

the direct object reflexive, with the meaning of the resultant single structure dependent on the [$\pm anim$] character of the subject.

It also seems possible to simplify our description of the conjunctive pronouns by recognizing that the meaning of the interest object varies widely, from the clearly indirect object implication of *Carlos me dio el regalo*, through more diffuse usages of the dative of interest in *Me voy a tomar una coca cola*, to usages in which the contribution of *se* can best be described as implying only a vague involvement of the subject in the action of the verb, as in our class 2 and class 3 reflexives (e.g., *quejarse* and *morirse*). Collapsing of all of these uses into one would allow us to derive them all from the *IO* element of the deep structure. Thus, all uses of the reflexive pronouns other than the impersonal *se* and the *se* passive-direct object reflexive combination just alluded to would be subsumed under the *IO*.

The Spanish language seems to be moving in the direction of merging the several usages of *se* and simplifying its grammar.⁶² Perhaps more detailed analysis of these problems will be able to reflect this overall simplification.

For review, study the following list of transformations introduced so far, and the corresponding simplified examples of how each works:

Passive:	El presidente recomendó estas leyes → Estas leyes fueron recomendadas por el presidente
Reflexivization:	Carlos trae la plata con Carlos → Carlos trae la plata consigo
Reflexive complement:	Mi novia trae el anillo consigo → Mi novia trae el anillo consigo misma
Conjunctive DO pronoun:	El barbero cortó a [$+pro$, $+I$, $-pl$...] → El barbero me cortó a mí
[$+pro$] deletion:	Ringo Starr lo compró [$+pro$, $+masc$, $-emph$...] → Ringo Starr lo compró
Conjunctive IO pronoun:	El jefe entregó las llaves a usted → El jefe le entregó las llaves a usted
[$+pro$] deletion:	Un desconocido nos prestó el coche a [$+pro$, $+I$, $+pl$, $-emph$...] → Un desconocido nos prestó el coche
IO replacement:	Yo le lo hice → Yo se lo hice
Conjunctive pronoun ordering:	No me te suicides → No te me suicides
Inherent reflexive pronoun insertion:	Los malvados no arrepienten → Los malvados no se arrepienten

⁶² Note, for example, that the impersonal *se* is indistinguishable from the *se* in passive sentences with singular [$-anim$] nouns. No *se* usa esta palabra may be interpreted either as "That word is not used" or as "One does not use that word". More to the point: Spanish speakers do not feel the need to make any distinction in these cases.

Contrasts in the Use of the Definite Article

Lic. I.G./82

En contraste al inglés, se usa el artículo determinado en español en los siguientes casos:

- .partes del cuerpo: cierra la boca (close your mouth)
- .abstractos: la memoria es importante (memory . . .)
- .prendas de vestir: Se puso el sombrero (he put on his hat)
- .verbo sustantivado: El beber lo arruinó (drinking . . .)
- .edificios por instituciones como escuela, iglesia, cárcel: Fuimos a la escuela (we went to school)
- .días y fechas: el lunes ((on) Monday)
el doce de enero (on January 12(th) or the twelfth of January)

El artículo se omite cuando los días aparecen en frases preposicionales con 'en' o 'de': traje de domingo

.antes de los adjetivos 'próximo' y 'pasado': la próxima semana (next week)

.los cuatro puntos cardinales: fuimos hacia el norte (we went north)
El artículo se omite en frases con "de . . . a": navegó de norte a sur

.ciertos nombres propios: la China, el Perú
Normalmente no se duplica ni se contrae: los salones de El Escorial

.enfermedades: El cáncer ya no es incurable (cancer . . .)

.lenguas: el español, el inglés (Spanish, English)

.títulos: el dr. Jiménez (Dr. Smith) - la señora García (Mrs. Allen)
El artículo se omite cuando uno se dirige a la persona directamente: "oiga, dr. Jiménez"

.comentarios peyorativos: la Rodríguez, el López

.El uso del artículo es opcional en enumeraciones de sustantivos con artículos iguales y con las estaciones en frases preposicionales: la belleza, (la) inteligencia y (la) cultura . . . - en (la) primavera.

1. Generalities

1.1. English mass nouns are always used in the singular. Indefinite singular count nouns must take 'a' (He has a book). Indefinite plural count nouns may take 'some' (He bought some books).

Mass nouns may take 'some' (Let's drink (some) water). To make a singular reference to a mass noun, it is necessary to use a counter which is normally a container or a unit of measurement (a bar of, a bit of, a bucket of, a cup of, a glass of, a grain of, an item of, a piece of, a tube of, etc.).

1.2. Most Spanish nouns can be either mass or count nouns. Only a few mass nouns are never used as count nouns (harina, plata, paciencia (and other virtues), nominalized verbs, etc.).

1.3. The easy shift from mass noun to count noun in Spanish can not be matched in English (two pieces of chalk - dos barras de gis/ dos barras de jabones; two heads of lettuce - dos cabezas de lechuga/dos cabezas de lechugas).

2. Change of Meaning

2.1. There is some crossing of classes in English which causes some change either in meaning (paper-papers; hair-hairs; air-airs; manner-manners; wood-woods) or in the degree of specificity (fear-fears; noise-noises; hope-hopes).

2.2. There seem to be no incidents of this kind in Spanish.

3. Measuring

3.1. In both languages, mass nouns are measured by the use of counters (a cup of tea - una taza de arroz), which can take the pl. Count nouns are measured by multiples of themselves (one book/ eight books - un lápiz/cinco lápices)

Count nouns have the plural form after the container (a box of matches - una cajetilla de cerillos)

3.2. 'A lot of' and 'some' are used before mass nouns and plural count nouns.

3.3. Un poco de and algo are used with mass nouns only.

4. Shifts

In both languages mass nouns can be used as count nouns for special reasons: In 'two coffees' - tres cervezas, pluralization refers to the (omitted) containers, not to the content.

5. Poetic Effects

Mass nouns can be counted (the sands of time / the snows of yesterday - las aguas del diluvio) and count nouns can be massified. Where-as the latter is common in Spanish (hay mucho niño por aquí), in English it happens just in certain circumstances (He's got egg on his lapel.).

6. There are some English mass nouns that generalize plural count nouns but are matched by Spanish count nouns only (furniture - mueble, muebles; jewelry - joya, joyas, etc.).

N.B.: The information on this sheet is not complete. There is a lack of detailed studies on this topic. Use this sheet just as a starting point for your own observations and generalizations. Feel free to comment any finding or doubt. Remember, our course is not planned for memorizing facts but for trying to state and solve problems.

MATHEMATICAL ORGANIZATION OF ENTITIES

The previous section dealt primarily with the serial order of modifiers in a noun block. A much more detailed analysis of the role of modifiers is needed in order to understand how the Spaniard deals with entities. Those entities which can be counted will be discussed first.

The Spaniard's ability to count means that he has a numerical system and leads to the obvious conclusion that all the basic features of this system may be used in the organization of what is counted. Precisely how this is done needs to be known in order to understand the function of modifiers.

The number system of the Western world is an open system having a range which extends from zero to infinity. The various numerical concepts embraced by this system are expressed in two ways: by public and private numbers. All cardinal numbers are public, that is, they have the same meaning for everyone in the culture. In contrast, words like unos, pocos, algunos, varios, muchos, etc. stand for private or personal notions of number. They may be translated into a great variety of public numbers by different people or by the same person at different times.

In general mathematical terms every public number has two potentials. First, it may represent a total (all of the items under consideration); second, it may stand for a sub-total (some of the items mentioned). Said in other words, any public number may be used to express totality or partitiveness (all versus some). This is paralleled in the private numbers by a contrast between todos, indicating totality

(Todos los hombres son mortales), and unos, algunos, pocos, etc., which are partitive (Unos escritores son inmortales).

The grammatical significance of the contrast between totality and partitiveness does not become apparent until the contrast is applied to the number 1. Like any other public number it may stand for a total or for less than a total. This cannot, as in the case of plural numbers, be expressed as a contrast between all and some. The principle, however, is maintained in the difference between one unique (all) and one of many (some).

There exists in the numerical system no overt way of expressing the difference between totality and partitiveness. All private numbers (except todos) are partitives, but all public numbers are potentially ambivalent, and the contrast, as a result, must be established by other linguistic devices, by non-numerical modifiers. The only modifiers which may precede and limit a cardinal number are, as pointed out previously, the adjective todos, the definite article, the possessives, and the demonstratives. It is to be expected, consequently, that all of these are, in some way, involved in the Spaniard's mathematical organization of reality.

The adjective todos, by definition, expresses totality (Todos los hombres son mortales). In this role it is a somewhat redundant emphazier since the definite article carries the same information (Los hombres son mortales). The singular performs the same function (El hombre es mortal). The definite article, in short, is one of the Spaniard's devices for indicating totality. This totality may be the generic whole, any total under immediate consideration, or, when the form is singular, one unique (el dios de los cristianos).

It is now possible to state in mathematical terms the difference between the definite and indefinite article. The number involved is 1. The definite article indicates totality (one unique) and the indefinite article marks partitiveness (one of many). This is the difference between el dios de los cristianos and un dios de los Mayas.

The indefinite article in Spanish does not differ in form (and, fundamentally, in function) from the number 1. It is, then, a member of the set composed of the public (cardinal) numbers. Consequently, it may be concluded that all public numbers, when they stand unmodified, are partitives, like all private numbers (except todos). This may be demonstrated by Unos estudiantes salieron premiados and Tres estudiantes salieron premiados. Either statement implies that the total number of students involved was larger than the number mentioned. The same is true for English. In contrast, Los tres estudiantes salieron premiados clearly indicates that this number (tres),

and no more, is under consideration. In other words, all numbers, by themselves, stand in functional contrast with the definite article, and it follows that the plural suffix, which is also a private number, must likewise stand in contrast with it. This explains the choice of verbs in *Hay vacas en el corral* and *Las vacas están en el corral*.

The fundamental difference between Spanish and English lies in the fact that Spanish overtly and consistently marks totality, while English does not. The student's problem, consequently, is to discover what criteria are used in determining totality (all or one unique).

From the Spanish point of view, communication cannot be successful until the speaker and hearer agree on three things: (1) what is being talked about, the subject of discourse, (2) the number of entities under consideration, and (3) whether this number is a total or a partitive. When these facts are apparent to the speaker and the hearer, they may be said to be in **common focus**.

The speaker, who knows what he is going to talk about, has the responsibility of supplying the hearer with the necessary information, that is, he must initiate common focus. In addition, as the speaker continues to talk he must tell his hearer (1) whether to maintain common focus on what has already been mentioned or (2) to shift his attention to some other entity or entities.

At the initiation of common focus the noun stem defines the subject of discourse, the number suffix distinguishes between singular and plural, and the definite article signals the hearer that a total is under consideration. At this point the hearer must take an active part in the communication process, that is, he must interpret the meaning of totality. Three factors provide him with the cues for an appropriate interpretation: (1) the universe of discourse, (2) his shared experience with the speaker, and (3) their shared knowledge or common cultural heritage.

Spanish and English are alike when the speaker and hearer have their attention focused on the entity *before* speaking. Two interlocutors, for example, are watching a man and a woman approaching. The speaker says *El hombre está enfermo* (*The man is sick*). There is only one man being observed, a unique individual, and this is indicated by the singular, definite article in both languages. A demonstrative would provide precisely the same information: *Ese hombre está enfermo* (*That man is sick*). If the number of men is plural, the article and the demonstrative perform the same function: *Los hombres están enfermos* (*The men are sick*); *Esos hombres están enfermos* (*Those men are sick*). In both languages either the definite article

or the demonstrative indicates that the statement applies to all the entities under direct and mutual observation.

The two languages are not alike when the subject of discourse is not present and cannot, therefore, be mutually observed by the speaker and the hearer. The noun may now refer to one unique, a restricted total, or to the generic whole. English sometimes marks uniqueness (*The sun is hot*) and sometimes not (*Hell is hot*). The same is true of its treatment of the generic whole (*The horse is a friend of man*). The Spaniard, in contrast, always marks totality (*El caballo es un amigo del hombre*). In this sentence the definite article is ambiguous. It may refer to one unique horse and one unique man or to all horses and all men. The hearer finds the cues for an appropriate interpretation in a variety of factors. If there is mutual observation, each entity is unique. The abstract cannot be observed. When there is no mutual observation, the proper interpretation depends on context and the shared experience and knowledge of the speaker and the hearer. Under these conditions totality is defined in several ways.

An entity may be unique because the entire culture, either by tradition or because of scientific fact, considers it to be so. The Spaniard, when such entities are the subject of discourse, consistently reveals this fact by using the definite article (*el sol, el cielo, el infierno, el campo, el Pacífico, el Ecuador, la Sierra Oriental, Pedro el Cruel*, etc.). English arrives at the same results by labeling some entities with proper nouns (*To be in Heaven or Hell*) and by modifying others with the article (*To sail the Pacific*).

An entity may be unique because, at the moment of speaking, there is only one in the culture. Both languages use the definite article (*el rey, the king; the president, el presidente*, etc.). The same principle, in both languages, may apply to well-defined sub-segments of the culture. For the students of a given university *el rector, el decano, el sereno*, and *el equipo de béisbol* are unique. Similarly, for a man and wife *el niño, el coche, la estufa, el patio, el loro, el baño*, etc. are unique. Under these conditions *La estufa no funciona* (*The stove isn't working*) or *El loro no tiene agua* (*The parrot hasn't any water*) can refer to only one entity, the stove or the parrot owned by the couple.

The definite article cannot be used, in either language, when the speaker and hearer share no common experience or knowledge of the entity to be considered. A wife may ask her husband *¿Dónde está el niño?* (*Where's the baby?*), but the same question is meaningless to a stranger. It can only suggest to him a case of mistaken

identity or complete confusion on the part of the speaker. In short, the speaker has used the wrong cue to initiate common focus.

In Spanish the definite article may stand for the generic whole at the initiation of common focus. This function poses two problems in teaching. First, Spanish consistently marks generic totality while English does so rather rarely (*I like eggs; Me gustan los huevos*). Second, when the entity to be considered is not restricted by the context or universe of discourse, all utterances are potentially ambivalent. The function cannot be taught in isolated sentences. Thus *La vida del indio es dura* may describe all Indians or one Indian. The plural has the same ambiguity (*La vida de los indios es dura*). The appropriate meaning must be defined either by context, the universe of discourse, or by the hearer's logical inference. The student must learn to search for clues which lead to the right interpretation. For example, the generic whole is obviously ruled out in *Le duele el estómago, El doctor tiene treinta años, El indio está en el patio, or Ya veo la zorra*. A unique referent is similarly ruled out by obvious generalizations (*¿Qué velocidad tiene la luz?, La zorra es un animal carnívoro, El acero es más fuerte que el hierro*, etc.). When none of these clarifiers is present, the hearer can decide what is meant only by considering the situation, the general topic of conversation, and the intent of the speaker.

The functions of the plural form of the definite article parallel those of the singular. The generic whole is determined by the same procedures used in dealing with the singular. The student, however, tends to have more trouble because English avoids the plural in speaking of a generic totality. *Los pobres, los enfermos*, etc. becomes *the poor, the sick*, etc. However, in closed social groups restricted totals are treated alike in both languages. At a party *Los señores están en el patio* (*The men are in the patio*) is unequivocal. The same is true of a wife saying to her husband *Los niños están acostados* (*The children are in bed*). The student has problems only in learning to understand the Spaniard's notion of general totality. The speaker of English is not obligated to distinguish linguistically between all and some, and the student, until properly trained, does not react to the difference between *cats* in *There are cats on the roof* (partitive) and *I don't like cats* (totality). In addition, the Spaniard's normal *No me gustan los gatos* seems to have the flavor of the emphatic English *I dislike all cats*.

At the initiation of common focus the definite article, either singular or plural, signals the hearer to focus his attention on a total, either one unique, the generic whole, or some restricted total determined

by immediate circumstances. This function stands in contrast with all numbers, either public or private, and, by inclusion, with the indefinite article.

The Spaniard, as just demonstrated, has two notions of totality: the generic whole, and a total determined by experience or knowledge shared by the speaker and hearer. There are, however, literally millions of individual entities of which the speaker and hearer cannot possibly have shared any previous experience or knowledge. There is, in addition, a potentially infinite variety of numerical groupings of entities of which the speaker and hearer cannot have had any previous, mutual knowledge or experience. As a result, the Spaniard is obligated, at the initiation of common focus, to divide all entities and all numerical groupings of entities into two grand sets: (1) those which he expects the hearer to be able to define from shared experience or knowledge, and (2) those which, in his estimation, the hearer cannot define from mutual experience or knowledge. Shared entities and shared numbers of entities are marked by the definite article. Unshared entities and unshared numbers are indicated either by the unmodified noun or by a number (the indefinite article or any other number, either public or private). This may be demonstrated by comparing the following uttered by a farmer to his wife:

<i>¡Nos han robado el caballo!</i>	<i>¡Nos han robado un caballo!</i>
<i>¡Nos han robado los caballos!</i>	<i>¡Nos han robado tres caballos!</i>
<i>¡El caballo está en el jardín!</i>	<i>¡Hay un caballo en el jardín!</i>
<i>¡Los caballos están en el jardín!</i>	<i>¡Hay caballos en el jardín!</i>
<i>Te he traído el reloj.</i>	<i>Te he traído un reloj.</i>
<i>Veo al niño allí.</i>	<i>Veo a un niño allí.</i>
<i>Las tres vacas que compré no dan leche.</i>	<i>Tres de las vacas que compré no dan leche.</i>

At the initiation of common focus the number morphemes (real numbers or the number suffixes) tell the hearer either (1) that the hearer and speaker have no shared experience of the entity (entities) or (2) that they have not previously considered the number immediately involved. However, once these facts have been made known to the hearer the situation changes drastically. The mere mention of the entity and its number establishes common focus and, what is more important, automatically establishes some shared knowledge. As a result, the speaker, if he continues talking, must now provide his hearer with new information. He must tell him either (1) to maintain focus on the entity (entities) already mentioned or (2) to shift his attention to a new subject of discourse. In Spanish and English

the definite article (or a demonstrative) signals the maintenance of common focus. Any number morpheme indicates that a previously unconsidered entity has been introduced into the conversation. The difference may be exemplified by the following two episodes:

Caminábamos por el campo. Se nos acercaron un hombre y una mujer. De repente, el hombre (ese hombre) corrió entre nosotros gritando.
Caminábamos por el campo. Se nos acercaron un hombre y una mujer. De repente, un hombre corrió entre nosotros gritando.

In the first version there is only one man; in the second there are two.

The foregoing facts make it possible to define the definite and indefinite article in terms which the student should readily understand. It is important, first, to point out that from a purely mathematical point of view the number 1 has two potentials. It may represent totality (one unique) or partitiveness (one of many). An overt expression of this difference requires, rather obviously, two morphemes. The partitive concept (one of many) is expressed by the indefinite article (*un, una*) while the notion of totality (one unique) is marked by the definite article (*el, la*). These notions, it should be made clear, are true only from the point of view of organizing reality. They are, moreover, relative, that is, what is one of many to one person may be one unique to another. The contrast becomes significant only when two or more persons focus their attention on the same entity. At this instant all entities are divided into two sets by the speaker and he informs the hearer whether or not they have or do not have any mutual experience or shared knowledge of the entity being treated. When there is some sharing, the entity is definite (*Papá, compré el caballo*); when there is no sharing, the entity is indefinite (*Papá, compré un caballo*). A plural number does not alter the principle (*Papá, compré los caballos; Papá, compré dos caballos*). What is indefinite at the initiation of common focus becomes definite in the maintenance of common focus. So *un caballo* in *Papá, compré un caballo* becomes *el caballo* in *¿Cuánto te costó el caballo?*

To describe to the student the function of a form does not, by itself, provide him with all the information needed to control usage. He needs to know when the Spaniard organizes reality in this particular fashion, and, in addition, he needs to learn what the Spaniard, as part of his tradition, considers to be unique.

From the point of view of form (linguistic structure), the student needs to grasp three important facts. A noun has three prime functions. First, it may serve simply as a label, the name for an entity. In

this function it has no number and is not modified by any limiting adjective. Thus the answer to *¿Qué día es hoy?* may be *Hoy es domingo*. The name for *hoy* is *domingo*. The Spaniard treats the names for professions, trades, and occupations in the same fashion (*Pedro es abogado; Enrique es carpintero*, etc.). Second, a noun may be used as a modifier of another noun, that is, it stands not for its referent but for the qualities or attributes of the referent. No number concept is involved in this function. This may be readily demonstrated by contrasting *cara de león* with *cara de un león*, or *zapatos de niño* with *zapatos del niño*. A noun may also serve as an adverbial modifier, a function in which no number concept is involved (*Ir a pie; Mándela por avión; Está allí de consul; Se hace de noche*, etc.). Finally, a noun may serve as a symbol for an objective entity, a countable item, and may, as a result, be modified by a limiting adjective dealing with number.

Another important point in understanding usage is the fact that nouns are used as labels for the three persons (first, second, and third). The articles (and any modifier belonging to the same set) automatically make the noun they modify third person. No noun so modified can, consequently, be used to label a person directly addressed. This is the explanation for the traditional rule governing the so-called omission of the definite article before titles in direct address (*Señor López, ¿a cuánto está el cambio?*). In direct address the entity labeled is second person, and the noun, as a result, is not modified by a third person adjective. In actuality, the presence or absence of a title is irrelevant. The principle applies to all entities. The entity, moreover, does not have to be a person (*Gato, ven acá; Camino, ¿por qué estás tan sinuoso?; Árbol, te voy a cortar; Amigo, no te preocupes; Señora, se hará; Señora Martínez, su hijo es muy amable*).

Some attention, at this point, needs to be given to the fact that the standard textbook rules governing the use of the articles (and other limiting adjectives) are, primarily, the product of linguistic coincidence. Both English and Spanish have essentially the same sets of modifiers and most rules, as a direct result, are descriptions of points of difference. This is a fundamental pedagogical error, first, because Spanish usage is actually described only where it differs from English and, second, because the sum total of these rules does not, in fact, add up to a comprehensive and system-wide description of usage. The student, in reality, is taught to project English patterns onto Spanish except when he is told not to. He operates, consequently, with a set of exceptions to his English intuition rather than with a clear understanding of how the Spaniard organizes reality. Moreover, the number

of rules needed to define the Spanish exceptions to English patterns exceeds the number needed to describe the entire Spanish system.

When usage is viewed exclusively from the Spaniard's frame of reference, it becomes apparent that the patterns are very simple. With only minor exceptions, Spanish, unlike English, deals with all count entities in precisely the same way. Totality is regularly marked by the definite article (*El hombre no puede existir sin la mujer; Los perros ladran; Los indios hablan muchas lenguas*). The speaker is obligated, at the initiation of common focus, to tell the hearer the number under consideration and to differentiate between all, some, one unique, and one of many. These facts tell the hearer whether they do or do not share some experience or common knowledge of the entity (or entities) being brought into common focus.

These simple generalizations account for almost all Spanish usage and for all the specialized rules found in the standard textbook. The articles are used with titles of address, except certain uses of *don* and *doña*, in precisely the same way as with any other noun. The indefinite article tells the hearer that the speaker does not share with him some previous knowledge of the person under consideration (*Un señor Iglesia le llamó por teléfono*). The definite article, in contrast, indicates shared experience (knowledge) and, hence, a unique individual (*El señor Iglesia le llamó por teléfono*). The definite article, as a mark of third person, is used in direct address only to show deference or remoteness (as in anger). A servant, for example, may say to her mistress, *¿La señora no quiere comer?*

In a closed social group the titles *don* and *doña* indicate an individual known to both the speaker and hearer (*Allí viene don Carlos; ¿Dónde está doña Margarita?*). However, when several groups are involved and more than one individual has the same title, the articles are used (*¿Es el don Carlos de que me habló?; No hay un don Carlos en este pueblo*). In other words, when people with titles exist in multiples, the Spaniard counts and classifies them in the same way as cars, dogs, and beer bottles.

The teaching problem can be simplified by first dealing with titles as ordinary nouns. For example:

Hace muchos años había en mi pueblo una fábrica. La fábrica ya era vieja.
Hace muchos años había en mi pueblo una señora. La señora ya era vieja.

The addition of a proper name does not alter the pattern:

Hace muchos años había en mi pueblo una señora Montes. La señora Montes ya era vieja.

Pattern drills are readily developed by changing *¿Conoce Vd. a la señora?* to *¿Conoce Vd. a la señora Abreu?*

The same teaching procedure can be applied to all classifying nouns and adjectives. *Estamos en la calle* becomes *Estamos en la Calle Veinte*. *Iba por la avenida* becomes *Iba por la Avenida Cinco de Mayo*. The indefinite article is used when one of many entities is considered (*Hay en muchas ciudades una Avenida Cinco de Mayo*).

The days of the week and of the month offer no special problems from the Spaniard's point of view. A calendar system serves no useful purpose unless each interval of time used in it is treated as a unique entity and has a unique label. The names for the days of the month are made unique, like all other common nouns, by using the definite article and a number (*el tres de julio; el 24 de mayo*). Every day of the month, however, has been and will be repeated many times. Each may, consequently, be treated as one of many (*Nunca tendremos un 22 de noviembre como éste; Este año no hay un 29 de febrero*).

As a means of dating events, the days of the week, like the days of the month, are unique entities and are modified by the definite article (*Lo hicimos el lunes; Lo haremos el lunes*). The plural stands for a multiple of unique days (*Lo hicimos los lunes; Lo haremos los lunes*).

Every day of the week, like every day of the month, may be treated as one of many (*Un domingo, en el mes de mayo, íbamos por el campo*). They can, of course, be counted (*Hay cuatro domingos en este mes. Nos quedan dos. Un domingo es bastante*).

There remain, now, to be discussed several common and troublesome patterns which do not conform to general usage. Much more basic research will be needed before they can be explained satisfactorily. Meantime, they need to be noted.

Within a family, for example, each member is a unique entity. The definite article, however, is not used with relationship labels, by members of the family when talking to each other (*¿Dónde está papá, mamá, tía María?*). However, an outsider, addressing a member of the family uses a possessive (*¿Dónde está tu mamá?*) but the definite article when talking about the same member (*¿Dónde está la mamá?*).

In a rather small number of instances the Spaniard distinguishes between a structure or organization and the activity of the individual within the structure or as a participant in the organization. Thus *El rey está en el palacio* merely gives the physical position of the king. In contrast, *El rey está en palacio* says that he is performing his duties. *Pedro está en la clase* states that he is enrolled. *Pedro está en clase* tells what he is doing. The same is true of *Roberto está en examen*. In this same fashion *casa* labels the place where one lives or a physical