nose?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 4 en sus tiempos y formas fundamentales: clasificación *U-T* u *O-T*.

Infinitivo

That house is going *to cOsT* more than I figured.
(Esa casa va a costar más de lo que creí.)

Presente

- (af.) Grapes *cOsT* very cheap in this time of the year.
(Las uvas cuestan muy baratas en esta época del año.)
- (neg.) Grapes DO NOT *cOsT* very cheap in this time of the year.
- (int.) DO grapes *cOsT* very cheap in this time of the year?

Pasado

- (af.) This car *cOsT* five thousand dollars *last year*.
(Este auto costó cinco mil dólares el año pasado.)

- (neg.) This car DID NOT cost five thousand dollars *last year*.
(int.) DID the this car cost five thousand dollars *last year*?

Antepresente

- (af.) These books *have cOsT* a lot of money.
(Estos libros han costado mucho dinero.)
(neg.) These books *have NOT cOsT* a lot of money
(int.) *Have* these books *cOsT* a lot of money?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 5 en sus tiempos y formas fundamentales: clasificación *U-T* u *O-T*.

Infinitivo

You are going *to hUrT* yourself with that knife.
(Te vas a herir con esa navaja.)

Presente

- (af.) Peter *hUrTs* his friends when they play together.
(Pedro lastima a sus amigos cuando juegan juntos.)
(neg.) Peter DOES NOT *hUrT* his friends when they play together.
(int.) DOES Peter *hUrT* his friends when they play together?

Pasado

- (af.) Edward *hUrT* his arm *yesterday*.
(Eduardo se lastimó el brazo ayer.)
(neg.) Edward DID NOT *hurt* his arm *yesterday*.
(int.) DID Edward *hUrT* his arm *yesterday*?

Antepresente

- (af.) Car drivers *have* hUrT many pedestrians *this year*.
(Los automovilistas han lesionado a muchos peatones este año.)
- (neg.) Car drivers *have* NOT hUrT many pedestrians *this year*.
- (int.) *Have* car divers hUrT many pedestrians *this year*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 6 en sus tiempos y formas fundamentales: clasificación *U-T* u *O-T*.

Infinitivo

That tire is probably going *to* bUrsT soon.
(Ese neumático probablemente va a reventar pronto.)

Presente

- (af.) Those mines bUrsT very easily.
(Esas minas estallan muy fácilmente.)
- (neg.) Those mines DO NOT bUrsT very easily.
- (int.) DO those mines bUrsT very easily?

Pasado

- (af.) Helen bUrsT *into* tears *yesterday*.
(Elena estalló en llanto ayer.) Lit: estalló en lágrimas.
- (neg.) Helen DID NOT *burst into* tears *yesterday*.
- (int.) DID Helen *burst into* tears *yesterday*?

Antepresente

- (af.) Richard *has* bUrsT the door *open*.
(Ricardo ha abierto la puerta con violencia.)
- (neg.) Richard *has* NOT bUrsT the door *open*.
- (int.) *Has* Richard bUrsT the door *open*?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 7 en sus tiempos y formas fundamentales: clasificación *U-T* u *O-T*.

Infinitivo

You do not have *to pUT* your books on that table.
(Tú no tienes que poner tus libros en esa mesa.)

Presente

- (af.) I *pUT* my clothes on that chair.
(Yo pongo mi ropa en esa silla.)
- (neg.) I **DO NOT** *pUT* my clothes on that chair.
- (int.) **DO** I *pUT* my clothes on that chair?

Pasado

- (af.) The manager *pUT* the contract on his desk.
(El gerente puso el contrato sobre el escritorio.)
- (neg.) The manager **DID NOT** *put* the contract on his desk.
- (int.) **DID** the manager *put* the contract on his desk?

Antepresente

- (af.) They *have pUT* on their shoes in a hurry.
(Ellos se han puesto ios zapatos de prisa.)
- (neg.) They *have NOT pUT* on their shoes in a hurry.
- (int.) *Have* they *pUT* on their shoes in a hurry?

Clasificación: *CAST, CAST, CAST*.

Características: Las letras *cast* son el rasgo común en este grupo.

Fonética: El sonido de estas letras es igual que el que tienen en castellano.

<i>Infinitivo</i>	<i>Pasado</i>	<i>Participio Pasado</i>
1. <i>to CAST</i> (tirar, arrojar, echar)	<i>CAST</i> (tiró, arrojó, echó)	<i>CAST</i> (tirado, arrojado, echado)
2. <i>to broadCAST*</i> (difundir)	<i>bxozdCAST</i> (difundió)	<i>broadCAST</i> (difundido)
3. <i>to foreCAST*</i> (predecir)	<i>foreCAST</i> (difundió)	<i>foreCAST</i> (predicho)

* Los verbos *to broadcast* y *to forecast* también pueden ser regulares: *broadcastED, forecastED*.

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 1 en sus tiempos y formas fundamentales: clasificación *CAST, CAST, CAST*.

Infinitivo

You do not have *to CAST* stones to anybody.
(Tú no tienes que tirar piedras a nadie.)

Presente

- (af.) Robert and John *CAST* lots with their friends.
(Roberto y Juan echan suertes con sus amigos.)
- (neg.) Robert and John DO NOT *CAST* lots with their friends.
- (int.) DO Robert and John *CAST* lots with their friends?

Pasado

- (af.) The crowd *CAST* stones to a mad dog *yesterday*.

(La muchedumbre tiró piedras a un perro rabioso ayer.)

(neg.) The crowd DID NOT *cast* stones to a mad dog *yesterday*.

(int.) DID the crowd *cast* stones to a mad dog *yesterday*?

Antepresente

(af.) They *have CAST* a *glance* to that sales report.

(Ellos han echado una ojeada a ese informe de ventas.)

(neg.) They *have NOT CAST* a *glance* to that sales report.

(int.) *Have* they *CAST* a *glance* to that sales report?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 2 en sus tiempos y formas fundamentales: clasificación *CAST*, *CAST*, *CAST*.

Infinitivo

They are going *to broadCAST* that radio show from coast to coast.

(Van a difundir esa función de radio de costa a costa.)

Presente

(af.) They *broadCAST* a transmission in Spanish *every night*.

(Ellos difunden una transmisión en español todas las noches.)

(neg.) They DO NOT *broadCAST* a transmission in Spanish *every night*.

(int.) DO they *broadCAST* a transmission in Spanish *every night*?

Pasado

(af.) They *brozdCAST* a television program from coast to coast *last night*.

(Ellos difundieron un programa de televisión de costa a costa anoche.)

- (neg.) They DID NOT broadcast a television program from coast to coast *last night*.
- (int.) DID they broadcast a television program from coast to coast *last night*?

Antepresente

- (af.) They *have* broadCAST many cultural programs on television.
(Ellos han difundido muchos programas culturales por televisión.)
- (neg.) They *have* NOT broadCAST many cultural programs on television.
- (int.) *Have* they broadCAST many cultural programs on television?

Ejemplos ilustrativos de cómo emplear el verbo marcado con el número 3 en sus tiempos y formas fundamentales: clasificación *CAST, CAST, CAST*.

Infinitivo

Some scientists are trying *to foreCAST* the weather of earth in a hundred years.
(Algunos hombres de ciencia están tratando de predecir el estado atmosférico de la tierra dentro de cien años.)

Presente

- (af.) Some newspapers foreCAST the weather *every day*.
(Algunos periódicos predicen el estado atmosférico todos los días.)
- (neg.) Some newspapers DO NOT foreCAST the weather *every day*.
- (int.) DO some newspapers foreCAST the weather *every day*?

Pasado

- (af.) The Weather Bureau foreCAST bad weather *yesterday*.
(La oficina meteorológica predijo mal tiempo ayer.)
- (neg.) The Weather Bureau DID NOT forecast bad weather *yesterday*.

(int.) DID the Weather Bureau forecast bad weather, *yesterday*?

Antepresente

(af.) The Radio Broadcastings *have* foreCAST showers and cloudy weather.

(Las radiodifusoras han predicho aguaceros y tiempo nublado.)

(neg.) The Radio Broadcastings *have* NOT foreCAST showers and cloudy weather.

(int.) *Have* the Radro Broadcastings foreCAST showers and cloudy weather?

LOS VERBOS REGULARES MAS USUALES

Para complementar en forma cabal y exitosa este enfoque lingüístico para la asimilación efectiva del inglés, se da a continuación una lista de verbos esenciales en la más usual expresión cotidiana.

Como puede apreciarse, esta selección ha sido hecha tomando como base su orden alfabético en español, con traducción al inglés, a fin de facilitar la rápida localización de la acción que se desee expresar en esa lengua extranjera.

El objeto primordial de esta recopilación es que usted pueda expresar en inglés cada uno de los verbos esenciales en todas sus formas gramaticales básicas, con la ayuda, claro está, de los patrones de construcción aquí expuestos. Éstos servirán de modelo eficaz para formar cualquier tipo de oración en cualquier momento dado.

A

Abandonar, abandon
Abanicar, fan
Abarcar, comprehend
Abastecer, cater; supply; furnish; afford
Abatir, depress
Abdicar, abdicate
Ablandar, soften
Abofetear, slap
Abogar, plead
Abolir, abolish
Abordar, board
Aborrecer, detest; hate
Abotonar, button
Abrazar, embrace; hug
Abreviar, abbreviate
Abrigar, cherish
Abrigar, shelter

Abrir, open
Abrir (con Have), unlock
Abrochar, button
Abrocharse, fasten
Abrumar, overwhelm; bewilder
Absolver, absolve
Absorber, absorb
Abstenerse, abstain
Abstenerse de, refrain
Aburrir, bore
Abusar, abuse
Acalorar, excite
Acalorarse, chafe
Acanalar, corrugate
Acampar, camp
Acariciar, caress
Acariciar (moralmente), cherish
Acariciar mimar, pet
Aceitar, lubricate; oil
Acelerar, precipitate
Acentuar (palabras), accent
Acentuar, enfatizar, accentuate
Acepillar, plane
Aceptar, accept
Acercarse, approach
Acceder, accede
Aclamar, acclaim
Aclarar, clarify; clear
Aclimatar, acclimate
Acomodar, accommodate
Acompañar, accompany; escort
Aconsejar, advise; counsel
Acontecer, happen
Acordar, concert
Acortar, shorten
Acosar, harass
Acreditar, accédite

Activar, activate
Acumular, accumulate; store
Acuñar, coin
Acusar, accuse
Achacar, attribute
Adaptar, adapt
Adherir, adhere
Adivinar, guess
Adjudicar, adjudicate
Administrar, administer
Admirar, admire
Admitir, admit; concede
Adorar, adore; worship
Adornar, adorn; decorate; ornament
Adquirir, acquire
Aducir, adduce
Adular, flatter; cajole
Adulterar, adulterate
Advertir, warn; notice
Afamar, fame
Ajear, disfigure
Afectar, affect
Afilar, sharpen
Afinar, tone; tune
Afirmar, affirm; assure
Afligir afflict
Aflojar, loosen; unfasten; unloosen
Aforar, appraise
Afrontar, affront; face
Agarrar, grasp; grip; seize
Agitar, agitate
Agitar, stir
Agitarse (el mar), surge
Agolparse, crowd
Agotar, exhaust
Agradar, please
Agradecer, appreciate

Agradecer, thank
Agrandar, enlarge
Agraviar, wound
Agrietarse, crack
Agrupar, group
Aguardar, wait; expect
Agujerear, perforate
Ahogar, choke
Ahogar(se), drown
Ahondar, deepen
Ahorcar (colgando), hang
Ahorrar, save
Ahumar, fumigate
Airear, air
Ajustar, adjust
Alabar, praise
Alardear, bluff; boast
Alargar, lengthen
Alarmar, alarm
Albergar, shelter
Alcanzar, reach; attain
Alegrarse, cheer
Alegrarse, rejoice
Alentar, encourage; animate
Aletear, wing
Alfombrar, carpet
Aliar, ally
A linear, line
Aliviar, ease
Almacenar, store
Almidonar, starch
Almorzar, lunch
Alojar, house; lodge
Alquilar, hire; rent
Alterar, alter
Alternar, alternate
Aludir, allude

Alumbrar, light
Alzar, raise; lift
Amalgamar, amalgamate
Amamantar, suckle; suck
Amanecer, dawn
Amansar, domesticate; tame
Amar, love
Amarrar, tie
Amenazar, menace
Amenazar, *amagar*, threaten
Aminorar, lessen
Amonestar, admonish
Amontonar, pile
Amortizar, redeem
Amotinarse, riot
Ampliar, *ensanchar*, widen
Amplificar, amplify
Amputar, amputate
Amueblar, furnish
Analizar, analyze
Anclar, anchor
Andar, walk; hike
Anexar, annex
Anhelar, long
Anhelar, yearn
Anidar, nest
Animar, animate; encourage
Aniquilar, annihilate
Antagonizar, antagonize
Anticipar, anticipate
Anudar, knot
Anular, abrogate
Anunciar, advertise
Anunciar, announce
Apadrinar, sponsor
Aparentar, pretend
Apedrear, lapidate; stone

Apelar, appeal
Apiñarse, crowd
Aplacar, appease
Aplanar, flatten
Aplastar, smash
Aplaudir, applaud; clap
Aplicar, apply
Apoyar, back
Apoyar, support; second
Apreciar, aforar, appraise
Apreciar, appreciate; esteem
Apremiar, urge
Aprender, learn
Apresurar, precipitate
Apresurar, urge
Apresurarse, hurry; hasten
Apresurarse, rush
Apretar, compress
Apretar, push; squeeze
Apretar, tighten
Aprobar, approve
Apropiarse, appropriate
Aprovechar, avail
Aproximarse, approach
Apuntar, aim
Apuntar, señalar, point
Apurarse, hurry; hasten
Aquietar, appease
Arar, furrow; plow; plough
Arar, plow; plough
Arbitrar, umpire
Archivar, file, record
Arder, kindle
Arengar, harangue
Argüir, argue
Argumentar, argue
Armar, arm

Armonizar, harmonize
Articular, articulate
Arraigarse, root
Arrancar (un carro), start
Arrasar, desolate
Arrasar, raze
Arrastrar, drag
Arrastrar, haul
Arrastrar, trail
Arrastrar, remolcar, tug
Arrastrarse, crawl
Arrebatar, snatch
Arreglar, arrange; fix
Arreglar las uñas, manicure
Arreglar, componer, zurcir, remendar, mend
Arreglar, componer (el pelo), trim
Arremolinarse, swirí
Arrendar, alquilar, lease; rent
Arrepentirse, arrepentirse de, repent
Arrestar, arrest
Arribar, arrive
Arriesgarse, dare; expose
Arriesgar(se), risk
Arriaconcr, corner
Arrogarse, usurp
Arrojar, vomit
Arrugar, corrugate
Arrugarse, wrinkle
Arrullar, lull
Asaltar, assault
Asar, roast
Ascender, ascend
Asear, clean
Asediar, besiege
Asegurar, assure
Asegurarse, insure
Asentir, assent

Asesinar, assassinate; murder
Asesorar, counsel
Asfaltar, asphalt
Asfixiar, asphyxiate; choke
Asignar, assign
Asimilar, assimilate
Asistir, asistir a, attend
Asociar, adjoin
Asociar(se), associate
Asolar, devastate
Asombrar, amaze; astonish
Aspirar, aspire
Asumir, assume
Asustar, frighten; scare
Atacar, attack
Atar, attach, tie
Atar, lace
Atender, attend
Atender a, mind
Atenuar, dim
Aterrar, terrify
Aterrizar, land
Aterrorizar, terrify
Atesorar, hoard
Atestiguar, witness, attest
Atisbar, peep
Atornillar, screw
Atraer attract
Atrancar (puerta), bar
Atreverse, dare
Atribuir, attribute
Atrincherar, trench
Aturdir, confuse
Aumentar, encrease; augment
Autenticar, authenticate
Autorizar, authorize; authenticate
Avanzar, advance

Aventar, ventilar, despajar, winnow
Aventurar(se), venture
Averiar, damage
Avisar, advise
Avisar, advertir, warn
Ayudar, auxiliar, help; aid; assist
Ayunar, fast
Azotar, whip; lash
Azuzar, incite

– B –

Babear, drivel
Bailar, dance
Bajar, lower
Balancear, balance
Balar, bleat
Balbupear, stammer
Bañarse, bathe
Barajar, shuffle
Barnizar, varnish
Barrenar, bore
Barrenar, drill
Batir, clash; stir
Bautizar, baptize
Bendecir, bless
Beneficiar(se), benefit
Besar, kiss
Blandir, brandish
Blanquear, bleach; whiten
Blasfemar, blaspheme
Bloquear, blockade
Bolear, shine
Bombardear, bombard
Bombear, pump
Bordar, embroider
Borrar (con goma), erase rub
Bostezar, yawn

Botar, echar al agua, launch
Boxear, box
Bramar, bellow, roar
Brillar suavemente, glow
Brincar, jump
Brindar por, brindar a la salud de, toast
Bromear, joke; jest; trifle
Brotar, gush; sprout
Bruñir, burnish
Bucear, dive
Bufar, snort
Buscar, search

– C –

Caber, contain
Cablegrafiar, cable
Cacarear, cackle; crow
Caerse, collapse
Calcar, calk
Calcular, calculate
Calentar, heat; warm
Calificar, qualify
Calmar, calm; soothe
Calumniar, slander
Callarse, hush
Cambiar, change
Cambiar, exchange
Cambiar, shift
Cambiar de casa, move
Caminar, walk; hike
Cancelar, cancel
Canjear, exchange
Cansar, tire
Cantar (el gallo), crow
Capitalizar, capitalize
Capitular, capitulate
Capturar, capture

Characterizar, characterize
Carecer, lack; want
Cargar, cobrar, charge
Casar, wed
Casarse, casarse con, marry
Castigar, punish
Catalogar, catalogue
Catequizar, catechize
Causar, cause
Cauterizar, cauterize
Cautivar, captivate
Cazar, hunt; chase
Ceder, cede
Celebrar, celebrate
Censurar, censure
Centrar, centre
Cerner, sift
Certificar, certify
Cerrar, close
Cerrar (con llave), lock
Cesar, cease
Circular, circulate
Citar, cite; convene
Citar, quote
Civilizar, civilize
Clamar, exclaim
Clasificar, classify
Claudicar, limp
Clavar, nail
Coagularse, coagulate
Cobrar, cargar, charge
Cobrar (un cheque), collect; cash
Cocear, kick
Cocer, cook
Cocinar, cook
Codiciar, covet
Codiciar, envy

Coger, grasp
Coincidir, coincide
Cojear, limp
Colaborar, collaborate
Colectar, gather
Colocar, place; locate, settle
Colonizar, colonize
Colorar, color
Combatir, combat
Combinar, combine
Comentar, comment
Comenzar, commence
Comenzar, start
Comer (la comida principal) dine
Comerciar, trade; traffic
Compadecerse, pity; sympathize
Comparar, compare
Compartir, share
Compelir, compel
Compensar, compensate
Competir, compete
Complacer, please
Completar, complete
Complicar, complicate
Componer, compose
Componer, compound
Comprar, purchase
Comprender, comprehend
Comprender, comprise; conceive
Comprimir, compress; squeeze
Comprobar, prove
Comprobar, test
Comprometer, engage
Comprometerse, compromise
Computar, compute
Comunicar, communicate
Concebir, conceive

Conceder, grant; allow; concede
Concentrarse, concentrate
Concernir, concern
Concertar, concert
Concluir, conclude
Concretar, concrete
Condenar, condemn
Condenar, damn
Condensar, condense
Condescender, condescend
Condonar, condone
Conducir, conduct
Conectar, connect
Conferir, confer
Confesar, confess
Confiar, trust
Confirmar, confirm
Confiscar, confiscate
Conformarse, conform
Confortar, comfort; console
Confrontar, check
Confrontar, confront
Confundir, confuse; confound; puzzle
Congregar, congregate
Conjeturar, conjecture
Conjugar, conjugate
Conmemorar, commemorate
Conmoverse, thrill
Conquistar, conquer
Consagrar, consecrate
Consentir, consent
Conservar, conserve
Considerar, consider
Consistir, consist
Consolar console
Consolidar, consolidate
Conspirar, conspire; plot

Constituir, constitute
Constreñir, constrain
Construir, construe
Consultar, consult
Consumar, consummate
Contagiar, infect
Contaminar, contaminate
Contar, count
Contemplar, contemplate
Contemplar, gaze
Contemporizar, temporize
Contener, comprise
Contener, contain
Contener, content
Contentar, please
Contestar, answer; reply
Continuar, continue
Contrabandear, smuggle
Contradecir, contradict
Contraer, contract
Contrariar, counteract
Contrarrestar, counteract
Contravenir, contravene
Contribuir, contribute
Controlar, control
Convaleçerse, convalesce
Convencer, convince
Converger, converge
Conversar, converse
Convertir, convert
Convocar, convoke; convene
Cooperar, cooperate
Coordinar, coordinate
Copiar, copy
Coquetear, flirt
Coronar, crown
Cortar (en rebanadas), slice

Cortejar, court; escort; woo
Corregir, correct
Correr (un río), flow
Corresponder, corresponde
Corroborar, corroborate; confirm
Corromper, corrupt; deprave
Cosechar, crop; harvest; reap
Cotizar, quote
Crear, create
Crecer, sprout
Creer, believe; guess
Criar, raise
Cristalizar, crystalize
Criticar, criticize
Crujir; crackle; creak
Crucificar, crusify
Cruzar, cross
Cruzar (por mar), cruise
Cuadruplicar, quadruplicate
Cuartearse, crack
Cubrir, cover
Cuidar, mind
Culminar, culminate
Cultivar, cultivate; raise
Cumplimentar, compliment
Cumplir, fulfill
Cumplir con, comply
Curar, *sanar*, cure; remedy

– CH –

Chantajear, blackmail
Chapotear, splash
Charlar, *platicar*, chat
Chiflar, whistle
Chillar, creak; scream; shriek
Chismear, gossip
Chispear, sparkle

Chocar, shock, clash, collide
Chorrear, drip
Chulear, quiz
Chupar, sip; suck

– D –

Damnificar, damnify
Dañar, damage; harm; spoil
Dar, hand
Dar a, overlook
Dar asco, sicken
Dar forma, shape
Dar fuerza, enforce
Dar la bienvenida, welcome
Dar las gracias, thank
Dar propina, tip; fee
Dar sombra, shade
Dar un grito, utter
Dar un tirón, jerk
Dar una tunda, whale
Dar vuelta, turn
Darse cuenta, *darse cuenta de* realize
Debastar, debastate
Debatir, debate
Deber, must; ought
Deber, owe
Debilitar, weaken
Debilitas(se), debilitate; weaken
Decaer, decay
Decapitar, behead
Decepcionar, disappoint
Decidir, decide
Decir, utter
Declamar, declaim
Declarar, declare; testify; witness
Declarar, exponer, state
Declinar, decline

Decolorarse, fade
Decorar, decorate
Decrecer, decrease
Decretar, decree
Dedicar(se), devote
Deducir, deduce
Defecar, defecate
Defender, defend
Definir, define
Deformar, deform
Defraudar, cheat; defraude, dissapoint
Degenerar, degenerate
Deglutir, swallow
Degradar, degrade
Dejar caer, drop
Dejar, quit
Delatar, denounce
Delatar, dilate
Delegar, delegate
Deletrear, spell
Delinear, delineate, outline
Delinear, outline
Delinear, trazar, trace
Delirar, rave
Demandar, demand
Demoler, demolish
Demorarse, delay
Demostrar, demonstrate; prove
Denegar, deny
Denigrar, denigrate
Denominar, denominate
Denotar, denote
Denunciar, denounce
Depender, depend
Deplorar, deplore; moan
Deponer, depose
Deportar, deport

Depositar, deposit
Depravarse, deprave
Depreciar(se), depreciate
Deprimir, depress
Depurar, depurate
Derivar, derive
Derogar, derogate; revoke
Derramar, spill
Derrapar, skid
Derretir, melt; smelt
Derrochar, waste
Derrotar, defeat
Derrumbarse, crumble
Desabotonar, unbutton
Desabrochar, unbutton; unfasten
Desacatar, disrespect
Desacreditar, discredit
Desafiar, challenge; defy
Desairar, slight
Desalojar, dislodge
Desalojar, remove, displace
Desanimarse, discourage
Desanudar, untie
Desaparecer, disappear
Desaprobar, disapprove
Desarmar, disarm
Desarreglar, disarrange
Desarrollar, develop
Desarrugar, unwrinkle
Desatar, loose; untie
Desatar, unfasten; unloose; untie; unloosen
Desatender, neglect
Desatornillar, unscrew
Desbocarse, bolt
Desbordarse, overflow
Descalificar, disqualify
Descansar, rest; relax

Descargar, unload
Descargar, discharge
Descargar, unload; unburden
Descartar, discard
Descarrilar, derail
Descascarar, peel; shell
Descender, descend
Descifrar, decipher
Descomponer, disarrange
Descomponerse, decompose
Desconcertar, disconcert; embarrass
Desconectar, disconnect
Desconfiar, distrust
Descontar, discount
Descontinuar, discontinue
Describir, describe; depict
Descubrir, discover; uncover
Descubrir, uncover
Descubrir, *publicar*, utter
Descubrirse para saludar, cap
Descuidar, neglect
Desdeñar, disdain
Desdoblar, unfold
Desear, wish; desire; want
Desear, *saber*, wonder
Desear vivamente, yearn
Desecar, desiccate
Desenvainar, unsheathe
Desembarcar, disembark; land
Desempacar, unpack
Desempolvar, dust
Desencadenar, unchain
Desencuadernar, unloose
Desengañar, undeceive
Desengañarse, undeceive oneself
Desenganchar, unhook; unfasten
Desenyugar, unyoke

Desenmascarar, unmask
Desensillar, unsaddle
Desenterrar, exhume; unbury
Desenvolver, unfold; unwrap
Desequilibrar, unbalance
Desertar, desert
Desesperarse, despair
Desfigurar, disfigure
Desfilear, parade
Desgranar, husk
Deshacer una formación, dismiss
Desheredar, disinherit
Deshidratarse, dehydrate
Deshollejar, husk
Deshonrar, dishonor
Deshonrar (a una mujer), violate
Designar, designate; nominate
Desilusionarse, disillusion
Desinfectar, disinfect
Desistir, desist
Desligar, untie
Deslindar terrenos, survey
Deslizar, skid
Deslizarse, skim; slip
Deslumbrar, dazzle
Deslustrar, tarnish
Desmantelar, dismantle
Desmayarse, faint
Desmembrar, dismember
Desmenuzar, chip; crumble
Desmontarse, dismount
Desmoralizarse, demoralize
Desnudar(se), undress
Desobedecer, disobey
Desolar, desolate
Desorganizar, disorganize
Despachar, dispatch; forward

Despajar, winnow
Despechar, destetar, wean
Despegar, detach
Desperdiciar, waste
Despertar(se), wake; waken; awake; awaken
Desplegar, display; unfold
Desplomarse, collapse
Desdoblar, depopulate
Despojar, deprive; despoil
Despolvorear, sprinkle
Despreciar, despise
Destacar, feature
Destapar, uncap
Destapar, desarropar, uncover
Desterrar, deport; banish
Destilar, distil
Destinar, destine
Destituir, fire; destitute; depose
Destorcer, untwist
Destrancar, unbar
Destrozar, destroy
Desunir, disunite
Desvariar, rave
Desvendar, undress
Desvestir(se), undress
Desviar, divert; shift
Detallar, detail
Detener, detain, stop
Detenerse, pararse, stop
Detenerse, quedarse, stay
Deteriorar(se), damage; decay deteriorate
Determinar, determine
Detestar, detest
Devaluar, devalue
Devorar, devour
Diagnosticar, diagnose
Dibujar, sketch

Dictar, dictate
Dictar conferencias, lecture
Diezmar, decimate
Difamar, defame
Diferir, defer; differ
Diferir, diferenciar, differ
Difundir, diffuse
Dignarse, deign
Dilapidar, dilapidate; waste
Dilatarse, delay
Dirigir la palabra, address
Dirigir, direct
Dirigir, manage; direct
Dirigir mal, misdirect
Discrepar, diferir, disagree
Disculparse, apologize; excuse oneself
Discutir, discuss; debate
Disecar, dissect; stuff
Diseminar, disseminate
Diseñar, design; sketch
Disertar, lecture
Disfrazarse, disguise
Disfrutar, enjoy
Disgustar, dislike; disgust; shock
Disimular, dissimulate; wink
Disipar, dissipate
Dislocarse, dislocate
Disminuir, diminish
Disolver, dissolve
Disolver, licenciar, dismiss
Disparar, discharge; fire
Dispensar, dispense
Dispensar, excuse
Dispersar, disperse
Disponer, dispose
Disputar, dispute
Distinguir, distinguish

Distribuir, distribute
Disuadir, dissuade
Divagar, digress
Divertir, entertain
Dividir, divide
Divisar, discern
Divorciarse, divorciarse de, divorce
Doblar, duplicar, double
Doblar, fold
Documentarse, document
Domar, tame
Domesticar, domesticate
Dominar, dominate
Donar, bestow; donate
Dosificar, dose
Dotar, endow
Dramatizar, dramatize
Drenar, drain
Dudar, doubt
Dulcificar, sweeten
Duplicar, duplicate
Durar, last

– E –

Eclipsar, eclipse
Economizar, economize
Echar al agua, launch
Echar bravatas, bully
Echar clavados, dive
Echar la culpa a, blame
Echar de menos, miss
Echar raíces, root
Echar un vistazo, glance
Editar, edit
Educar, educate
Efectuar, effect
Ejecutar, execute

Ejercer, ejercitar, exercise
Elaborar, elaborate
Electrificar, electrify
Electrocutar, electrocute
Elegir, elect
Elevar, elevate
Eliminar, eliminate
Eludir, elude
Emanar, emanate
Emancipar, emancipate
Embarcar, embark
Embarcar, enviar, ship
Embargar, embargo
Embarrar, plaster
embarrar, smear
Embelesar, enchant
Embellecer, beautify
Emblanquecer, whiten
Embotar, blunt, enervate
Embotellar, bottle
Embravecerse (el mar), surge
Embrujar, bewitch
Embrutecerse, imbrute
Embutir, stuff
Emigrar, emigrate
Emitir, emit
Emocionarse, thrill
Empacar, pack
Empañar(se), tarnish
Empapar, drench; saturate
Emparejar, equal; equalize
Empedrar, pave
Empeñar, pawn
Empeorar, impair
Empeorarse, worsen
Empezar, start
Emplear, employ; occupy

Empobrecer, impoverish
Empolvase, powder
Empotrar, embed
Empujar, rush; push
Empuñar, grip
Emular, emulate
Enaltecer, extol
Enamorar, woo
Encadenar, chain
Enarbolar, hoist
Encallar, strand
Encantar, charm; delight; enchant
Encapricharse, conceit
Encararse con, face
Encarcelar, jail
Encargar, entrust
Encementar, cement
Encender, light
Encerar, wax
Encolerizarse, enrage
Encomendar, commend
Encomiar, praise
Encontrar, encounter
Encubrir, conceal
Encumbrarse, soar
Encurtir, pickle
Enderezar, straighten
Endiosar, deify
Endosar, endorse; indorse
Endulzar, sweeten
Endurecer, harden; hinder
Enervar, enervate
Enfadar, vex
Enfatizar, emphasize; stress
Enfermarse, sicken
Enfrentarse a, face
Enfurecerse, madden; infuriate; rage

Enganchar, hook
Engañar, cheat; deceive; fool; trick
Engañarse, fool oneself; deceive oneself
Engendrar, engender; procreate
Engomar, gum
Engordar, fatten
Engrapapar, staple
Engrasar, grease; oil
Engreírse, conceit
Enguantar, glove
Engusanarse, spoil
Enhebrar, thread
Enjaular, cage; encage
Enjabonar, soap
Enjuagar, rinse
Enjugar, wipe
Enladrillar, pave
Enlatar, can
Enlazar, enlace; lace
Enlistar, *enrolar*, enlist; list; enroll
Enlodar, splash
Enloquecerse, madden
Enmascarar, mask
Ennegrecer, blacken, darken
Ennoblecer, ennoble
Enredar, entangle
Enredarse, *embrollarse*, tangle
Enriquecerse, enrich
Enrollar, wrap
Ensalzar, extol
Ensanchar, enlarge; widen
Ensartar, thread
Ensayar, rehearse
Ensillar, saddle
Ensordecer, deafen
Ensuciar, dirty; soil
Enterrar, bury

Entintar, ink
Enfonar(se), intonate
Entonar, tone; tune
Entrenar, train; coach
Entrar, entrar a, enter
Entreabrir, half open
Entregar, deliver; hand
Entregarse, rendirse, surrender
Entrelazar, interlace
Entrelinear, interline
Entrometerse, intromit; intrude
Entretener, entertain
Entrevistar, interview
Entristecerse, sadden
Enumerar, enumerate
Enunciar, enunciate
Envasar, enlatar, can; tin
Envenenar, poison
Envenenarse, emborracharse, intoxicate
Enviar, dispatch; forward
Envidiar, envy
Envolver, envelop
Envolver, wrap
Enyesar, plaster
Enyugar, yoke
Equipar, equip
Erigir, erect
Eructar, belch, eruct
Erradicar, eradicate
Esbozar, sketch
Escalar, scale
Escaldar, scald
Escandalizar, scandalize
Escapar, escape
Escapar de, slip
Escarnecer, gibe
Escatimar, scant; stint

Esclavizar, enslave; slave
Esconder, conceal
Escribir en máquina, type; typewrite
Escribir con mayúscula, capitalize
Escutar, poll
Escuchar, listen
Escudar, shield
Esculpir, carve; engrave sculpture
Ecurrir drip
Esgrimir, wield
Esmaltar, enamel
Espaciar, space
Espantar, frighten; scare
Esparcir, scatter; sprinkle
Especializarse, specialize
Especificar, specify
Especular, speculate
Esperar, wait
Esperar (con más o menos seguridad), expect
Esperar (tener esperanzas), hope
Espinar, prick
Espiar, spy; watch
Espolear, spur
Esquiar, skii
Establecer, establish; settle
Estacionarse, park
Estafar, swindle; trick
Estallar, explode
Estampar, stamp
Estancarse, *estacionarse*, stagnate
Estañar, tin
Estatuir, chapter
Estereotipar, stereotype
Esterilizar, sterilize
Estigmatizar, stigmatize
Estimar, cherish; esteem
Estimar, *calcular*, estimate

Estimular, stimulate
Estipular, stipulate; specify
Estirar, lengthen
Estirar(se), stretch
Estorbar, hamper
Estornudar, sneeze
Estrangular, strangle
Estrechar, angostar, tighten
Entregar, scour; scroub; rub
Estrellarse, crash
Estremecerse, quake
Estreñir, constipate
Estropear, echar a perder, spoil
Estudiar, study
Evacuar, evacuate
Evadir, elude; evade
Evaporarse, evaporate
Evidenciar, evidence
Evitar, avoid; prevent
Evocar, evoke
Exagerar, exaggerate
Exaltar, exalt
Examinar, examine; survey
Examinar a un discípulo, quiz
Exasperar, exasperate
Excavar, excavate
Exceder, exceed
Exceptuar, except
Excitar, excite
Exclamar, exclaim
Excluir, exclude
Excomulgar, excommunicate
Excusar, excuse
Exhalar, exhale
Exhibir, exhibit
Exhortar, exhort
Exhumar, exhume; unbury

Exigir, demand
Eximir, exempt
Existir, exist
Expectorar, expectorate
Expedir, expedite
Expeler, expel
Experimentar, experience
Experimentar, experiment
Expiar, expiate
Expirar, expire
Explicar, explain
Explorar, explore
Explotar, explode
Explotar (sacar utilidad), exploit
Exponer, display
Exponer, expose
Exponer, state
Exportar, export
Expresar, express; state
Exprimir, squeeze
Expropiar, expropriate
Extender, extend
Extender, stretch
Extender, unfold
Exterminar, exterminate
Extinguirse, extinguish
Extirpar, extirpate
Extraer, extract

– F –

Fabricar, manufacture; fabricate
Facilitar, expedite; facilitate
Facturar, invoice
Falsificar, counterfeit; falsify
Faltar, lack.
Faltar al respeto, disrespect
Fallar, fail

Fallecer, de cease
Fanfarronear, brag; boast
Fantasear, fancy
Fascinar, fascinate; bewitch
Fastidiar, annoy; bother; tease
Fatigarse, fatigue; tire
Favorecer, favor
Fecundar, fecund
Fechar, date
Felicitar, congratulate
Fermentar, ferment
Fertilizar, fertilize
Figurarse, figure
Fijar, fix
Filtrar, filter
Fingir, simulate
Firmar, sign
Flagelar, whip
Flamear, wave
Flanquear, flank.
Florecer, bloom; flourish
Flotar, float
Fluctuar, fluctuate
Foliar, folio
Fomentar, foment; foster
Forjar, forge
Formar, form
Formar, dar forma, shape
Formular, formulate
Fortalecer, strengthen
Fortificar, fortify
Forzar, force
Forzar la vista, strain
Fotografiar, photograph
Fracasar, fail
Fracturar(se), fracture
Franquear, frank

Frecuentar, frequent
Fregar, estregar, scour; scrub
Freir, fry
Frotar, rub; wipe
Fruncir el ceño, frown; scowl; wrinkle
Frustrar, disappoint; frustrate
Fumar, smoke
Fumigar, fumigate
Funcionar, function
Fundar, found
Fundir, melt; smelt
Fundirse, fuse
Fustiga, fustigate; whip

– G –

Galantear, compliment; court; woo
Galopar, gallop
Galvanizar, galvanize
Ganar, gain
Ganar (dinero), earn
Garantizar, guarantee
Gemir, wail
Generalizar, generalize
Germinar, germinate
Girar, revolve
Glorificar, glorify
Gobernar, govern; rule; rein
Golpear, clash; knock
Gorjear, trill; warble
Gotear, leak; drip
Gozar, enjoy
Grabar, engrave; grave
Grabar (en cinta o disco), record
Graduar, ordenar, grade
Graduarse, graduate
Granizar, hail
Granular, granulate

Gratificar, gratify
Gravar, burden
Gravitar, gravitate
Graznar, croak
Gritar, cry; shout
Gritar, chiller, scream
Gruñir, groan; growl; grunt
Guardar, ward
Guardar silencio, hush
Guarnecer, harness; garrison
Guerrear, war
Guitar, guide
Guiñar, blink; wink
Gustar, querer, like
Gustar (al paladar), taste

– H –

Habérselas con, face
Habitar, inhabit
Hablar entre dientes, mutter
Hacer caso de, mind
Hacer cosquillas, tickle
Hacer efectivo un cheque, letra, etc., cash
Hacer erupción, erupt
Hacer falta, miss
Hacer fuerza, strain
Hacer germinar, sprout
Hacer juego con, match
Hacer malla, knit
Hacer pedazos, smash
Hacer señar, hacer señales, wave
Hacer zanjas, trench
Hacerse de la vista gorda, wink
Haraganear, idle; loaf
Hartarse, glut; stuff
Heredar, inherit
Herir, wound

Herir con arma blanca, stab
Hervir, boil
Hipnotizar, hypnotize
Hipotecar, mortgage
Honrar, honor
Hormigear, swarm
Hornear, bake
Horrorizarse, horrify
Hospedar, lodge
Hospedarse, stay
Hostigar, vex
Humanizar, humanize
Humedecer, damp; dampen; moisten
Humillar(se), humble
Hundirse, immerse
Hurgar, stir
Husmear, sniff

– I –

Idealizar, idealize
Idear, inventar, ingeniar, contrive
Identificar, identify
Idolatrar, idolize
Ignorar, ignore
Igualar, equalize
Iluminar, illuminate; light; lighten
Ilustrar, illustrate
Imaginarse, imagine
Imanar, magnetize
Imitar, imitate; mimic
Impartir, impart
Impedir, impede; hinder; prevent
Impeler, impel
Implicar, imply
Implorar, implore; plead
Imponer, impose
Imponer pena o castigo, penalize

Importar, import
importar, concern
Importarle a uno, care
Importunar, importune
Imposibilitar, disable
Impregnar, impregnate
Impresionar, impress
Imprimir, imprint; print
Imprimir con errores, misprint
Improvisar, improvise
Inaugurar, inaugurate
Incendiar, fire
Incinerar, incinerate
Incitar, incite; tempt
Inclinarse, incline; lean; sway
Incluir, include, embody
Incluir, acompañar, remitir, endose
Incomodarse, incommode
Incorporarse, incorporate
Incriminar, incriminate
Incubar, incubate, hatch
Inculcar, inculcate
Indemnizar, indemnify
Indicar, indicate
Inducir, induce
Industrializar, industrialize
Infatuar, infatuate
Infectar, infect
Inferir, infer
Infestar, infest
Infiltrarse, infiltrate
Inflamar, hinchar, inflate
Inflamarse, inflame
Infligir, inflict
Influir, influence
Informar, inform; report; advise
Infrigir, infringe; violate; transgress

Infundir, infuse
Inhabilitar, disable
Inhalar, inhale
Inhumar, bury
Iniciar, initiate
Injertar, graft, engraft
Injuriar, outrage
Inmigrar, immigrate
Inmovilizar, immobilize
Inmunizar, immunize
Innovar, innovate
Inocular, inoculate
Inquietar, disquiet
Inquirir, inquire
Inscribir, inscribe; register
Insertar, insert
Insinuar, insinuate
Insistir, insist
Inspeccionar, inspect; survey
Inspirar(se), inspire
Instalar, install
Instigar, instigate
Instituir, institute
Instruir, entrenar, instruct
Insuflar, insufflate
Integrar, integrate
Intentar, intend; endeavor; tru
Intensificar, intensify
Interceder, intercede
Interesar(se), interest
Interferir, inmiscuirse, interfere
Internar, intern
Interponer, interpose
Intepretar, interpret
Intervenir, intervene
Interrogar, question; interrogate
Interrumpir, disturb; interrupt

Intimidar, intimidate
Intitular, entitle
Intoxicarse, emborracharse, intoxicate
Intranquilizar, disquiet
Intrigar, intrigue
Introducir, presentar, introduce
Inundar, flood; inundate
Invadir, invade
Inventar, invent
Invertir, volver al revés, invert
Invertir (dinero), invest
Investigar, investigate; search; research
Invitar, invite
Invocar, invoke
Inyectar, inject
Irse, depart
Irradiar, radiate; eradiate
Irrigar, irrigate
Irritar, vex; irritate
Izar, hoist

– J –

Jactarse, brag
Jadear, pant
Jalar, pull
Jubilarse, retire
Jugar, play
Jugar (dinero), gamble
Juntar, unir, joint; adjoint; gather; unite, assemble
Justificar, justify
Juzgar, judge
Juzgar mal, misjudge

– L –

Labrar, carve
Lactar, lactate

Ladrar, bark
Lamen íar(se), lament; complain; mourn; moan; regret
Lamer, lick
Lanzar, flip
Lanzar, launch
Lapidar, lapidate
Lastimar, wound
Latir, palpitate
Lavar, wash
Laxar, loose
Lazar, lasso
Legalizar, legalize
Legislar, legislate
Lesionar, wound
Levantar, lift; raise
Liar, tie
Libar, sip; suck
Libertar, free; liberate; emancipate
Librar, liberate
Licenciar, dismiss
Licuar, liquefy
Lijar, sandpaper
Limar, lime
Limitar, limit
Limpiar, clean
Limpiar frotando, wipe
Linchar, lynch
Liquidar, liquidate
Litigar, litigate
Litografiar, litograph
Lograr, attain
Lubricar, lubricate
*Luchar*_i, struggle
Luchar, luchar con, forcejear, wrestle
Lustrar, polish; shine

Llagar, wound
Llamar, call; recall
Llegar, arribar, arrive
Llegar, llegar a, reach
Llenar, fill
Llevar cargando, carry
Llevar, transportar, convey
Llorar, cry
Llover, rain
Lloviznar, drizzle

– M –

Machacar, crush; pound
Madurar, ripen
Magnetizar, magnetize
Maldecir, curse; damn
Malgastar, waste
Maltratar, ill-treat; outrage
Manar, flow
Manchar stain
Mandar, command
Manejar, handle
Manejar, dirigir, administrar, manage
Manifestar, manifest
Maniobrar, manœuvre
Manipular, manipulate
Manotear, smack
Mantener, maintain; sustain
Manufacturar, manufacture
Marcar, brand; check; label; mark
Marcar, señalar, mark
Marcar (en deportes), score
Marchar, march
Marcharse, depart
Marchitarse, fade
Martillar, hammer
Masajear, massage

Mascar, masticate
Masticar, masticate
Masticar, rumiar, chew
Matar, kill
Matar de hambre, starve
Matricular, enlist; matriculate
Maullar, miar; mew
Mecerse, rock
Medir, measure
Meditar, meditate
Mejorar, better
Mencionar, mention
Mendigar, beg
Menear stir
Menguar, dwindle
Menospreciar, despise
Merecer, deserve
Mezclar, mix
Militar, militate
Mirar, mirarse, look
Mirar con ira o ceño, glower; scowl
Mirar fijamente, stare
Mitigar, mitigate, temper; ease
Modelar, moldear, model
Moderarse, moderate; temper
Modernizar, modernize
Modificar, modify
Mofarse, mock
Moler, grind
Molestar, bother, annoy; tease; vex
Molestarse, trouble oneself
Mondar, pelar, shell
Monopolizar, monopolize
Morir, àie; de cease
Morir de hambre, starve
Mostrar, display
Mortificar, mortify

M over (sé), move
Movilizar, mobilize
Mudar las plumas las aves, moult
multar, fine
Multiplicar(se), multiply
Murmurar, murmur
Murmurar, gossip
Murmurar, cuchichear, whisper
Murmurar (un arroyo), warble

– N –

Nacionalizar(se), nationalize
Narrar, narrate
Naturalizarse, naturalize
Naufregar, wreck
Navegar, sail; navigate; voyage
Necesitar, need; necessitate; lack; require; want
Negar, deny
Negociar, negotiate
Negociar, trade; traffic; transact
Neutralizar, neutralize
Nombrar, name; nominate; appoint
No quedar bien (prendas de vestir), misfit
Normalizar, normalize; standardize
Notar, note
Notar, advertir, mirar, notice
Notificar, notify
Numerar, number
Nutrir, nourish

– O –

O be decer, obey
Objetar, oponerse, object
Obligar, oblige
Oscurecer, blacken; darken; dim
Observar, observe; watch

Obstruir, obstruct
Obtener, obtain
Ocupar, occupy
Ocurrir, occur
Ofender, offend; harm; wound
Oficiar, officiate
Ofrecer, offer
Omitir, omit
Ondear, undulate; wave
Ondular, undulate
Ondular el cabello, wave
Operar, operate
Oponer, oppose
Oprimir, oppress
Orar, pray
Ordenar, order; command
Ordeñar, milk
Organizar, organize
Originar, originate
Oscilar, oscillate
Otorgar, grant
Oxidar, oxidize
Oxigenar, oxygenate

– P –

Pacer, graze
Pacificar, pacify
Padecer, suffer
Palidecer, fade
Palidecer, perder el color, pale
palpar, touch
Palpitar, palpitate
Paralizar(se), paralyze
Pararse, detenerse, stop
Parecer, seem
Parpadear, twinkle; wink; blink
Participar, participate

Partir, part; start
Pasar, pass; elapse
Pasar por alto, overpass
Pasearse, stroll
Pasmar, astonish
astar, graze, pasture
Pasteurizar, pasteurize
Pastorear, pasture
Patear, kick
Patentar, patent
Patinar, skate
Patinar (una rueda), skid
Patrocinar, patronize
Patrullar, patrol
Pavimentar, pave
Pecar, sin
Pedir, ask; request
Pedir prestado, borrow
Pedir, ordenar, order
Pegar, knock
Pegar con cola, glue
Peinar, comb
Peinarse, comb one's hair
Pelar, desplumar, pluck
Pelar(se), peel; shell
Pelear, quarrel; combat
Pellizcar pinch
Penetrar, penetrate
Pensionar, pension
Percibir, perceive
Perder, miss
Perdonar, condonar, condone
Perdonar, pardon
Perecer, perish
Perfeccionar, perfect
Perjorar, perforate
Perfumar(se), perfume

Perifonear, broadcast
Perjudicar, harm; impair
Permanecer, remain; stay
Permitir, permit; allow
Permutar, barter; interchange
Perpetrar, perpetrate
Perpetuar, perpetuate
Perseguir, persecute; chase; pursue
Perseverar, persevere
Persistir persist
Personificar, personalize
Persuadir, persuade
Pertenecer, belong
Perturbar, disturb
Pervertir, pervert
Pesar, weigh
Petrificar(se), petrify
Picar, itch
Picar con espuelas, spur
Picotear, picar, peck
Pintar, paint
Pintar, describir, imaginarse, picture
Pisar, step
Pitar, whistle
Plagiar, plagiarize
Planchar, press; iron
Planear, pensar, plan
Plantar, plant
Platicar, talk; chat
Poblar, populate
Podar, prune
Poner en libertad, release
Poner en peligro, imperil
Poner en vigor, enforce
Poner la dirección, address
Poner la rayita a la t, cross the t
Poner punto a la i, dot the i

Popularizar, popularize
Portarse, behave
Portarse mal, misbehave
Poseer, possess; own
Posponer, postpone
Postrarse, prosternarse, prostrate
Postular, postulate
Practicar, practice; exercise
Preceder, precede
Precipitarse, rush; precipitate
Predecir, pronosticate; predict
Predicar, preach
Predicar, proclamar, predicate; sermonize
Preferir, prefer
Preguntar, ask; question
Preguntarse, desear saber, wonder
Premeditar, premeditate
Premiar, reward
Prensar, exprimir, press
Preocuparse, worry
Preparar, prepare
Prescribir, prescribe
Presentar, present; introduce
Presenciar, witness
Presentar, exhibir, exhibit; display
Presentar, someter, subject; submit
Preservar, preserve
Presidir, preside
Presionar, pressure
Prestar, loan
Presumir, aparentar, pretender, pretend
Presumir, suponer, presume
Presuponer, presuppose
Pretender, aparentar, pretend
Prevalecer, prevail
Prevenir, evitar, impedir, prevent
Prevenir, warn

Principiar, start
Probar, comprobar, demostrar, prove
Probar, intentar, try
Proceder, proceed
Proclamar, proclaim
Procrear, procreate; engender
Procurar, procure
Producir, produce; yield; generate
Profanar, profane
Profesar, profess
Profetizar, prophesy
Progresar, progress; improve
Prohibir, prohibit
Prolongar, prolong
Prometer, promise
Promover, fomentar, promote
Promulgar, promulgate; issue
Pronosticar, prognosticate
Pronunciar, pronounce
Propagar, propagate
Propender, tend
Propiciar, propitiate
Proponer(se), propose; aim
Proporcionar, furnish; provide; supply
Proscribir, proscribe
Proseguir, proceed; prosecute
Proseguir, pursue
Prosperar, prosper; flourish
Prostituir, prostitute
Proteger, protect
Protestar, declarar, protest
Proveer, provide; cater; supply; store
Provocar, provoke
Proyectar, trazar, project
Publicar, publish; issue
Pudrirse, rot; decompose
Pulir, shine; burnish

Pulverizar, pulverize
Puntear, perforar, puncture
Punzar, picar, pinchar, espinar, prick
Purgar, purge
Purgar, expiar, expíate
Purificar, purify

– Q –

Quebrar, crash; smash
Quebrantar, transgress
Quedarse, remain; stay
Quedarle a uno (una prenda de vestir), fit
Quejarse, complain
Quejarse, regret; lament
Quemar, burn; flame; scald; tan
Querer, desear, want; wish
Querer (de simpatía), like
Quitar, remove

– R –

Rabiar, rage
Racionar, ration
Ragliar, broadcast
Radicarse, radicate
Raer, scratch; scrape
Rajar, cortar, slice
Rajarse, crack
Rallar, grate
Ramificarse, sprout
Rasar, skim
Rascar, scrape
Rasgar, rip
Rasguñar, scratch
Raspar, scratch
Rastrear, trail
Rastrillar, rake

Ratificar, ratify
Rayar, trazar, line
Razonar, reason
Reaccionar, react
Realizar, accomplish; realize
Realzar, enhance
Reanudar, resume
Reaparecer, reappear
Rebajar, underrate
Rebasar, overpass
Rebelarse, rebel; revolt
Rebotar, rebound
Rebuznar bray
Recalcar, accentuate; emphasize
Recalentar, reheat
Recargarse, lean
Recaudar, gather
Recibir, receive
Recibir, dar la bienvenida, welcome
Reclinarse, recline, lean
Reciprocarse, recite
Recitar, recite
Reclamar, reclaim; claim
Reclutar, recruit
Recobrar, recover
Recoger, levantar, pick
Recoger, gather
Recomendar, recommend; commend
Recompensar, reward; recompense
Reconciliar, reconcile
Reconocer, recognize; acknowledge
Reconquistar, reconquer
Reconsiderar, reconsider
Reconstruir, reconstruct
Recopilar, digest
Recordar, remember; remind; recall
Recostarse; recline; lean

Recrear(se), recreate
Rectificar, rectify
Recuperar, recobrar la salud, reponerse, recuperate, recover
Rechazar, rehusar, refuse, reject
Redactar, redact
Redimir, amortizar, redeem
Reditar, yield
Redoblar, redouble
Reducir, reduce
Redundar, redounde
Reelegir, reelect
Reembolsar, reimburse
Reemplazar, replace
Reestablecer, reestablish
Referir, refer
Refinar, refine
Reflejar, reflect
Reflexionar, reflect
Reformar(se), reform
Reforzar, reenforce; reinforce
Refrenarse, refrain
Refrendar, authorize; vise
Refrescar, refresh; cool
Refrigerar, refrigerate
Refunfuñar, mutter
Refutar, refute
Regañar, scold
Regar, esparcir sprinkle
Regar, irrigate; water
Regatear, bargain; haggle
Regenerar, regenerate
Registrar, grabar, archivar, record
Regocijarse, rejoice
Regresar, return
Regularizar, regulate
Rehusar, refuse; decline
Reimprimir, reprint

Remar, reigh
Reingresar, reenter
Reintegrar, reembolsar, reimburse
Reintegrar, reintegrate
Re ir, laugh
Reír entre dientes, chuckle; titter
Reiterar, reiterate
Rejuvenecer, rejuvenate
Relampaguear, lighten; flash
Relatar, narrate; relate
Relegar, relegate
Relevar, release
Relinchar, neigh
Relucir, glow; glitter; shine
Rellenar, stuff; refill
Remachar, rivet
Remar, row; paddle
Remedar, mimic
Remediar, remedy; relieve
Remendar, darn; mend
Remitir, remit; enclose; forward
Remolcar, tow; trail; tug
Remontarse, soar
Remover, remove
Remunerar, remunerate
Rendirse, surrender
Renovar, renovate; renew
Renquear, limp
Renunciar, resign; renounce
Reñir, quarrel
Reorganizar, reorganize
Reparar, repair
Repartir, share
Repasar, review
Repatriar, repatriate
Repeler, repel
Repercutir, resound; rebound; sound

Repetir, repeat
Reponer, replace
Reponerse, recover
Reposar, repose
Reprender, scold
Representar, represent; perform
Representar, simbolizar, typify
Reprimir, repress, restrain
Reprobar un examen, flunk
Reprochar, reproach
Reproducir, reproduce
Repu luir, re pulse
Requerir, require
Rescatar, rescue
Rescatar, redimir, ransom
Resentirse, resent
Reservar, reserve
Residir, reside
Resignarse, resign; oneself; resign
Resistir, resist
Resolver, solucionar, solve
Resolverse, tornar un acuerdo, resolve
Resonar, resound; resonate
Resoplar, bu jar, snort
Respaldar, back
Respetar, respect
Respirar, breathe; respire
Resplandecer, relucir, relumbrar, glare; glitter; sparkle
Responder, reply; answer; respond
Restablecerse, recover
Restar, subtract
Restaurar, restore
Restregar, rub
Restringir, restrict, stint
Resucitar, resuscitate
Resultar, result
Resumir, resume

Resurgir, resurge
Retardar, retard
Retener, retain
Retirarse, retire
Retocar, retouch
Retoñar, sprout
Retozar, frolic
Retractarse, retract
Retrasar, retard
Retroceder, retrocede; revert
Retumbar, thunder; rumble
Reunir, gather; reunite
Reverenciar, reverence
Revisar, revise
Revivir, revive
Revocar, derogar, revoke
Revoiracionar, revolutionalize
Rezar, pray
Ridiculizar, ridicule
Rifar, raffle
Rimar, verse
Rivalizar, rival
Rizar, curl
Robar, rob
Robustecer, strengthen
Rociar, salpicar, splash; drizzle
Rodar, roll
Rodear, surround
Roer, gnaw
Rogar, beg; request; ask
Romper, smash
Roncar, snore
Rotular, label
Ruborizarse, blush
Rugir, roar
Rumiar, ruminate
Rutilar, sparkle; twinkle

Saber, learn
Sabotear, sa botage
Sacar llave, unlock
Sacar punta, sharpen
Sacrificar, sacrifice
Sacudir, dust
Sacudir, zarandear, jerk
Salar, salt
Salir mal en un examen, flunk
Salpicar, splash; sprinkle; drizzle
Saltar, jump; leap; frisk; skip
Saludar, greet
Saludar (con inclinación de cabeza), bow
Sanar, heal
Saquear, pillage
Satisfacer, satisfy
Saturar, saturate
Sazonar, season
Sazonar, madurar, ripen
Secar(se), dry
Secar, enjuagar, frotar, wipe
Secuestrar, kidnap
Seducir, seduce; entice
Segar, crop
Segregar, separar, segregate
Seguir, follow; proceed
Seguir el rastro o la pista, trail
Seleccionar, select
Sellar, seal
Sembrar, sow; plant
Sentar, seat
Sentar, venir bien, suit
Sentenciar, condenar, sentence
Señalar, point
Señalar, marcar, mark

Separar, separate; detach
Separar con guión, hyphenate
Separase, partir, part
Sepultar, bury
Ser ejemplo de, typify
Sermonear, predicar, sermonize
Servir, servir a, serve
Servir de escarmiento, warn
Significar, denotar, signify
Simbolizar, symbolize
Simpatizar, compadecer, sympathize
Simplificar, simplify
Simular, simulate
Sindicalizarse, syndicate
Sisear, hiss
Sitiar, besiege
Sobar, massage
Sobornar, bribe
Sobrepasar, surpass
Sobrepujar, surpass
Sobresalir, feature
Sobrevenir, supervene
Sobrevivir, survive
Socabar, undermine
Socorrer, assist
Sofisticar, sophisticate
Sofocar, suffocate
Sojuzgar, subjugate; subdue; subject
Soldar, weld; solder
Solemnizar, solemnize
Solicitar, solicit; request; ask
Soltar, loose; loosen; untie
Soltar, poner en libertad, release
Soltarse, slip
Sollozar, sob
Sombrear, dar sombra, shade
Someter, presentar, subject; submit

Sonar, resonar, sound; jingle
Sonar produciendo tictac, tick
Sonreir(se), smile
Sonrojarse, blush
Soñar, dream
Soportar, endure
Sorber, sip
Sorprender(se), surprise
Sospechar, suspect
Sostener, mantener, sustain; maintain
Suavizar, smooth
Subir, climb
Sublevarse, rebel; revolt
Sublimar, exaltar, sublime
Subordinar, subordinate
Subrayar, underline
Subsistir, subsist; exist
Substraer, restar, subtract
Subvencionar, subsidize
Subyugar, subdue; subjugate
Suceder, happen
Sucumbir, succumb
Sudar, perspire; transpire
Sufrir, suffer; endure
Sugerir, suggest; hint
Sujetar, sojuzgar, subject
Sumergir(se), submerge; immerge; plunge
Suministrar, furnish
Superar, surpass
Supervisar, supervise
Suplantar, supplant
Suplicar, plead; request; beg
Suponer, suppose; guess; presume
Suprimir, suppress
Supurar, suppurate
Surtir, supply; cater; furnish; assort
Suscribir, subscribe

Suspender, suspend
Suspirar, sigh
Suspirar, anhelar, long (for)
Sustituir, substitute
Susurrar, whisper

– T –

Taladrar, drill; pierce
Tallar, carve
Tambalear, totter; stagger
Tapar, cover
Tapizar, upholster
Tararear, hum
Tartamudear, stammer
Tasar, appraise; rate
Tatuar, tattoo
Tejer, knit
Telefonar, phone; telephone
Telegrafiar, telegraph
Temblar, tremble; quake; totter; quiver; shiver
Temer, fear
Tender, propender, tend
Tener éxito, succeed
Tentar, tempt; entice
Teñir, dye
Terminar, finish; end
Testificar, declarar, testify; witness
Timar, swindle
Timonear, pilot
Tiranizar, tyrannize
Tirar, arrojar, pitch
Tirar de, hawl; pull; tug
Tirar, jalar; drag
Tiritar, shiver; quiver
Titilar, twinkle; scintillate
Titubear, hesitate; stagger
Titular, entitle; title

Tocar, tentar, palpar, touch
Tocar, knock
Tocar un instrumento, play
Tolerar, tolerate
Torcer, twist
Tornear, turn
Torpedear, torpedo
Toser, cough
Tostar, roast; toast
Tostar, curtir, quemar, tan
Totalizar, totalize
Trabajar, work
Traducir, translate
Traer, fetch
Traficar, traffic; deal; trade
Tragar, swallow
Traicionar, betray
Trampear, swindle
Transbordar, transfer
Transcribir, transcribe
Transcurrir, elapse
Transferir, trasladar, transfer
Transfigurar, transfigure
Transformar, transform
Transgredir, transgress
Transmitir, transmit
Transmutar, transmute
Transpirar, sudar, transpire
Trasplantar, transplant
Transportar, transport; convey; carry
Trascender, transcend
Trasladar(se), move; transfer
Traslapar, overlap
Traspasar, trespass
Tratar, probar, intentar, try
Tratar, treat
Tratar, atender (a los enfermos), treat

Trazar, trace; line
Tremolar, wave
Trepar, climb
Trillar, thresh
Trinar, trill
Triplicar, triplicate
Triturar, triturate
Triunfar, succeed; triumph
Tronar, thunder
Tropezar, stumble
Trotar, trot
Truncar, truncate
Tumbar, tumble
Turbar, embarrass

– U –

Unificar, unify
Uniformar, standardize; make uniform
Unir, unite
Untar, smear

– V –

Vacar, vacate
Vaciar, empty
Vacilar, vacillate; hesitate; totter
Vacunar, vaccinate
Vadear, wade; ford
Vagar; wander; rDam; stroll
Valuar, *valorar*, value; price; rate
Vapular, whale
Vegetar, vegetate
Vejar, vex
Velar un muerto; wake
Veneer, *dominar*, master
Veneer, vanquish
Vendar, bandage

Vender al menudeo, al detalle, retail
Vender al por mayor, wholesale
Venerar, venerate
Venirle bien a uno una prenda de vestir, fit; suit
Ventilar, ventilate; window
Verificar, justificar, verify
Verse, mirarse, look
Versificar, verse
Verter, spili; pour
Vestir(se), dress
Vetar, veto
Viajar, travel
Viajar, por mar, navegar, voyage; cruise
Vibrar, vibrate
Viciar, vitiar, vitiate
Victimar, victimize
Vigilar, watch
Vigorizar, invigorate
Vindicarse, vengarse, vindicate
Violar, infringir, violate
Violar, deshonrar a una mujer, violate
Visitar, visit
Vitalizar, vitalize
Vituperar, vituperate
Vivir, live
Vocalizar, vocalize
Vocear, shout
Vociferar, vociferate; shout
Volar, revolotear, wing
Volcar, overturn
Volver, return
Vomitar, vomit
Votar, votar por, vote
Votar, poll
Vulcanizar, vulcanize
Vulgarizar, vulgarize

– Z –

Zafarse, slip

Zambullirse, dive; plunch

Zanjar, ditch

Zigzaguear, zigzag

Zozobrar, capsize; wreck

Zumbir, huz; hum

Zurear, furrow

Zurcir, darn

Zurrar, whip; tan

EJERCICIOS

Primer Grupo

Clasificación: OUGHT

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. John wants _____ a new TV set. (buy)
2. He _____ his sister to the party last Friday. (bring)
3. I _____ about him a lot lately. (think)
4. He came _____ my advice. (seek)
5. They _____ a lot when they were married. (fight)
6. _____ you _____ groceries yesterday? (buy)
7. The Bible says “_____ and you will find.” (seek)
8. My uncle _____ in Vietnam. (fight)
9. I’m sorry. I forgot _____ you the book. (bring)
10. _____ you _____ it’s true? (think)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did Alison buy a new car?
Yes, she _____.
2. Have you bought her a present?
No, I _____.
3. Did he fight in the war?
No, he _____.
4. Did she seek some advice?
Yes, she _____.
5. Have you brought me that book?
Yes, I _____.
6. Did John bring his friend to the party?

- Yes, he _____.
7. Have you thought about it?
No, I _____.
8. Did he think of her yesterday?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, when I was young, I did not fight a lot with my brother.
_____?
2. Yes, John and Alice fight constantly.
_____?
3. Yes, I buy the newspaper every day.
_____?
4. Yes, I have bought her a birthday present.
_____?
5. Yes, they brought many presents when they came.
_____?
6. No, I haven't brought the book for you.
_____?
7. Yes, I think it's a good idea.
_____?
8. Yes, I have thought about him a lot lately.
_____?

Clasificación: EE o EA, E-T

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. He _____ very little last night. (sleep)
2. I don't like _____ my money in a bank account. (keep)
3. _____ you _____ the floor lately? (sweep)
4. She _____ when she heard the news. (weep)
5. Have you _____ the receipt? (keep)
6. We _____ each other last year. (meet)

7. I _____ a little depressed lately. (feel)
8. They _____ yesterday without saying good-bye. (leave)
9. I usually _____ eight hours a day. (sleep)
10. _____ you ever _____ my brother? (meet)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did you sleep well last night?
No, I _____.
2. Did he keep the book?
Yes, he _____.
3. Have they swept the floor?
No, they _____.
4. Have you met my sister?
No, I _____.
5. Did they leave after the concert?
Yes, they _____.
6. Have you kept in contact?
No, we _____.
7. Did you feel happy when you saw him?
Yes, I _____.
8. Did she kneel during mass?
Yes, she _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, he slept on the sofa last night.
_____?
2. No, they didn't meet in Mexico.
_____?
3. Yes, they have left.
_____?
4. Yes, I swept the floor yesterday.
_____?
5. Yes, my mother wept at her brother's funeral.
_____?

6. No, I didn't feel very tired last night.
_____?
7. No, my cat has not often crept up on me.
_____?
8. Yes, I have always slept with the window open.
_____?
9. Yes, the little boy knelt before the queen.
_____?
10. Yes, we meet for coffee every morning.
_____?

Clasificación: EE o EA, E-T

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. He _____ with clients every day. (deal)
2. I _____ never with such a rude person. (deal)
3. When the alarm rang, I _____ out of bed this morning. (leap)
4. People _____ in caves during the Stone Age. (dwell)
5. She often _____ to conclusions. (leap)
6. He _____ to call her yesterday. (mean)
7. I _____ _____ to call you for a long time. (mean)
8. My cat likes _____ _____ around the room. (leap)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Have you ever dealt with him?
No, I _____.
2. Did Susan mean what she said?
Yes, she _____.
3. Does your cat always leap around the room?
No, my cat _____.
4. Did primitive man dwell in caves?
Yes, primitive man _____.
5. Do you deal with a lot of customers?

Yes, I _____.

6. Did the dolphins leap through the hoops?

Yes, the dolphins _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, modern man does not dwell in caves.

_____?

2. Yes, John always means what he says.

_____?

3. Yes, the dog leapt at me.

_____?

4. No, she didn't mean to offend him.

_____?

5. Yes, Mary has dealt with many important clients.

_____?

6. Yes, the cat has leapt onto the sofa.

_____?

Clasificación: D, T

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. We _____ you the merchandise last week. (send)

2. He _____ a lot of money on clothes lately. (spend)

3. I don't like _____ my books. (lend)

4. My parents _____ me some money last month. (lend)

5. They _____ the new train station last year. (build)

6. She _____ the letter yesterday. (send)

7. They want _____ a garage behind the house. (build)

8. They _____ a lot of time together last year. (spend)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did you send off the package?

Yes, I _____.

2. Have they built a new airport?
No, they _____.
3. Does John spend a lot of money on books?
Yes, he _____.
4. Have they spent all the money?
No, they _____.
5. Did your father build that house?
Yes, he _____.
6. Do you send a lot of e-mails?
No, I _____.
7. Did your parents lend you the money?
No, they _____.
8. Did John lend you his car?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, I did not lend John that book.
_____?
2. Yes, I spent a lot of time on that project.
_____?
3. Yes, they have built a new museum.
_____?
4. Yes, she bent down to kiss the child.
_____?
5. Yes, Susan sent me an e-mail last week.
_____?
6. No, they do not want to build a new park.
_____?
7. Yes, Mary always lends her sister money.
_____?
8. No, Tom has not spent a lot of money lately.
_____?

Clasificación: I, U

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. That washing machine _____ clothes automatically. (wring)
2. She _____ the clothes out to dry. (hang)
3. Puppies often _____ to their mothers. (cling)
4. The little girl _____ to her father when the storm began. (cling)
5. I don't think a bee _____ ever _____ me. (sting)
6. The mosquitoes _____ her a lot last night. (sting)
7. John _____ the posters on the wall yesterday. (stick)
8. Peter likes _____ the piano keys hard. (strike)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did the washing machine wring the clothes?
Yes, it _____.
2. Has John hung the painting?
No, he _____.
3. Did the mosquitoes sting you last night?
No, they _____.
4. Did the puppy cling to its mother?
Yes, it _____.
5. Has a bee ever stung you?
Yes, a bee _____.
6. Did Ann stick the labels on the folders?
Yes, she _____.
7. Did he strike a match to light the fire?
Yes, he _____.
8. Did he hang up on you?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, a wasp has just stung me.
_____?

2. Yes, the little boy clung to his mother.
_____?
3. Yes, John wrung out the clothes yesterday.
_____?
4. No, I did not stick a stamp on the letter.
_____?
5. Yes, Sally hung the clothes out in the garden.
_____?
6. Yes, I have stuck more magnets on the fridge.
_____?
7. No, the washing machine does not wring the clothes automatically.
_____?

Clasificación: AY, AID

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. I never _____ it would be easy. (say)
2. He _____ for the meal yesterday. (pay)
3. I always try _____ my bills on time. (pay)
4. He _____ never _____ that. (say)
5. That hen _____ many eggs last year. (lay)
6. She always _____ her clothes out to dry. (lay)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Has she said something to him?
Yes, she _____.
2. Have they paid the waiter?
Yes, they _____.
3. Has Mary laid the clothes out to dry?
No, she _____.
4. Does that hen lay many eggs?
No, she _____.
5. Did you pay for the drinks?

Yes, I _____.

6. Did he really say that?

Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, he said something stupid.

_____?

2. Yes, they paid too much for the meal.

_____?

3. Yes, she laid her head on his shoulder.

_____?

4. Yes, that hen has laid more than a dozen eggs.

_____?

5. Yes, she always says that.

_____?

6. No, I haven't paid the telephone bill yet.

_____?

Clasificación: IND, OUND

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. John wants _____ a better job. (find)

2. Susan _____ a great apartment. (find)

3. Peter _____ his teeth when he sleeps. (grind)

4. I like _____ my own coffee. (grind)

5. He _____ the alarm clock before he went to bed. (wind)

6. The little boy likes _____ up his toy boat. (wind)

7. The criminal _____ the employees during the bank robbery. (bind)

8. Mothers used _____ their daughters' feet in China.
x(bind)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did John find his keys?

- Yes, he _____.
2. Has Mary ground the coffee?
No, she _____.
3. Did the little girl wind up the toy duck?
Yes, she _____.
4. Did women bind their daughters' feet in China?
Yes, women _____.
5. Does he grind his teeth at night?
No, he _____.
6. Has the little boy found his mother?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, I found twenty dollars on the street today.
_____?
2. Yes, he wound his watch this morning.
_____?
3. No, she doesn't grind her teeth when she's angry.
_____?
4. No, I haven't ground the coffee yet.
_____?
5. No, I didn't find what I was looking for.
_____?
6. Yes, the soldiers bound the prisoners.
_____?

Clasificación: ELL, OLD

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. John always _____ funny jokes. (tell)
2. She _____ him about her job interview. (tell)
3. Do you intend _____ your parents? (tell)
4. Nostradamus _____ the Second World War. (foretell)

5. Gypsies often _____ the future. (foretell)
6. Susan wants _____ her car. (sell)
7. They _____ the company last year. (sell)
8. The sales rep _____ a lot of books lately. (sell)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did the little boy tell the truth?
Yes, he _____.
2. Has Susan sold her car?
No, she _____.
3. Did Nostradamus foretell the Spanish civil war?
Yes, he _____.
4. Does Alice always tell such bad jokes?
Yes, she _____.
5. Has Peter told you about his new job?
No, he _____.
6. Did they sell their apartment?
Yes, they _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, the government didn't tell many lies.
_____?
2. Yes, the gypsy foretold the man's future.
_____?
3. No, John hasn't sold his computer.
_____?
4. Yes, that sales rep sells many books.
_____?
5. Yes, astrologists foretell the future.
_____?
6. Yes, she has told him the truth.
_____?
7. Yes, he always tells me the same thing.
_____?

8. Yes, they sold their car.
_____?

Clasificación: STAND, STOOD

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She _____ up when he entered the room. (stand)
2. John never _____ my jokes. (understand)
3. The little girl _____ everything I told her. (understand)
4. The army _____ the enemy's attack last week. (withstand)
5. The employees _____ a lot of pressure lately. (withstand)
6. Tom doesn't like _____ in line. (stand)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Has he withstood the pressure at work?
No, he _____.
2. Does he understand English?
No, he _____.
3. Did they stand in line to buy the tickets?
Yes, they _____.
4. Did she understand what he said?
Yes, she _____.
5. Did the soldiers withstand the ambush?
Yes, they _____.
6. Has that man stood there for a long time?
No, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, he understood everything she said.
_____?
2. Yes, she stood in line for an hour.
_____?

3. Yes, the soldiers have withstood the difficult conditions.
_____?
4. No, they don't understand Spanish.
_____?
5. Yes, he withstood the pressure from his boss.
_____?
6. No, the beggar doesn't stand on that corner every day.
_____?

Clasificación: OLD, ELD

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. Nobody likes _____ heavy objects. (hold)
2. They always _____ hands when they walk on the street. (hold)
3. The government _____ a lot of taxes last year. (withhold)
4. The guards _____ the prisoner in custody last night. (hold)
5. The prophet said, “_____! The Messiah is coming.” (behold)
6. Don Quixote _____ the windmills in the distance. (behold)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did the little girl hold her mother's hand?
Yes, she _____.
2. Has the government withheld a lot of taxes this year?
No, it _____.
3. Does she always hold the tennis racket in her left hand?
Yes, she _____.
4. Did Don Quixote behold the windmills?
Yes, he _____.
5. Did the politician withhold comment on the disaster?
Yes, he _____.
6. Did she hold the baby in her arms?
No, she _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, the prince had never beheld such a beautiful lady.
_____?
2. Yes, the little boy always holds his mother's hand.
_____?
3. No, the government didn't withhold many taxes last year.
_____?
4. Yes, he withheld his opinion.
_____?
5. Yes, the guards held the prisoner in custody.
_____?
6. No, Don Quixote did not behold his comrade's alarm.
_____?

Clasificación: I-E, ID o IT

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. He is always trying _____ something. (hide)
2. That dog _____ a baby yesterday. (bite)
3. The teacher always _____ the students. (chide)
4. The economy _____ into a recession recently. (slide)
5. The thief _____ the money he had stolen. (hide)
6. He always _____ his pipe with a match. (light)
7. Her eyes _____ up when he entered the room. (light)
8. The children _____ down the hill yesterday. (slide)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did the police hide the evidence?
Yes, they _____.
2. Do you always chide him for coming home late?
No, I _____.
3. Have they lit the candles on the birthday cake?
Yes, they _____.

4. Did the little boy slide down the sand dune?
Yes, he _____.
5. Does that dog bite?
No, it _____.
6. Has she hidden his birthday present?
Yes, she _____.
7. Do they always light up that building at night?
No, they _____.
8. Has the price of gold slid recently?
Yes, it _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, a mosquito has just bit me.
_____?
2. Yes, he lit her cigarette for her.
_____?
3. No, he didn't hide the present under the bed.
_____?
4. Yes, the little girl slid on the ice.
_____?
5. No, his wife does not chide him constantly.
_____?
6. Yes, the dog bit the little boy.
_____?
7. Yes, he always hides when guests arrive.
_____?
8. Yes, they light up the cathedral at night.
_____?

Clasificación: O, O

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. He _____ the Oscar for best actor last year. (win)

2. He doesn't like _____ . (lose)
3. The little girl's eyes _____ when she saw her mother. (shine)
4. Jessica always _____ her keys. (lose)
5. I _____ up very early this morning. (wake)
6. The police _____ at the criminal. (shoot)
7. That man _____ just _____ the lottery. (win)
8. She usually _____ up very late. (wake)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Has she won a lot of prizes?
Yes, she _____.
2. Did that team lose the match?
Yes, it _____.
3. Does he usually wake up that early?
No, he _____.
4. Did the police shoot at the demonstrators?
Yes, they _____.
5. Does the sun always shine in Spain?
No, the sun _____.
6. Have you lost your wallet?
No, I _____.
7. Did Chris win the lottery?
Yes, he _____.
8. Did she wake up in the middle of the night?
Yes, she _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, the bank robber did not shoot at the police.
_____?
2. No, he hasn't lost his umbrella.
_____?
3. Yes, he woke up at seven o'clock this morning.
_____?
4. Yes, Real Madrid won the soccer match.

- _____?
5. Yes, her eyes shone when she opened the present.
_____?
6. Yes, the socialists have won the elections.
_____?
7. No, she does not always lose at card games.
_____?
8. Yes, the noise woke up the baby.
_____?

Clasificación: A, A

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She always _____ on that chair. (sit)
2. John _____ a lot of books. (have)
3. He _____ dinner last night. (make)
4. She _____ in the waiting room for two hours. (sit)
5. I _____ a lot of visitors lately. (have)
6. He doesn't like _____ mistakes. (make)
7. Their business _____ a lot of money last year. (make)
8. I _____ lunch with my sister yesterday. (have)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Have you had lunch yet?
No, I _____.
2. Did your mother make that dress?
Yes, she _____.
3. Does he usually sit on the floor?
No, he _____.
4. Does she have a digital camera?
Yes, she _____.
5. Has the student made any mistakes?
No, she _____.

6. Did the cat sit on the sofa?

Yes, it _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, Sally has not had breakfast yet.

_____?

2. No, I don't have time to go to the bank.

_____?

3. Yes, they had a long vacation.

_____?

4. Yes, Peter has just sat on a needle.

_____?

5. Yes, the little girl sat on the bed.

_____?

6. Yes, my mother makes delicious brownies.

_____?

7. Yes, he made an effort to get there on time.

_____?

8. Yes, the students have made a lot of progress.

_____?

Segundo Grupo

Clasificación: IN, AN, UN

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She always finishes what she _____. (begin)

2. He _____ too much last night. (drink)

3. The stone _____ to the bottom of the lake. (sink)

4. Cotton always _____. (shrink)

5. John _____ many laps in the pool. (swim)

6. He likes _____ in the shower. (sing)

7. The phone _____ and I answered it. (ring)
8. She _____ ten miles yesterday. (run)
9. My sister _____ a yoga course. (begin)
10. The public toilet at the park _____ of urine the last time I was there. (stink)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Has he begun his new job yet?
No, he _____.
2. Do his socks always stink?
Yes, his socks _____.
3. Does Mary always drink that much?
No, she _____.
4. Have you ever sung in a choir?
No, I _____.
5. Did she run around the block?
Yes, she _____.
6. Did the ship sink?
Yes, it _____.
7. Did the phone ring this morning?
No, it _____.
8. Did the clothes shrink in the wash?
Yes, the clothes _____.
9. Does John swim every day?
No, he _____.
10. Have they drunk all the wine?
No, they _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, the movie has just begun.
_____?
2. No, his jeans didn't shrink in the wash.
_____?
3. Yes, Jenny swam a mile yesterday.

- _____?
4. Yes, her heart sank when she heard the news.
_____?
5. Yes, the mother sang the baby to sleep.
_____?
6. No, Ann doesn't drink beer.
_____?
7. Yes, someone has just rung the doorbell.
_____?
8. Yes, the old man stank of whiskey.
_____?
9. Yes, John ran to catch the bus.
_____?
10. Yes, he runs ten miles every day.
_____?

Clasificación: I-E, O-E, I-EN

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She _____ him a letter last month. (write)
2. He _____ since he was a teenager. (drive)
3. John _____ his bicycle to work every day. (ride)
4. The sun _____ at seven o'clock this morning. (rise)
5. Alice always _____ to do her best. (strive)
6. She got angry and _____ out of the room. (stride)
7. He _____ me many e-mails. (write)
8. Mark wants _____ across the United States. (drive)
9. The little boy _____ from the table and left the room. (rise)
10. I _____ never _____ a horse. (ride)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did she write him a letter?
Yes, she _____.

2. Does John usually drive to work?
Yes, he _____.
3. Has Alice always striven to do her best?
Yes, she _____.
4. Did the man stride down the street?
No, he _____.
5. Do you ride the subway often?
No, I _____.
6. Have prices risen this year?
Yes, prices _____.
7. Have you written to him lately?
No, I _____.
8. Did he drive to the supermarket?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, the teacher strode into the classroom.
_____?
2. Yes, Sally always strives to get good grades.
_____?
3. Yes, the price of gasoline rose a lot last year.
_____?
4. No, she has not written many books.
_____?
5. Yes, John drove to work this morning.
_____?
6. No, Lucy has never ridden a bicycle.
_____?
7. Yes, Sheila drives her children to school every day.
_____?
8. Yes, he writes a lot of reports.
_____?

Clasificación: E-A, O-E, O-EN

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. The president _____ at a press conference yesterday. (speak)
2. I _____ _____ to him many times. (speak)
3. Someone _____ just _____ my wallet. (steal)
4. Peter always _____ my pens. (steal)
5. John _____ his leg last year. (break)
6. The elevator _____ _____ down again. (break)
7. Mary is going _____ _____ a blanket. (weave)
8. She _____ _____ many beautiful blankets. (weave)
9. They _____ to go hiking last summer. (choose)
10. _____ you _____ the new curtains yet? (choose)
11. Water _____ at zero degrees Celsius. (freeze)
12. The snow _____ the crops last year. (freeze)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Have you ever spoken in public?
No, I _____.
2. Does Mary speak Spanish?
Yes, she _____.
3. Did the little boy steal the candy?
Yes, he _____.
4. Has the computer broken down?
No, it _____.
5. Did he break any rules?
No, he _____.
6. Does Ann weave a lot of blankets?
Yes, she _____.
7. Did he choose the blue shirt?
Yes, he _____.
8. Has the snow frozen the crops?
Yes, the snow _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, he does not speak Chinese.

_____?

2. Yes, John spoke to his sister yesterday.

_____?

3. No, she did not steal my lighter.

_____?

4. Yes, he always breaks the traffic regulations.

_____?

5. Yes, Sally broke her arm last year.

_____?

6. Yes, my friend wove that blanket.

_____?

7. Yes, she chose the color of the walls.

_____?

8. Yes, the government froze taxes last year.

_____?

Clasificación: OW, EW, OWN

Sub-clasificación: AW, EW, AWN

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. I _____ John for years. (know)

2. She _____ how to fly a plane when she was nineteen years old. (know)

3. Those plants _____ a lot. (grow)

4. Mary _____ tomatoes in her backyard every year. (grow)

5. The little boy likes _____ his toys everywhere. (throw)

6. He _____ his clothes all over the floor. (throw)

7. She _____ him a kiss as she left. (blow)

8. The little girl wants _____ up the balloon. (blow)

9. John _____ to Miami last week. (fly)

10. Eagles _____ very high. (fly)
11. Picasso _____ a lot when he was a child. (draw)
12. I _____ my bank account. (overdraw)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Does Jane know how to ride a bicycle?
Yes, she _____.
2. Have you known him for a long time?
No, I _____.
3. Did you grow up in the United States?
Yes, I _____.
4. Do people's noses grow when they tell lies?
No, people's noses _____.
5. Did the little girl throw the ball?
Yes, she _____.
6. Has she blown up the balloon?
No, she _____.
7. Have you ever flown in a helicopter?
No, I _____.
8. Did he fly to New York last week?
No, he _____.
9. Did you draw that picture?
No, I _____.
10. Did John withdraw money from the bank this morning?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, she knows his parents.
_____?
2. Yes, they knew each other when they were children.
_____?
3. Yes, the grass has grown a lot this year.
_____?
4. Yes, Alicia grew up in Mexico.

- _____ ?
5. No, he didn't throw the ball over the fence.
_____ ?
6. Yes, the baby has thrown the food all over the floor.
_____ ?
7. Yes, the little girl blew her mother a kiss.
_____ ?
8. Yes, the hurricane has blown down many trees.
_____ ?
9. Yes, Mark flew to Los Angeles last week.
_____ ?
10. No, she does not fly home every week.
_____ ?
11. Yes, the little boy drew a picture of a dog.
_____ ?
12. Yes, he has withdrawn a lot of money from the bank.
_____ ?

Clasificación: AKE, OOK, AKEN

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She likes _____ sugar with her coffee. (take)
2. They _____ the dog to the vet. (take)
3. He _____ her for a movie star when he saw her. (mistake)
4. Sally always _____ the sugar for the salt. (mistake)
5. John _____ many projects recently. (undertake)
6. The lawyer decided _____ the case. (undertake)
7. They always _____ hands when they meet. (shake)
8. The building _____ during the earthquake. (shake)
9. Jesus said, "Father, why _____ you _____ me?" (forsake)
10. All her friends _____ her. (forsake)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Have you ever taken a yoga course?
No, I _____.
2. Did John take the garbage out?
Yes, he _____.
3. Did Don Quixote mistake the windmills for giants?
Yes, Don Quixote _____.
4. Have you ever mistaken a cat for a rabbit?
No, I _____.
5. Has the lawyer undertaken the case?
No, she _____.
6. Did you undertake the project?
Yes, I _____.
7. Did his hands shake before the interview?
Yes, his hands _____.
8. Did Judas forsake Jesus?
Yes, Judas _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, he didn't take her out to dinner.
_____?
2. Yes, she has taken my umbrella.
_____?
3. Yes, Peter mistook my jacket for his.
_____?
4. Yes, she always mistakes him for his twin brother.
_____?
5. Yes, the lawyer undertook the case.
_____?
6. Yes, John takes milk with his tea.
_____?
7. No, he hasn't shaken hands with the queen.
_____?
8. Yes, the little girl shook her head.

_____?

Clasificación: EAR, ORE, ORN

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She always _____ big earrings. (wear)
2. I don't like _____ a watch. (wear)
3. Tom _____ a tuxedo to the wedding yesterday. (wear)
4. After he read the letter, he _____ it up. (tear)
5. I _____ my favorite jeans. (tear)
6. The little boy _____ that it was the truth. (swear)
7. He always _____ when he's angry. (swear)
8. She _____ pressure well. (bear)
9. The tree _____ a lot of apples last year. (bear)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did you wear the pink dress to the party?
No, I _____.
2. Does Mark wear glasses?
No, he _____.
3. Have you ever worn a Scottish kilt?
No, I _____.
4. Did the little girl tear her dress?
No, she _____.
5. Did you tear up the letter?
Yes, I _____.
6. Do you swear that it's true?
Yes, I _____.
7. Has the witness sworn on the Bible?
Yes, he _____.
8. Has that tree born a lot of fruit?
No, it _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, she always wears her sister's clothes.

_____?

2. No, Mark has never worn that jacket.

_____?

3. Yes, the thief wore a stocking over his head.

_____?

4. Yes, he tore a muscle in his aerobics class.

_____?

5. Yes, John has torn his favorite shirt.

_____?

6. Yes, she swore it was the truth.

_____?

7. Yes, that old man swears a lot.

_____?

8. Yes, the lioness bore five cubs.

_____?

Clasificación: I-E, A-E, I-EN

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. My boss is going _____ me a bonus this year. (give)

2. He _____ his mother a big hug when she arrived. (give)

3. Susan _____ a lot of money to charity this year. (give)

4. John never _____ her for leaving him. (forgive)

5. She _____ never _____ him for what he did. (forgive)

6. I _____ you to smoke in class. (forbid)

7. He _____ his daughter to go out with that boy. (forbid)

8. He _____ his wife good-bye as he walked out the door. (bid)

9. What did he _____ you to do for him? (bid)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Does Susan give money to charity?

- Yes, she _____.
2. Have they given him a raise at work?
No, they _____.
3. Did he give her a birthday present?
No, he _____.
4. Has he forgiven you?
Yes, he _____.
5. Did the little girl forgive her brother for hitting her?
No, she _____.
6. Did the mother forbid her daughter to smoke?
Yes, she _____.
7. Has he forbidden you to talk about it?
Yes, he _____.
8. Has she bidden you to come to her party?
Yes, she _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, he gave her good advice.
_____?
2. Yes, they give their old clothes to the church.
_____?
3. Yes, she has given him a lot of money lately.
_____?
4. No, she never forgave him.
_____?
5. Yes, I forgive you.
_____?
6. Yes, she forbade him to talk about it.
_____?
7. Yes, the law forbids smoking in public places.
_____?
8. Yes, he bids his wife farewell before every business trip.
_____?

Clasificación: ET, OT, OTTEN

Sub-clasificación: EN (participio pasado)

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. Susan would like _____ a new car. (get)
2. Steve always _____ what he wants. (get)
3. They _____ a new TV set yesterday. (get)
4. She never _____ a face. (forget)
5. I _____ his name. (forget)
6. I _____ to call her yesterday. (forget)
7. The Virgin Mary _____ the baby Jesus. (beget)
8. He _____ in the same restaurant every day. (eat)
9. I _____ too much. (eat)
10. The price of coffee _____ last year. (fall)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Has Tom gotten a new job?
Yes, he _____.
2. Do you get the newspaper every day?
No, I _____.
3. Has she ever forgotten his birthday?
No, she _____.
4. Does he often forget things?
Yes, he _____.
5. Does she eat a lot of junk food?
No, she _____.
6. Have you eaten at this restaurant before?
Yes, I _____.
7. Did the little boy fall off the bicycle?
No, he _____.
8. Have airfares fallen recently?
No, airfares _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, Sally has gotten a new haircut.

_____?

2. Yes, he got a digital camera last week.

_____?

3. Yes, they forgot to take an umbrella.

_____?

4. Yes, she always forgets people's names.

_____?

5. No, he doesn't eat red meat.

_____?

6. Yes, the cat ate the leftovers.

_____?

7. Yes, the dollar has fallen against the euro lately.

_____?

8. Yes, night falls earlier in the winter.

_____?

Clasificación: OME, AME, OME

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. My friend would like _____ to the party. (come)

2. She _____ never _____ to my house. (come)

3. They _____ to visit last year. (come)

4. Mark wants _____ an anthropologist. (become)

5. He _____ very impatient lately. (become)

6. Lula _____ president of Brazil in 2003. (become)

7. Susan _____ many obstacles in her life. (overcome)

8. The little girl finally _____ her fear of the dark. (overcome)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did John come to the party?

No, he _____.

2. Have you come here before?
No, I _____.
3. Does Mark come to visit often?
Yes, he _____.
4. Does the little boy want to become a doctor?
No, he _____.
5. Did Luis become a U.S. citizen?
Yes, he _____.
6. Has Sally become rich?
No, she _____.
7. Has he overcome his fear of heights?
No, he _____.
8. Did he overcome her resistance?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, I came here last week.
_____?
2. Yes, he comes to this restaurant often.
_____?
3. No, they have not come here many times.
_____?
4. Yes, the employees became very angry.
_____?
5. Yes, he became president last year.
_____?
6. No, Sally does not become impatient easily.
_____?
7. Yes, John overcame his fear of flying.
_____?
8. Yes, they have overcome many obstacles.
_____?

Clasificaciones: A, B, C (afinidad en el participio pasado solamente)

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. My cat loves _____ in the sun. (lie)
2. She _____ on the sofa and fell asleep. (lie)
3. He _____ often on this rock. (lie)
4. The soldiers _____ many innocent people. (slay)
5. They _____ friends for years. (be)
6. My parents _____ on vacation last week. (be)
7. They _____ both very obstinate. (be)
8. I _____ Sally yesterday. (see)
9. Tom _____ that movie three times. (see)
10. Susan _____ a lot of work today. (do)
11. He _____ the cooking yesterday. (do)
12. They _____ camping last weekend. (go)
13. Sally _____ to the gym every day. (go)
14. My uncle _____ surgery several times. (undergo)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Does your dog always lie on that cushion?
Yes, he _____.
2. Have you ever lain on a waterbed?
No, I _____.
3. Did David slay Goliath?
Yes, David _____.
4. Were you sick yesterday?
No, I _____.
5. Has John been depressed lately?
Yes, he _____.
6. Are you angry at him?
No, I _____.

7. Do you see each other often?
No, we _____.
8. Have you seen that movie?
Yes, I _____.
9. Did you see the car accident?
No, I _____.
10. Did the little boy do his homework?
Yes, he _____.
11. Have they done a lot of traveling?
No, they _____.
12. Did she go away last weekend?
No, she _____.
13. Has John gone to lunch yet?
No, he _____.
14. Did your father undergo surgery last week?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, the students lay on the grass.
_____?
2. Yes, the farmer has slain the pig.
_____?
3. Yes, they have been to New York many times.
_____?
4. Yes, she was very nervous before the interview.
_____?
5. Yes, Ann sees her mother every week.
_____?
6. Yes, Dorothy saw a shooting star.
_____?
7. Yes, the wise man foresaw the disaster.
_____?
8. No, the company doesn't do a lot of business overseas.
_____?

9. Yes, John did well on the exam.
_____?
10. Yes, they've gone out to dinner.
_____?
11. Yes, his friends went to the concert.
_____?
12. Yes, the economy has undergone a major crisis.
_____?

Tercer Grupo

Clasificación: ET, ET, ET con variantes EAD y EAT

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She always _____ him do what he wants. (let)
2. The teacher _____ the students leave early yesterday. (let)
3. He _____ never _____ me use his car. (let)
4. John _____ the alarm clock last night. (set)
5. The company needs _____ _____ new objectives. (set)
6. The little girl _____ her pants every day. (wet)
7. I _____ it will rain tomorrow. (bet)
8. She _____ a lot of money at the horse races yesterday. (bet)
9. Gossip always _____ quickly. (spread)
10. He sat down and _____ his legs. (spread)
11. I _____ a lot in my last aerobics class. (sweat)
12. France _____ Brazil in the 2002 World Soccer Cup. (beat)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did John let her use his computer?
Yes, he _____.
2. Has his boss let him take the day off work?

- No, his boss _____.
3. Did they set a time for the meeting?
No, they _____.
4. Has the company set new objectives?
No, it _____.
5. Did the rain wet all the clothes?
Yes, it _____.
6. Did he bet all his money on that horse?
No, he _____.
7. Has the epidemic spread very quickly?
No, it _____.
8. Don't your feet sweat in those socks?
No, they _____.
9. Has Zaragoza ever beat Real Madrid in a soccer match?
Yes, Zaragoza _____.
10. Did John beat his brother playing cards?
Yes, John _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, she never lets her hair down.
_____?
2. No, the police didn't let him cross the barrier.
_____?
3. Yes, they've set a date for their next meeting.
_____?
4. Yes, I always set objectives for myself.
_____?
5. Yes, the little boy wet his bed last night.
_____?
6. Yes, the rain wet all the laundry.
_____?
7. No, he didn't bet on that horse.
_____?

8. Yes, the rumor spread like wildfire.
_____?
9. Yes, Ann sweats a lot at the gym.
_____?
10. Yes, that man beats his wife.
_____?

Clasificación: IT, IT, IT

Sub-clasificación: ID, ID, ID

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. The boy _____ his little sister yesterday. (hit)
2. That player _____ the ball five times. (hit)
3. John _____ smoking last year. (quit)
4. The president's secretary _____ just _____. (quit)
5. That old man always _____ on the street. (spit)
6. The little girl got angry and _____ on her brother. (spit)
7. They decided _____ the profits. (split)
8. John and Sally usually _____ the bill when they go out for dinner. (split)
9. He _____ too much at the auction yesterday. (bid)
10. She wants _____ of all her old clothes. (get rid)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Does Steffi Graf hit the ball hard?
Yes, she _____.
2. Has that boy just hit you?
Yes, he _____.
3. Have you quit smoking yet?
No, I _____.
4. Did your sister quit her job?
No, she _____.

5. Did that man just spit in front of you?
Yes, he _____.
6. Have they split the profits between them?
No, they _____.
7. Did they split the bill?
Yes, they _____.
8. Have they bid on the same horse?
No, they _____.
9. Did he bid on that painting?
Yes, he _____.
10. Did Sally get rid of her old TV set?
Yes, she _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. No, he didn't hit the ball very hard.
_____?
2. No, Billy has not hit his little sister twice today.
_____?
3. Yes, Susan has quit several jobs.
_____?
4. Yes, he quit drinking last year.
_____?
5. Yes, he always spits in public places.
_____?
6. Yes, the famous actress spit on the paparazzi.
_____?
7. Yes, the company splits its profits among the shareholders.
_____?
8. Yes, they always split the bill when they go out.
_____?
9. No, the man did not bid \$100 on the horse.
_____?
10. Yes, she finally got rid of him.
_____?

Clasificación: U-T u O-T

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. The little girl wanted _____ the cake. (cut)
2. Lucy _____ her finger yesterday. (cut)
3. He _____ the door behind him when he left. (shut)
4. She always _____ the windows at night. (shut)
5. The matador _____ his sword into the bull. (thrust)
6. It _____ a lot of money to buy a house nowadays. (cost)
7. A gallon of gasoline _____ a lot less last year. (cost)
8. My back _____ a lot lately. (hurt)
9. She didn't mean _____ his feelings. (hurt)
10. The little boy _____ into the room unexpectedly. (burst)
11. I feel so full I think I'm going _____. (burst)
12. My neighbor _____ just _____ his house up for sale. (put)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did Tom cut himself on the bread knife?
No, he _____.
2. Does your sister cut your hair?
Yes, she _____.
3. Did you shut the front door?
Yes, I _____.
4. Have they shut all the windows?
No, they _____.
5. Has the matador thrust his sword into the bull?
No, he _____.
6. Did your TV set cost a lot of money?
No, it _____.
7. Does that car cost a lot?
Yes, it _____.
8. Does your throat hurt?
No, it _____.

9. Did the injection hurt a lot?
Yes, it _____.
10. Did the little girl burst into tears?
No, she _____.
11. Have you put your passport in a safe place?
Yes, I _____.
12. Did he put the keys on the table?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, he cut his finger on the sheet of paper.
_____?
2. Yes, she always cuts out clippings from magazines.
_____?
3. Yes, she shut her eyes during parts of the movie.
_____?
4. No, he hasn't shut all the windows.
_____?
5. Yes, the killer thrust the dagger into the man's heart.
_____?
6. Yes, my computer cost a lot of money to repair.
_____?
7. Yes, that wine costs over twenty dollars.
_____?
8. Yes, he hurt his knee running.
_____?
9. Yes, her rejection has hurt his pride.
_____?
10. Yes, the little boy burst into tears suddenly.
_____?
11. Yes, they have put their apartment up for sale.
_____?
12. Yes, he put his arm around her.
_____?

Clasificación: CAST, CAST, CAST

Ejercicio 1. Rellene los huecos con la forma correcta del verbo en paréntesis.

1. She _____ him an angry look when he arrived. (cast)
2. He _____ a glance at the report. (cast)
3. That channel always _____ a lot of news programs. (broadcast)
4. He _____ the news that he was getting married. (broadcast)
5. The weather man _____ rain for tomorrow. (forecast)
6. It is very difficult _____ the stock market. (forecast)

Ejercicio 2. Responda a las preguntas con una frase completa.

1. Did the villagers cast stones at the soldiers?
Yes, they _____.
2. Have you cast a glance at that report?
No, I _____.
3. Have they forecast snow for the weekend?
Yes, they _____.
4. Did the government forecast the economic crisis?
No, it _____.
5. Did they broadcast the news on the radio?
No, they _____.
6. Does he always broadcast his son's achievements?
Yes, he _____.

Ejercicio 3. Lea las respuestas y escriba las preguntas.

1. Yes, he cast a quick look around the room.
_____?
2. Yes, they have cast their votes.
_____?
3. Yes, the radio broadcast the election results.
_____?
4. No, they haven't broadcast the news yet.
_____?

5. Yes, they have forecast a decline in real estate prices.

_____?

6. No, they don't forecast rain for tomorrow.

_____?

SOLUCIONES

Primer Grupo

Clasificación: OUGHT

Ejercicio 1. 1. to buy 2. brought 3. have thought 4. to seek 5. fought 6. Did (you) buy 7. seek 8. fought 9. to bring 10. Do (you) think

Ejercicio 2. 1. (Yes, she) bought a new car. 2. (No, I) haven't bought her a present. 3. (No, he) didn't fight in the war. 4. (Yes, she) sought some advice. 5. (Yes, I) have brought you that book. 6. (Yes, he) brought his friend to the party. 7. (No, I) haven't thought about it. 8. (Yes, he) thought of her yesterday.

Ejercicio 3. 1. When you were young, did you fight a lot with your brother? 2. Do John and Alice fight constantly? 3. Do you buy the newspaper every day? 4. Have you bought her a birthday present? 5. Did they bring many presents when they came? 6. Have you brought the book for me? 7. Do you think it's a good idea? 8. Have you thought about him a lot lately?

Clasificación: EE o EA, E-T

Ejercicio 1. 1. slept 2. to keep 3. Have (you) swept 4. wept 5. kept 6. met 7. have felt 8. left 9. sleep 10. Have (you ever) met

Ejercicio 2. 1. (No, I) didn't sleep well last night. 2. (Yes, he) kept the book. 3. (No, they) haven't swept the floor. 4. (No, I) haven't met your sister. 5. (Yes, they) left after the concert. 6. (No, we) haven't kept in contact. 7. (Yes, I) felt happy when I saw him. 8. (Yes, she) knelt during mass.

Ejercicio 3. 1. Did he sleep on the sofa last night? 2. Did they meet in Mexico? 3. Have they left? 4. Did you sweep the floor yesterday? 5. Did your mother weep at her brother's funeral? 6. Did you feel very tired last night? 7. Has your cat often crept up on you? 8. Have you always slept with

the window open? 9. Did the little boy kneel before the queen? 10. Do you meet for coffee every morning?

Clasificación: EE o EA, E-T

Ejercicio 1. 1. deals 2. have (never) dealt 3. leapt 4. dwelt 5. leaps 6. meant 7. have meant 8. to leap

Ejercicio 2. 1. (No, I) have never dealt with him. 2. (Yes, she) meant what she said. 3. (No, my cat) doesn't always leap around the room. 4. (Yes, primitive man) dwelt in caves. 5. (Yes, I) deal with a lot of customers. 6. (Yes, the dolphins) leapt through the hoops.

Ejercicio 3. 1. Does modern man dwell in caves? 2. Does John always mean what he says? 3. Did the dog leap at you? 4. Did she mean to offend him? 5. Has Mary dealt with many important clients? 6. Has the cat leapt onto the sofa?

Clasificación: D, T

Ejercicio 1. 1. sent 2. has spent 3. to lend 4. lent 5. built 6. sent 7. to build 8. spent

Ejercicio 2. 1. (Yes, I) sent off the package. 2. (No, they) haven't built a new airport. 3. (Yes, he) spends a lot of money on books. 4. (No, they) haven't spent all the money. 5. (Yes, he) built that house. 6. (No, I) don't send a lot of e-mails. 7. (No, they) didn't lend me the money. 8. (Yes, he) lent me his car.

Ejercicio 3. 1. Did you lend John that book? 2. Did you spend a lot of time on that project? 3. Have they built a new museum? 4. Did she bend down to kiss the child? 5. Did Susan send you an e-mail last week? 6. Do they want to build a new park? 7. Does Mary always lend her sister money? 8. Has Tom spent a lot of money lately?

Clasificación: I, U

Ejercicio 1. 1. wrings 2. has hung 3. cling 4. clung 5. has (ever) stung 6. stung 7. stuck 8. to strike

Ejercicio 2. 1. (Yes, it) wrung the clothes. 2. (No, he) hasn't hung the painting. 3. (No, they) didn't sting me last night. 4. (Yes, it) clung to its mother. 5. (Yes, a bee) has stung me. 6. (Yes, she) stuck the labels on the folders. 7. (Yes, he) struck a match to light the fire. 8. (Yes, he) hung up on me.

Ejercicio 3. 1. Has a wasp just stung you? 2. Did the little boy cling to his mother? 3. Did John wring out the clothes yesterday? 4. Did you stick a stamp on the letter? 5. Did Sally hang the clothes out in the garden? 6. Have you stuck more magnets on the fridge? 7. Does the washing machine wring the clothes automatically?

Clasificación: AY, AID

Ejercicio 1. 1. said 2. paid 3. to pay 4. has (never) said 5. laid 6. lays

Ejercicio 2. 1. (Yes, she) has said something to him. 2. (Yes, they) have paid the waiter. 3. (No, she) hasn't laid the clothes out to dry. 4. (No, she) doesn't lay many eggs. 5. (Yes, I) paid for the drinks. 6. (Yes, he) really said that.

Ejercicio 3. 1. Did he say something stupid? 2. Did they pay too much for the meal? 3. Did she lay her head on his shoulder? 4. Has that hen laid more than a dozen eggs? 5. Does she always say that? 6. Have you paid the telephone bill yet?

Clasificación: IND, OUND

Ejercicio 1. 1. to find 2. has found 3. grinds 4. to grind 5. wound 6. to wind 7. bound 8. to bind

Ejercicio 2. 1. (Yes, he) found his keys. 2. (No, she) hasn't ground the coffee. 3. (Yes, she) wound up the toy duck. 4. (Yes, women) bound their daughters' feet in China. 5. (No, he) doesn't grind his teeth at night. 6. (Yes, he) has found his mother.

Ejercicio 3. 1. Did you find twenty dollars on the street today? 2. Did he wind his watch this morning? 3. Does she grind her teeth when she's angry? 4. Have you ground the coffee yet? 5. Did you find what you were looking for? 6. Did the soldiers bind the prisoners?

Clasificación: ELL, OLD

Ejercicio 1. 1. tells 2. told 3. to tell 4. foretold 5. foretell 6. to sell 7. sold 8. has sold

Ejercicio 2. 1. (Yes, he) told the truth. 2. (No, she) hasn't sold her car. 3. (Yes, he) foretold the Spanish civil war. 4. (Yes, she) always tells such bad jokes. 5. (No, he) hasn't told me about his new job. 6. (Yes, they) sold their apartment.

Ejercicio 3. 1. Did the government tell many lies? 2. Did the gypsy foretell the man's future? 3. Has John sold his computer? 4. Does that sales rep sell many books? 5. Do astrologists foretell the future? 6. Has she told him the truth? 7. Does he always tell you the same thing? 8. Did they sell their car?

Clasificación: STAND, STOOD

Ejercicio 1. 1. stood 2. understands 3. understood 4. withstood 5. have withstood 6. to stand

Ejercicio 2. 1. (No, he) hasn't withstood the pressure at work. 2. (No, he) doesn't understand English. 3. (Yes, they) stood in line to buy the tickets. 4. (Yes, she) understood what he said. 5. (Yes, they) withstood the ambush. 6. (No, he) hasn't stood there for a long time.

Ejercicio 3. 1. Did he understand everything she said? 2. Did she stand in line for an hour? 3. Have the soldiers withstood the difficult conditions? 4. Do they understand Spanish? 5. Did he withstand the pressure from his boss? 6. Does the beggar stand on that corner every day?

Clasificación: OLD, ELD

Ejercicio 1. 1. to hold 2. hold 3. withheld 4. held 5. Behold 6. beheld

Ejercicio 2. 1. (Yes, she) held her mother's hand. 2. (No, it) hasn't withheld a lot of taxes this year. 3. (Yes, she) always holds the tennis racket in her left hand. 4. (Yes, he) beheld the windmills. 5. (Yes, he) withheld comment on the disaster. 6. (No, she) didn't hold the baby in her arms.

Ejercicio 3. 1. Had the prince ever beheld such a beautiful lady? 2. Does the little boy always hold his mother's hand? 3. Did the government

withhold many taxes last year? 4. Did he withhold his opinion? 5. Did the guards hold the prisoner in custody? 6. Did Don Quixote behold his comrade's alarm?

Clasificación: I-E, ID o IT

Ejercicio 1. 1. to hide 2. bit 3. chides 4. has slid 5. hid 6. lights 7. lit 8. slid

Ejercicio 2. 1. (Yes, they) hid the evidence. 2. (No, I) don't always chide him for coming home late. 3. (Yes, they) have lit the candles on the birthday cake. 4. (Yes, he) slid down the sand dune. 5. (No, it) doesn't bite. 6. (Yes, she) has hidden his birthday present. 7. (No, they) don't always light up that building at night. 8. (Yes, it) has slid recently.

Ejercicio 3. 1. Has a mosquito just bit you? 2. Did he light her cigarette for her? 3. Did he hide the present under the bed? 4. Did the little girl slide on the ice? 5. Does his wife chide him constantly? 6. Did the dog bite the little boy? 7. Does he always hide when guests arrive? 8. Do they light up the cathedral at night?

Clasificación: O, O

Ejercicio 1. 1. won 2. to lose 3. shone 4. loses 5. woke 6. shot 7. has (just) won 8. wakes

Ejercicio 2. 1. (Yes, she) has won a lot of prizes. 2. (Yes, it) lost the match. 3. (No, he) doesn't usually wake up that early. 4. (Yes, they) shot at the demonstrators. 5. (No, the sun) doesn't always shine in Spain. 6. (No, I) haven't lost my wallet. 7. (Yes, he) won the lottery. 8. (Yes, she) woke up in the middle of the night.

Ejercicio 3. 1. Did the bank robber shoot at the police? 2. Has he lost his umbrella? 3. Did he wake up at seven o'clock this morning? 4. Did Real Madrid win the soccer match? 5. Did her eyes shine when she opened the present? 6. Have the socialists won the elections? 7. Does she always lose at card games? 8. Did the noise wake up the baby?

Clasificación: A, A

Ejercicio 1. 1. sits 2. has 3. made 4. sat 5. have had 6. to make 7. made 8. had

Ejercicio 2. 1. (No, I) haven't had lunch yet. 2. (Yes, she) made that dress. 3. (No, he) doesn't usually sit on the floor. 4. (Yes, she) has a digital camera. 5. (No, she) hasn't made any mistakes. 6. (Yes, it) sat on the sofa.

Ejercicio 3. 1. Has Sally had breakfast yet? 2. Do you have time to go to the bank? 3. Did they have a long vacation? 4. Has Peter just sat on a needle? 5. Did the little girl sit on the bed? 6. Does your mother make delicious brownies? 7. Did he make an effort to get there on time? 8. Have the students made a lot of progress?

Segundo Grupo

Clasificación: IN, AN, UN

Ejercicio 1. 1. begins 2. drank 3. sank 4. shrinks 5. has swum 6. to sing 7. rang 8. ran 9. has begun 10. stank

Ejercicio 2. 1. (No, he) hasn't begun his new job yet. 2. (Yes, his socks) always stink. 3. (No, she) doesn't always drink that much. 4. (No, I) have never sung in a choir. 5. (Yes, she) ran around the block. 6. (Yes, it) sank. 7. (No, it) didn't ring this morning. 8. (Yes, the clothes) shrank in the wash. 9. (No, he) doesn't swim every day. 10. (No, they) haven't drunk all the wine.

Ejercicio 3. 1. Has the movie just begun? 2. Did his jeans shrink in the wash? 3. Did Jenny swim a mile yesterday? 4. Did her heart sink when she heard the news? 5. Did the mother sing the baby to sleep? 6. Does Ann drink beer? 7. Has someone just rung the doorbell? 8. Did the old man stink of whiskey? 9. Did John run to catch the bus? 10. Does he run ten miles every day?

Clasificación: I-E, O-E, I-EN

Ejercicio 1. 1. wrote 2. has driven 3. rides 4. rose 5. strives 6. strode 7. has written 8. to drive 9. rose 10. have (never) ridden

Ejercicio 2. 1. (Yes, she) wrote him a letter. 2. (Yes, he) usually drives to work. 3. (Yes, she) has always striven to do her best. 4. (No, he) didn't

stride down the street. 5. (No, I) don't ride the subway often. 6. (Yes, prices) have risen this year. 7. (No, I) haven't written to him lately. 8. (Yes, he) drove to the supermarket.

Ejercicio 3. 1. Did the teacher stride into the classroom? 2. Does Sally always strive to get good grades? 3. Did the price of gasoline rise a lot last year? 4. Has she written many books? 5. Did John drive to work this morning? 6. Has Lucy ever ridden a bicycle? 7. Does Sheila drive her children to school every day? 8. Does he write a lot of reports?

Clasificación: E-A, O-E, O-EN

Ejercicio 1. 1. spoke 2. have spoken 3. has (just) stolen 4. steals 5. broke 6. has broken 7. to weave 8. has woven 9. chose 10. Have (you) chosen 11. freezes 12. froze

Ejercicio 2. 1. (No, I) have never spoken in public. 2. (Yes, she) speaks Spanish. 3. (Yes, he) stole the candy. 4. (No, it) has not broken down. 5. (No, he) didn't break any rules. 6. (Yes, she) weaves a lot of blankets. 7. (Yes, he) chose the blue shirt. 8. (Yes, the snow) has frozen the crops.

Ejercicio 3. 1. Does he speak Chinese? 2. Did John speak to his sister yesterday? 3. Did she steal your lighter? 4. Does he always break the traffic regulations? 5. Did Sally break her arm last year? 6. Did your friend weave that blanket? 7. Did she choose the color of the walls? 8. Did the government freeze taxes last year?

Clasificación: OW, EW, OWN

Sub-clasificación: AW, EW, AWN

Ejercicio 1. 1. have known 2. knew 3. have grown 4. grows 5. to throw 6. has thrown 7. blew 8. to blow 9. flew 10. fly 11. drew 12. have overdrawn

Ejercicio 2. 1. (Yes, she) knows how to ride a bicycle. 2. (No, I) haven't known him for a long time. 3. (Yes, I) grew up in the United States. 4. (No, people's noses) don't grow when they tell lies. 5. (Yes, she) threw the ball. 6. (No, she) hasn't blown up the balloon. 7. (No, I) have never flown in a helicopter. 8. (No, he) didn't fly to New York last week. 9. (No, I) didn't

draw that picture. 10. (Yes, he) withdrew money from the bank this morning.

Ejercicio 3. 1. Does she know his parents? 2. Did they know each other when they were children? 3. Has the grass grown a lot this year? 4. Did Alicia grow up in Mexico? 5. Did he throw the ball over the fence? 6. Has the baby thrown the food all over the floor? 7. Did the little girl blow her mother a kiss? 8. Has the hurricane blown down many trees? 9. Did Mark fly to Los Angeles last week? 10. Does she fly home every week? 11. Did the little boy draw a picture of a dog? 12. Has he withdrawn a lot of money from the bank?

Clasificación: AKE, OOK, AKEN

Ejercicio 1. 1. to take 2. have taken 3. mistook 4. mistakes 5. has undertaken 6. to undertake 7. shake 8. shook 9. have (you) forsaken 10. have forsaken

Ejercicio 2. 1. (No, I) have never taken a yoga course. 2. (Yes, he) took the garbage out. 3. (Yes, Don Quixote) mistook the windmills for giants. 4. (No, I) have never mistaken a cat for a rabbit. 5. (No, she) hasn't undertaken the case. 6. (Yes, I) undertook the project. 7. (Yes, his hands) shook before the interview. 8. (Yes, Judas) forsook Jesus.

Ejercicio 3. 1. Did he take her out to dinner? 2. Has she taken your umbrella? 3. Did Peter mistake your jacket for his? 4. Does she always mistake him for his twin brother? 5. Did the lawyer undertake the case? 6. Does John take milk with his tea? 7. Has he shaken hands with the queen? 8. Did the little girl shake her head?

Clasificación: EAR, ORE, ORN

Ejercicio 1. 1. wears 2. to wear 3. wore 4. tore 5. have torn 6. swore 7. swears 8. bears 9. bore

Ejercicio 2. 1. (No, I) didn't wear the pink dress to the party. 2. (No, he) doesn't wear glasses. 3. (No, I) have never worn a Scottish kilt. 4. (No, she) didn't tear her dress. 5. (Yes, I) tore up the letter. 6. (Yes, I) swear that it's true. 7. (Yes, he) has sworn on the Bible. 8. (No, it) hasn't born a lot of fruit.

Ejercicio 3. 1. Does she always wear her sister's clothes? 2. Has Mark ever worn that jacket? 3. Did the thief wear a stocking over his head? 4. Did he tear a muscle in his aerobics class? 5. Has John torn his favorite shirt? 6. Did she swear it was the truth? 7. Does that old man swear a lot? 8. Did the lioness bear five cubs?

Clasificación: I-E, A-E, I-EN

Ejercicio 1. 1. to give 2. gave 3. has given 4. forgave 5. has (never) forgiven 6. forbid 7. has forbidden 8. bade 9. bid

Ejercicio 2. 1. (Yes, she) gives money to charity. 2. (No, they) haven't given him a raise at work. 3. (No, he) didn't give her a birthday present. 4. (Yes, he) has forgiven me. 5. (No, she) didn't forgive her brother for hitting her. 6. (Yes, she) forbade her daughter to smoke. 7. (Yes, he) has forbidden me to talk about it. 8. (Yes, she) has bidden me to come to her party.

Ejercicio 3. 1. Did he give her good advice? 2. Do they give their old clothes to the church? 3. Has she given him a lot of money lately? 4. Did she ever forgive him? 5. Do you forgive me? 6. Did she forbid him to talk about it? 7. Does the law forbid smoking in public places? 8. Does he bid his wife farewell before every business trip?

Clasificación: ET, OT, OTTEN

Sub-clasificación: EN (participio pasado)

Ejercicio 1. 1. to get 2. gets 3. got 4. forgets 5. have forgotten 6. forgot 7. begot 8. eats 9. have eaten 10. fell

Ejercicio 2. 1. (Yes, he) has gotten a new job. 2. (No, I) don't get the newspaper every day. 3. (No, she) has never forgotten his birthday. 4. (Yes, he) often forgets things. 5. (No, she) doesn't eat a lot of junk food. 6. (Yes, I) have eaten at this restaurant before. 7. (No, he) didn't fall off the bicycle. 8. (No, airfares) haven't fallen recently.

Ejercicio 3. 1. Has Sally gotten a new haircut? 2. Did he get a digital camera last week? 3. Did they forget to take an umbrella? 4. Does she always forget people's names? 5. Does he eat red meat? 6. Did the cat eat

the leftovers? 7. Has the dollar fallen against the euro lately? 8. Does night fall earlier in the winter?

Clasificación: OME, AME, OME

Ejercicio 1. 1. to come 2. has (never) come 3. came 4. to become 5. has become 6. became 7. has overcome 8. overcame

Ejercicio 2. 1. (No, he) didn't come to the party. 2. (No, I) haven't come here before. 3. (Yes, he) comes to visit often. 4. (No, he) doesn't want to become a doctor. 5. (Yes, he) became a U.S. citizen. 6. (No, she) hasn't become rich. 7. (No, he) hasn't overcome his fear of heights. 8. (Yes, he) overcame her resistance.

Ejercicio 3. 1. Did you come here last week? 2. Does he come to this restaurant often? 3. Have they come here many times? 4. Did the employees become very angry? 5. Did he become president last year? 6. Does Sally become impatient easily? 7. Did John overcome his fear of flying? 8. Have they overcome many obstacles?

Clasificaciones: A, B, C (afinidad en el participio pasado solamente)

Ejercicio 1. 1. to lie. 2. lay 3. has lain 4. have slain 5. have been 6. were 7. are 8. saw 9. has seen 10. has done 11. did 12. went 13. goes 14. has undergone

Ejercicio 2. 1. (Yes, he) always lies on that cushion. 2. (No, I) have never lain on a waterbed. 3. (Yes, David) slew Goliath. 4. (No, I) wasn't sick yesterday. 5. (Yes, he) has been depressed lately. 6. (No, I) am not angry at him. 7. (No, we) don't see each other often. 8. (Yes, I) have seen that movie. 9. (No, I) didn't see the car accident. 10. (Yes, he) did his homework. 11. (No, they) haven't done a lot of traveling. 12. (No, she) didn't go away last weekend. 13. (No, he) hasn't gone to lunch yet. 14. (Yes, he) underwent surgery last week.

Ejercicio 3. 1. Did the students lie on the grass? 2. Has the farmer slain the pig? 3. Have they been to New York many times? 4. Was she very nervous before the interview? 5. Does Ann see her mother every week? 6. Did

Dorothy see a shooting star? 7. Did the wise man foresee the disaster? 8. Does the company do a lot of business overseas? 9. Did John do well on the exam? 10. Have they gone out to dinner? 11. Did his friends go to the concert? 12. Has the economy undergone a major crisis?

Tercer Grupo

Clasificación: ET, ET, ET con variantes EAD y EAT

Ejercicio 1. 1. lets 2. let 3. has (never) let 4. set 5. to set 6. wets 7. bet 8. bet 9. spreads 10. spread 11. sweat 12. beat

Ejercicio 2. 1. (Yes, he) let her use his computer. 2. (No, his boss) hasn't let him take the day off work. 3. (No, they) didn't set a time for the meeting. 4. (No, it) hasn't set new objectives. 5. (Yes, it) wet all the clothes. 6. (No, he) didn't bet all his money on that horse. 7. (No, it) hasn't spread very quickly. 8. (No, they) don't sweat in these socks. 9. (Yes, Zaragoza) has beat Real Madrid in a soccer match. 10. (Yes, John) beat his brother playing cards.

Ejercicio 3. 1. Does she ever let her hair down? 2. Did the police let him cross the barrier? 3. Have they set a date for their next meeting? 4. Do you always set objectives for yourself? 5. Did the little boy wet his bed last night? 6. Did the rain wet all the laundry? 7. Did he bet on that horse? 8. Did the rumor spread like wildfire? 9. Does Ann sweat a lot at the gym? 10. Does that man beat his wife?

Clasificación: IT, IT, IT

Sub-clasificación: ID, ID, ID

Ejercicio 1. 1. hit 2. has hit 3. quit 4. has (just) quit 5. spits 6. spit 7. to split 8. split 9. bid 10. to get rid

Ejercicio 2. 1. (Yes, she) hits the ball hard. 2. (Yes, he) has just hit me. 3. (No, I) haven't quit smoking yet. 4. (No, she) didn't quit her job. 5. (Yes, he) just spit in front of me. 6. (No, they) haven't split the profits between them. 7. (Yes, they) split the bill. 8. (No, they) haven't bid on the same

horse. 9. (Yes, he) bid on that painting. 10. (Yes, she) got rid of her old TV set.

Ejercicio 3. 1. Did he hit the ball very hard? 2. Has Billy hit his little sister twice today? 3. Has Susan quit several jobs? 4. Did he quit drinking last year? 5. Does he always spit in public places? 6. Did the famous actress spit on the paparazzi? 7. Does the company split its profits among the shareholders? 8. Do they always split the bill when they go out? 9. Did the man bid \$100 on the horse? 10. Did she finally get rid of him?

Clasificación: U-T u O-T

Ejercicio 1. 1. to cut 2. cut 3. shut 4. shuts 5. thrust 6. costs 7. cost 8. has hurt 9. to hurt 10. burst 11. to burst 12. has (just) put

Ejercicio 2. 1. (No, he) didn't cut himself on the bread knife. 2. (Yes, she) cuts my hair. 3. (Yes, I) shut the front door. 4. (No, they) haven't shut all the windows. 5. (No, he) hasn't thrust his sword into the bull. 6. (No, it) didn't cost a lot of money. 7. (Yes, it) costs a lot. 8. (No, it) doesn't hurt. 9. (Yes, it) hurt a lot. 10. (No, she) didn't burst into tears. 11. (Yes, I) have put my passport in a safe place. 12. (Yes, he) put the keys on the table.

Ejercicio 3. 1. Did he cut his finger on the sheet of paper? 2. Does she always cut out clippings from magazines? 3. Did she shut her eyes during parts of the movie? 4. Has he shut all the windows? 5. Did the killer thrust the dagger into the man's heart? 6. Did your computer cost a lot of money to repair? 7. Does that wine cost over twenty dollars? 8. Did he hurt his knee running? 9. Has her rejection hurt his pride? 10. Did the little boy burst into tears suddenly? 11. Have they put their apartment up for sale? 12. Did he put his arm around her?

Clasificación: CAST, CAST, CAST

Ejercicio 1. 1. cast 2. has cast 3. broadcasts 4. broadcast 5. has forecast 6. to forecast

Ejercicio 2. 1. (Yes, they) cast stones at the soldiers. 2. (No, I) haven't cast a glance at that report. 3. (Yes, they) have forecast snow for the weekend. 4. (No, it) didn't forecast the economic crisis. 5. (No, they) didn't broadcast

the news on the radio. 6. (Yes, he) always broadcasts his son's achievements.

Ejercicio 3. 1. Did he cast a quick look around the room? 2. Have they cast their votes? 3. Did the radio broadcast the election results? 4. Have they broadcast the news yet? 5. Have they forecast a decline in real estate prices? 6. Do they forecast rain for tomorrow?