



UNIVERSIDAD DE JAÉN
Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

Correspondence of the passive voice in English and Spanish: a corpus- based study

Alumno/a: **José Manuel Rubia Santiago**

Tutor/a: Prof. Dr. Alfonso J. Rizo Rodríguez
Dpto.: Filología Inglesa

Julio, 2021

Índice

Abstract/Resumen

Keywords/Palabras clave

1. Introduction.....	3
2. Theoretical background.....	4
2.1 Definition of voice.....	4
2.2 Passive voice in Spanish.....	5
2.2.1 Formation of the passive voice.....	5
2.2.2 Tenses and aspects in the passive voice.....	6
2.3 Types of passive.....	7
2.3.1 Periphrastic passive.....	7
2.3.1.1 Formation.....	7
2.3.1.2 Constraints.....	8
2.3.2 Reflexive passive.....	8
2.3.2.1 Formation.....	9
2.3.2.2 Constraints.....	10
2.4 Uses of the passive voice.....	11
2.5 Passive voice in English.....	12
2.5.1 Formation of the passive voice.....	12
2.5.2 Tenses and aspects involved in the passive voice.....	14
2.5.3 Types of passive.....	15
2.5.3.1 Be-passive.....	15
2.5.3.2 Get-passive.....	15
2.5.3.3 Prepositional-passive.....	15
2.6 Constraints of the passive voice.....	16
2.7 Uses of the passive voice.....	18
3. Analysis of the examples of the corpus.....	21
4. Conclusion.....	31
5. References.....	33
5.1 Monographs and articles.....	33
5.2 Webgraphy.....	37
6. Appendix.....	39

Abstract

This dissertation is a tentative attempt to study the correspondence of the passive voice in English and Spanish. Through the combination of theory and practice, the similarities and differences in the scope of the passive voice in both languages will be explored. In order to do so, a contrastive analysis will be performed with the help of a parallel corpus which will help learners to acknowledge their mistakes and, therefore, correct them during the acquisition process.

Keywords: passive voice in English, passive voice in Spanish, contrastive linguistics, parallel corpus.

Resumen

Este TFG es un intento preliminar de estudiar la correspondencia de la voz pasiva en inglés y español. Combinando la teoría y la práctica, analizaremos las similitudes y diferencias que existen en el campo de la pasiva en las dos lenguas. Para esto, se llevará a cabo un análisis contrastivo con la ayuda de un corpus paralelo que ayudará a los estudiantes a reconocer sus fallos y, por lo tanto, corregirlos en el proceso de enseñanza.

Palabras clave: voz pasiva en inglés, voz pasiva en español, lingüística de contrastes, corpus paralelo.

1. Introduction

The main aim of this dissertation is to study the correspondence of the passive voice in English and Spanish. In order to do so, a contrastive analysis of the passive voice in English and Spanish will be performed. This will let us see the main differences and similarities in the scope of the passive voice in both languages.

Unlike English, the Spanish language can make use of two passive constructions: the periphrastic passive and the reflexive passive. This could generate some problems for learners at the time of acquisition.

The methodology used for this research revolves around a parallel corpus. A parallel corpus is a collection of original texts in L1 and their translations in L2. A parallel corpus has some benefits to it. On the one hand, it permits learners to gain access to a large amount of information on language usage. On the other hand, it helps learners to choose the right equivalents in the translation process. The material for this parallel corpus were in the form of original texts in English and their translations in Spanish. The corpus was extracted from the Harry Potter collection. The literary books were *Harry Potter and the Philosopher's Stone* and *Harry Potter and the Prisoner of Azkaban*, which were written by J. K. Rowling. The rendered versions used for this corpus were *Harry Potter y la piedra filosofal*, translated by Alicia Dellepiane, and *Harry Potter y el prisionero de Azkaban*, translated by Nieves Martín Azofra and Adolfo Muñoz García.

Without further ado, it is vital to establish the arrangements of this dissertation. Firstly, a theoretical background that revolves around the passive voice in English and Spanish has been provided. With a view to supporting the theory, carefully-chosen examples have been provided. The second part of this research is based around the analysis of the examples of the corpus. In order to explore the similarities and differences in the passive voice in both languages, different parameters such as the type of sentence (active-passive), the verb (type of verb, tense and aspect), types of passive, the passive gradient and all the syntactic changes involved in the original texts and their translations will be taken into account. The examples of the corpus have been provided in the form of an appendix at the end of this dissertation. Last but not least, a conclusion shall be provided in order to epitomize what has been said in this research.

2. Theoretical background

2.1 Definition of voice

Before attempting to go deep into the subject of the passive, it is mandatory to give clear and comprehensive definitions of voice. “Voice” can be seen as a grammatical category which permits us to see the action of the sentence in two different ways, without changing the meaning of the sentence (Greenbaum, Leech, Quirk, Svartvik, 1985: 159). Let us see the active-passive correspondence in the following examples:

(1a) Oswald assassinated Kennedy.

(1b) Kennedy was assassinated by Oswald.

(examples taken from Huddleston and Pullum, 2002: 1427).

Voice can be regarded as an indication of whether the subject performs the action of the verb (active voice) or, by contrast, the subject is affected by the action of the verb (passive voice) (Brinton and Brinton, 2010: 130, 131). In keeping with *Encyclopaedia Britannica*, voice is the “form of a verb indicating the relation between the participants in a narrated event (subject, object) and the event itself. Common distinctions of voice found in languages are those of active, passive, and middle voice. These distinctions may be made by inflection, as in Latin, or by syntactic variation, as in English”. The opposition active-passive can be illustrated in the following example:

(2a) El cronómetro mide el tiempo.

(2b) El tiempo es medido por el cronómetro

(examples taken from <http://miratelalengua.blogspot.com/2013/10/voz-pasiva.html>)

In line with Brinton, Sabin (2001: 479) states that voice is “the property of a verb that indicates whether the subject acts or is acted upon”. In other words, voice can be seen as a property of the verb in which the subject is the doer of the action or not. For instance:

(3a) El leñador taló el árbol.

(3b) El árbol fue talado por el leñador

(instances taken from <http://www.antonioviñuales.com/2020/03/23/transformar-a-pasivas-oraciones-activas/>)

2.2 Passive voice in Spanish

2.2.1 Formation of the passive voice

In Spanish, there are no morphemes to mark the passive. The difference between both voices, active and passive, are clearly syntactic and semantic (Blecua Falgueras, Falgueras Gorospe, Miarnau Montserrat, Miñambre Berbel, 2010: 115). However, the auxiliary verb “ser” + the past participle is used to form the passive voice (Alonso Del Río, 1963: 49).

Apart from the auxiliary “ser”, the auxiliary verb “estar” can be used as well. Besides, the past participle must agree in gender and number with the subject (Marín Arrese, Morales Gálvez, Mazo de Unamuno, 2005: 152). For example:

(4) Las puertas están cerradas desde las 7.

(example taken from <https://www.spagnolofirenze.it/grammatica/la-voz-pasiva/>)

Only transitive sentences, which require a direct object, can undergo the process of passivization (Marcos Marín, 1980: 282).

Active and passive sentences are not alike in terms of structure. While active sentences follow the structure Subject+Verb+Direct Object, passive sentences follow: Subject+ passive verb+ agent (Gómez Torrego, 2010: 44). In order to transform a sentence into passive, the next steps must be followed:

a) The direct object of the active sentence becomes the new subject of the passive one (Gómez Torrego, 2010: 46). For instance:

(5a) El portavoz del gobierno leyó **el informe**.

(5b) El **informe** fue leído por el portavoz del gobierno.

(examples taken from Gómez Torrego and Bosque Muñoz, 2010: 46).

b) The subject of the active sentence becomes the agent of the passive (Gómez Torrego, 2010: 46). The agent of the passive sentence is normally introduced by "de" or "por". This agent performs the semantic role of patient in the passive sentence (Marcos Marín, 1980: 282). Crystal (2008: 353) states that “the subject is typically the recipient or goal of the action denoted by the verb”. To illustrate this point, let us take a look at the following examples:

(6a) **El marqués** donó la carroza al museo.

(6b) La carroza fue donada al museo **por el marqués**.

(examples taken from <http://blogdecastellanodeinma.blogspot.com/2016/05/ejercicios-de-repaso-transformaciones.html>)

c) The verb in the passive sentence changes. The newly passive verb is made up of the auxiliary verb "ser" or "estar" followed by the participle (Gómez Torrego, 2010: 46). For example:

(7a) El jinete **ensilló** al caballo.

(7b) El caballo **fue ensillado** por el jinete.

(instances taken from <http://blogdecastellanodeinma.blogspot.com/2016/05/ejercicios-de-repaso-transformaciones.html>)

2.2.2 Tenses and aspects in the passive voice.

Conjugation for the passive voice is analogous to the active. To each active form corresponds a passive one, ranging from the infinitive to the imperative, with the exception of the participle, which already has a passive meaning (Marsá Gómez, 1986: 220).

Passive voice	
Indicative	Subjunctive
Present-Soy amado.	Present-Sea amado.
Imperfect-Era amado.	Imperfect-Fuera o fuese amado.
Preterite-Fui amado.	Future-Fuere amado.
Conditional-Sería amado.	Perfect-Haya sido amado.
Future-Seré amado.	Pluperfect-Hubiera/-se sido amado.
Perfect-He sido amado.	Future-Hubiere sido amado.
Pluperfect-Había sido amado.	
Past anterior-Hube sido amado.	
Conditional perfect-Habría sido amado.	

(table taken from Ariza Conejero et al, 2021: 217).

Aspect is a grammatical category that denotes how the action expressed by the verb is finished (perfective aspect) or unfinished (imperfective aspect) (Gómez Torrego, 2005:146). It

is considered that all compound tenses have perfective aspect. Within simple sentences, every one of them has imperfective aspect, barring the preterite, which has perfective aspect (Pavón Lucero, 2007: 115).

The passive is prevalent among verbs of perfective aspect and infinitives rather than verbs of imperfective aspect (Butt and Benjamin, 1994: 364). E.g:

(8a) Fue alcanzado por una bala.

(8b) Las muestras les serán devueltas.

(instances taken from Butt and Benjamin, 1994: 365).

2.3 Types of passive

2.3.1 Periphrastic passive

2.3.1.1 Formation

The periphrastic passive is made by using the auxiliary verb "ser" followed by the past participle (Real Academia Española, 2010: 776). The doer of the action is introduced by the preposition "por" or "de". The agent can either be included or not. If it is present, then it is called "first passive". If it is not present, it is named "second passive" (Lázaro Carreter, 1980: 61). E.g:

(9a) La obra fue aplaudida por el público.

(9b) La obra fue aplaudida.

(instances taken from Lázaro Carreter, 1980: 61).

Furthermore, one needs to notice that the past participle agrees with the subject in gender and number (Moreno García, 2001: 89). For example:

(10a) El arquitecto del rey Francisco I diseñó este palacio en el siglo XVI.

(10b) Este palacio fue diseñado en el siglo XVI por el arquitecto del rey Francisco I.

(examples taken from Castro Viúdez and Díaz Ballesteros, 2006: 24).

The periphrastic passive voice made by "ser" expresses an ongoing action. Moreover, this type of passive can be made up of participles of verbs like "saber", "conocer", "odiar" and "respetar", which are used for unfinished actions; in that case, the participle functions like an

adjective and can be complemented with adverbs such as "muy" (Moreno, Hernández, Kondo, 2018: 147). E.g:

(11) Será muy mayor, pero Don Juan es muy valorado por todos.

(example taken from Moreno García, Hernández Alcaide, Kondo Pérez, 2018: 147).

Along with the auxiliary "ser", the auxiliary verb "estar" can be used to make the periphrastic passive (Marsá Gómez, 1986: 226). The passive voice with "estar" expresses the final state of an action. The agent is not mentioned unless he/she is directly involved in the final result of the action (Moreno García, Hernández Alcaide, Kondo Pérez, 2018: 148). E.g:

(12) Los cuadros del museo están protegidos por un sistema de seguridad muy sofisticado.

(example taken from Moreno García, Hernández Alcaide, Kondo Pérez, 2018: 148).

2.3.1.2 Constraints

There are a number of constraints when it comes to the periphrastic passive.

First of all, it is claimed that the passive voice with the auxiliary verb "estar"

rejects the passive when dealing with activities that can be cut off no matter when.

Verbs like "querer", "ver la televisión" and events which do not mark an achieved goal are not subject to passivization. For instance, it would be ungrammatical to say "está besado". Moreover, the periphrastic voice with "estar" cannot be used in compound sentences. Examples like "ha estado hecho", "había estado hecho" would be rendered ungrammatical (Blanco Canales, Fernández López, Torrens Álvarez, 2007: 161).

Secondly, the periphrastic passive cannot undergo the process of passivization involving perfective verbs which denote a momentary action (Alonso Pedraz, 1968: 94). An imperfective verb is the one which has failed to complete the action (Pavón Lucero, 2007: 115). That is the case in present and imperfect tenses. For instance, a sentence like "la puerta es abierta por Juan" would be ungrammatical. In this case, we turn to the active voice and say "La criada abre la puerta" (Alonso Pedraz, 1968: 94).

Thirdly, indirect objects are not allowed to form passive sentences within the passive periphrastic formed with "ser". As a case in point, it would be impossible to transform the following sentence into passive: (Le dieron dos regalos). Additionally, partitive subjects within the periphrastic passive with "ser" cannot become passive. One cannot say "Naranjas son vendidas aquí". Instead, it would be logical and grammatical to turn to the refleja passive and

say "Se venden naranjas aquí" (Butt and Benjamin, 2013: 365).

Fourthly, not all transitive verbs have an active-passive correspondence. Verbs like "poder", "haber" and "tener" are prime examples. Let us take a look at the following example: "Tiene unas gafas de Vogue". This sentence does not have a passive correspondence on the grounds that the newly-transformed passive sentence "Las gafas son tenidas" would be ungrammatical (Marcos Marin and España Ramírez, 2001: 173).

Last but not least, there are some verbs, for instance, "poder" which lack the participle. "Poder" is often followed by bare-infinitive complement. For example, "los estudiantes no puede jugar" cannot be turned into passive *Jugar es cosa podida (Alonso Pedraz, 1968: 94).

2.3.2 Reflexive passive

2.3.2.1 Formation

This kind of passive is created by combining the particle "se", which denotes the reflexive passive and a verb that agrees in number and gender with the subject (Moliner Ruiz, 2013: 179). The reason why this type of passive was called "reflexive" derives from the addition of the particle "se", which is a reflexive pronoun (Marsá Gómez, 1986: 225). Let us take a look at the following examples:

(13a) Se oyen las campanas.

(13b) Se oye la campana.

(14a) Se estudiarán las propuestas.

(14b) Se estudiará la propuesta.

(instances taken from Moliner Ruiz, 2013: 179).

Reflexive passives can be classified into first or second reflexive passives in accordance with the presence or omission of the ablative agent (Seco y Sánchez and Seco Reymundo, 1976: 182). For instance:

(15) Estos asuntos no se han resuelto todavía (first passive)

(16) La proposición se rechazó por todo el mundo (second passive).

(examples taken from Seco y Sánchez and Seco Reymundo, 1976: 182).

Unlike the periphrastic passive, the verb presents an active voice. Some reflexive passive sentences have a periphrastic passive correspondence (Moliner Ruiz, 2013: 179). E.g:

(17a) Se estudiarán las propuestas. (reflexive passive).

(17b) Las propuestas serán estudiadas. (periphrastic passive).

(instances taken from Moliner Ruiz: 2013: 179).

As seen in the last couple of examples, we can clearly see that there is a clear-cut correspondence. But that is not always the case. There are some transitive verbs that do not allow this kind of transformation (Moliner Ruiz, 2013: 179).

(18a) Se oyen las campanas.

(18b) *Las campanas son oídas.

(examples taken from Moliner Ruiz, 2013: 179).

2.3.2.2 Constraints

There are some constraints when it comes to the reflexive passive. Within this type of passives, the agent cannot be introduced by the preposition "por" (Mendikoextea Pelayo, 2000: 1637). For instance, a sentence like the following "Se pasaron los trabajos a ordenador por Sandra" would be rendered ungrammatical. Instead, one would say "Se pasaron los trabajos a ordenador. Los pasó Sandra" (Mendikoextea Pelayo, 2000: 1637).

Reflexive passives are not normally introduced by an agent. Some grammarians considered it ungrammatical to include an agent within this type of passives. Sentences like "Las propuestas se estudiarán por una comisión especializada", though grammatical, is quite rare in Spanish. If one needs to include the agent, then you turn to the periphrastic passive like "Las propuestas serán estudiadas por el director" or the active voice "El director estudiará las propuestas" (Moliner Ruiz, 2013: 179).

Last but not least, reflexive passives can only be formed with transitive verbs (NGLE, 2011: 645). For example:

(19a) ¡Sonrían para la foto!

(19b) *¡Se sonrían para la foto!

(instances taken from <https://www.ejemplos.co/>)

2.4 Uses of the passive voice

The passive is not commonplace for Spanish speakers (Gili Gaya, 1980: 73). In Spanish, "reflexive" passives are preferred over the periphrastic passive. On the whole, the passive voice is not much frequent in oral communication. When it is used in that context, it keeps an academic and formal tone. In written communication, it is used in newspapers, legal documents, etc (Díaz Rodríguez and Yagüe Barredo, 2015: 539).

The passive voice can be employed in a number of different situations. In the first place, the passive is often used to highlight the doer of the action (Nisseberg, 2011: 133). E.g:

(20) Los ciudadanos fueron recibidos por el presidente de la República de Chile.

(example taken from Nisseberg, 2011: 133).

Secondly, one makes use of the passive to underscore the action; the agent who performs the action is unimportant or unknown (Aragónés Fernández and Palencia del Burgo, 2007: 238).

Let us take a look at the following examples:

(21) Los presos serán liberados esta noche.

(22) La joyería fue asaltada en pleno día.

(examples taken from Aragónés Fernández and Palencia del Burgo, 2007: 238).

Thirdly, the passive voice is used when the speaker has an interest in not saying who the doer of the action is or when the subject is unmistakable (Castro Viúdez, Rodero Díez, Sardinero Franco, 2014: 97). In the same vein, the speaker has a tendency to resort to "reflexive" passive in order to not specify who the doer is (Alcina Franch and Cacho Blecua, 1980: 918). For example:

(23) Se edifican muchas casas en este barrio.

(24) Se ve a las alumnas desde el despacho.

(instances taken from Alcina Franch and Cacho Blecua, 1980: 918).

Furthermore, the passive voice tends to be used in journalism and historical narrative (Castro Viúdez, 2006: 7). E.g:

(25) Ayer fueron clausuradas las III Jornadas de Gastronomía Castellano-manchega.

(26) Este monasterio fue construido en el siglo XIV por un rey cristiano.

(examples taken from Castro Viúdez, 2006: 7).

Finally, the passive is used to express some type of impersonality (Díaz Rodríguez and Yagüe Barredo, 2015: 538). For instance:

(27) Se alquilan casas de verano.

(28) Se venden muebles usados a buen precio

(instances taken from <https://www.ejemplos.co/>)

2.5 Passive voice in English

2.5.1 Formation of the passive voice

The passive voice is usually formed by combining the appropriate form of the auxiliary verb “to be” followed by the past participle of the verb (Foley and Hall, 2012: 104). Additionally, the passive makes use of the verb “to get” in order to form the passive, especially in spoken English (Swan and Walter, 2011: 79). Only transitive verbs, which are verbs that take an object, can be used to make the passive (Evans and Obee, 2014: 206).

There are a few syntactic differences between an active sentence and its passive counterpart (Huddleston and Pullum, 2002: 1427). To form a passive, it is of the utmost importance to follow the next steps. Firstly, the object (direct object and indirect object) becomes the subject of the passive sentence (Greenbaum and Quirk, 1990: 350,356). To illustrate this point, let us take a look at the following examples:

(29a) The typist was typing the report.

(29b) The report was being typed by the typist.

(instances taken from Evans and Obee, 2014: 207).

(30a) He gave the girl a doll.

(30b) The girl was given a doll.

(examples taken from Greenbaum and Quirk, 1990: 353).

Secondly, the subject of the active sentence becomes the agent in the passive sentence. This agent is normally introduced by the preposition “by” (Huddleston and Pullum, 2002:

1428). E.g:

(31) John admired Mary.

(31b) Mary was admired by John.

(examples taken from Quirk et al, 1985: 160).

Thirdly, the verb of the active changes to the past participle form. This verb is accompanied by the auxiliary verb “to be” (Huddleston and Pullum, 2002: 1428). For example:

(32a) I have prepared the turkey and peeled the potatoes.

(32b) The turkey has been prepared and the potatoes have been peeled.

(instances taken from Yule, 2008: 57).

2.5.2 Tenses and aspects involved in the passive voice.

In English, the passive voice is used in all tenses and aspects by making use of the formula: “to be + past participle (Foley and Hall, 2003: 104). However, the progressive forms of the present perfect, past perfect, future and future perfect are uncommon in the passive (Schramper, 2002: 208).

Tenses	Active voice	Passive voice
Simple present Simple past	The assistant types reports. The assistant typed reports.	Reports are typed (by the assistant). Reports were typed (by the assistant).
Present Continuous Past Continuous	The assistant is typing reports. The assistant was typing reports.	Reports are being typed (by the assistant). Reports were being typed (by the assistant).

(table taken from Evans, 2015: 52).

Tenses	Active voice	Passive voice
Present Perfect Past Perfect	The assistant has typed reports. The assistant had typed reports.	Reports have been typed (by the assistant). Reports had been typed (by the assistant).
Simple Future Future Perfect	The assistant will type reports. The assistant will have typed reports.	Reports will be typed (by the assistant). Reports will have been typed (by the assistant).

Conditional Conditional Perfect	The assistant would type reports The assistant would have typed reports.	Reports would be typed (by the assistant) Reports would have been typed (by the assistant).
Present Infinitive Perfect Infinitive	The assistant ought to type reports. The assistant ought to have typed reports	Reports ought to have typed (by the assistant) Reports ought to have been typed (by the assistant).
Gerund Perfect Gerund	The assistant hates people asking her to type reports The assistant remembers her boss having asked her to type reports.	The assistant hates being asked to type reports The assistant remembers having been asked to type reports (by her boss).

(table taken from Evans, 2015: 52).

When it comes to the aspect, the passive can either be combined with perfect or progressive aspect. While the perfect passive is quite common in English, the progressive passive is uncommon (Biber, Conrad, Leech, 2002: 173).

2.5.3 Types of passive

2.5.3.1 *Be*-passive

The *Be*-passive is made by using the auxiliary verb “to be” followed by the past participle form of the active verb. The agent who performs the action is introduced by the *by*-phrase. However, this agent can be present or not and therefore, we could distinguish between long passives, in which the agent is present and short passives that lack the agent (Huddleston and Pullum, 2002: 1427, 1428).

2.5.3.2 *Get*-passive

Although the auxiliary verb “to be” is preferred in the passive, we can also make use of the verb “to get” to make the passive. This type of passive is limited to constructions in which an animate agent is not present (Quirk et al, 1985: 161). For instance

(34) James got beaten last night.

(examples taken from Quirk et al, 1985: 161).

The *get*-passive is quite common in informal English. The *be*-passive is preferred over the *get*-passive in informal English, though (Quirk et al, 1985: 161). Just like the normal passive, the *get*-passive is usually agentless (Evans, 2015: 52).

2.5.3.3 Prepositional passive

Quirk et al (1985, 163) states that “prepositional verbs can often occur in the passive, but not so freely as in the active”. These prepositional verbs are verbal idioms consisting of a lexical verb followed by a preposition, such as *look at*”. In prepositional passives, the subject does not correspond with the object of the verb, but rather with the object of a prepositional complement (Huddleston, 1988: 177).

(35a) Someone broke into the shop

(35b) The shop was broken into

(examples taken from www.englischhilfen.de/en/grammar/passive_prepositions.html)

This kind of passive is found with prepositional verbs. The lexical closeness between the verb and the preposition allow us to treat it as a single verb. Hence, the complement of the preposition can be treated as a direct object and therefore be subject to passivisation (Huddleston, 1988: 178).

2.6 Constraints of the passive voice

Transitive sentences can either be active or passive. However, there is not always a systematic correspondence between the two. There are several constraints linked with the type of verb, the object, the agent, the meaning and the frequency of use (Greenbaum, Leech, Quirk, Svartvik, 1985: 162).

When it comes to the type of verb, intransitive and copular verbs cannot be made passive. Apart from that, there are some transitive verbs called “middle verbs” that cannot take the passive voice. Verbs like “have”, “resemble”, “lack”, “hold”, “suit” do not have an active-passive correspondence (Greenbaum, Leech, Quirk, Svartvik, 1985: 162).

(36) She has dark hair and brown eyes.

(37) To the outside the movement of a kata resembles a dance routine.

(examples taken from *Longman Dictionary of Contemporary English* | LDOCE, 2021).

Moreover, there are some verbs and verbs constructions that can only be used in the passive. It would be ungrammatical to say “They said him to be a good teacher”. In order to

make the sentence grammatical, the verb “to say” must be in the passive form (John was said to be a good teacher) (Greenbaum, Leech, Quirk, Svartvik, 1985: 162).

Furthermore, we need to take prepositional verbs into account when it comes to the passive voice. More often than not, prepositional verbs can take the passive voice. However, there are some cases where the process of passivization cannot be applied (Greenbaum, Leech, Quirk, Svartvik, 1985: 163). Let us take a look at the following example:

(38) The engineers went very carefully into the problem/tunnel.

(example taken from (Greenbaum, Leech, Quirk, Svartvik, 1985: 163).

If we had chosen *the problem* to undergo the process of passivization, the newly-transformed sentence would be: “The problem was very carefully gone into by the engineers”. It would render a grammatical sentence. Notwithstanding, if we had chosen the tunnel to suffer the process of passivization, the new sentence would be ungrammatical. We cannot say “The tunnel was very carefully gone into by the engineers” (Quirk et al, 1985: 163).

Pertaining to object constraints, in transitive sentences in which the direct object is a non-finite clause, to-infinitive clause or an -ing clause, there is no possible transformation from active to passive (Quirk et al, 1985: 163,164). E.g:

(39) I forgot to post my letter.

(40) I dislike your being on your own so much.

(instances taken from Vince, 2008: 154).

However, if we come across a *that-clause* functioning like direct object, then the process of passivization must be allowed. In order to become passive, the *that-clause* must be put at the end of the sentence and be replaced by the anticipatory “it” (Quirk et al, 1985: 164). For example:

(41a) Nobody thought that she was a spy.

(41b) It was thought that she was a spy.

(examples taken from Swan, 2016: 63).

Apart from that, a direct object functioning like a reciprocal pronoun or reflexive

pronoun cannot suffer the process of passivization (Quirk et al, 1985: 164). E.g:

(42) We call each other every day.

(43) I accidentally burned myself with the hairdryer.

(instances taken from Herring, 2016: 177, 474).

With regards to agent constraints, we could say that the agent is left out in the majority of the cases for different reasons. The agent is omitted because it is of no real worth and anonymous (Greenbaum, Leech, Quirk, Svartvik, 1985: 164, 165). Sentences such as (44) and (45) would be impossible to make active because the agent cannot be recovered.

(44) The detectives were tricked.

(45) The whole mainframe system was destroyed.

(examples taken from www.rit.edu/ntid/sea/processes/passive/research/subtypes)

Nonetheless, there are cases in which the agent must be present, otherwise the sentences would be rendered ungrammatical (Greenbaum, Leech, Quirk, Svartvik, 1985: 1985: 165). Let us take a look at the following examples:

(46) The music was followed.

(47) The rebels were actuated by both religious and political motives.

(instances taken from Greenbaum, Leech, Quirk, Svartvik, 1985: 165).

In the matter of meaning constraints, one can say that the active-passive correspondence does not always have the same meaning (Greenbaum, Leech, Quirk, Svartvik, 1985: 165). Let us compare the following pair of sentences:

(48a) Every schoolboy knows one joke at least.

(48b) One joke at least is known by every schoolboy.

(examples taken from Greenbaum, Leech, Quirk, Svartvik, 1985: 165).

Last but not least, there is a frequency constraint when it comes to the passive voice. Generally speaking, the active voice is preferred over the passive voice. The passive voice can more often be found in informative writing such as newspapers and scientific articles

(Greenbaum, Leech, Quirk, Svartvik, 1985: 166).

2.7 Uses of the passive voice

The passive voice is alleged to be used for the following reasons. In the first place, we make use of the passive in cases when the person who does or causes the action is unidentified or irrelevant (Murphy, 2019: 84). To illustrate this point, let us take a look at the following examples:

(49) The car was stolen at approximately 1.30 a.m.

(50) The plane tickets were given to Jill.

(instances taken from Mann and Taylore-Knowles, 2008: 54).

In (49) and (50), the identity of the agent remains hidden on the grounds that nobody knows who did it. Similarly, the passive voice is used when the doer of the action is discernible from the background or general knowledge (Foley and Hall, 2008: 107). E.g:

(51) Three men have been arrested. (The police arrested them)

(52) Thousands of patients are treated at the hospital every year. (Doctors and nurses treated them.).

(examples taken from Hird and Marks, 2006: 50).

Moreover, the passive is used when the speaker has a keen interest in the action rather than the agent who performs the action (Evans, 2015: 52). For example:

(53) The Fine Arts Museum will be opened to the public on November 14th.

(instance taken from Dooley and Evans, 2000: 50).

(54) Cars are not permitted in the centre of Zurich.

(example taken from Mansfield and Nuttall, 2010: 170).

The speaker or writer uses the passive voice more often in written language such as newspapers, scientific reports with a view to sounding formal and impersonal (Bell and Gower, 2014: 196). E.g:

(55) The cultures were fixed with 4% paraformaldehyde.

- (56) All classes were threatened to be overwhelmed in one universal ruin.
(instances taken from Burchfield, 2000: 576, 577).

Furthermore, the passive voice is used in order not to say who the doer is. We resort to the passive in order to make the sentence impersonal (Side, Wellman, 2000: 33). For example:

- (57) It is thought that the Minister was involved in the conspiracy to overthrow the government.
(58) It is said that this poem was written by Elytis.
(examples taken from Evans, 2015: 52, 55).

Last but not least, the passive is used in order to put the new information at the end of a given sentence such as “Gernica is a wonderful example of cubist art. It was painted by Picasso in 1937”. Besides, we make use of the passive with the aim to put a long subject at the end of a sentence (Foley and Hall, 2008: 107). E.g:

- (59) The huge orange sun sinking slowly below the horizon delighted her.
(60) She was delighted by the huge orange sun sinking slowly below the horizon.
(instances taken from Foley and Hall, 2008: 107).

In order to study the passive, we need to take into account the passive gradient. By taking into account the verb's function and meaning, we can distinguish *central passives*, *semi-passives* and *pseudo-passives* (Greenbaum, Leech, Quirk, Svartvik, 1985: 167). Central passives are considered true passives on the grounds that they have an active counterpart. Central passives can either have a personal agent or a non personal agent (Greenbaum, Leech, Quirk, Svartvik, 1985: 167). Let us take a look at the following examples:

- (61) My father made this violin.
(62) The results hardly justify this conclusion.
(examples taken from Greenbaum, Leech, Quirk, Svartvik, 1985: 167)

Semi-passives sentences are considered mixed passives because they have verbal and adjectival properties. They hold verbal properties on the ground that they have an active counterpart (Greenbaum, Leech, Quirk, Svartvik, 1985: 168). For instance:

(63a) We are encouraged to go on with the project.

(63b) The results encourage us to go on with the project.

(examples taken from Greenbaum, Leech, Quirk, Svartvik, 1985: 168).

Moreover, as *semi-passives* hold adjectival properties, they include the possibility of: coordinating the participle with an adjective, modifying the participle with *quite*, *rather*, *more*, etc and replacing *be* by a lexical copular verb such as *feel* or *seem* (Greenbaum, Leech, Quirk, Svartvik, 1985: 168). For example:

(64) We feel rather encouraged and content....

(65) Leonard seemed very interested in and keen on linguistics.

(examples taken from Greenbaum, Leech, Quirk, Svartvik, 1985: 168).

Last but not least, *pseudo-passives* neither have an active counterpart nor the possibility to include an agent (Greenbaum, Leech, Quirk, Svartvik, 1985: 169). For instance:

(66) The building is already demolished.

(67) The modern world is getting more highly industrialized and mechanized.

(instances taken from Greenbaum, Leech, Quirk, Svartvik, 1985: 169).

3. Analysis of the examples of the corpus

Before presenting our contrastive analysis, it is of the utmost importance to present the methodology that has been used for our work. The methodological approach revolves around a parallel corpus. According to *Glottopedia*, a parallel corpus is "a corpus that contains a collection of original texts in language L1 and their translations into a set of languages L2".

In our corpus, only 2 languages are involved: English and Spanish. The corpus used on this this research is an English-Spanish parallel corpus which contains around 97 pairs of English original examples and their Spanish translations. The corpus is made up of 2 literary fiction books and their translations. The fiction books used to make this corpus are from the Harry Potter collection. The original texts which have used used are Harry Potter and the Philosopher's Stone and Harry Potter and the Prisoner of Azkaban. The Spanish translations are Harry Potter y la piedra filosofal, translated by Alicia Dellepiane, and Harry Potter y el prisionero de Azkaban, translated by Nieves Martín Azofra and Adolfo Muñoz García. When it comes to the language variety, only British English and Spanish peninsular has been taken into account.

With a view to studying the correspondence between active and passive voice in English and Spanish, different parameters have been taken into account. In our corpus, we will focus on the type of sentence (active-passive), the verb (type of verb, tense and aspect), types of passive, the passive gradient and all the syntactic changes involved in the original texts and their translations. Moreover, the examples that will appear in this corpus will be presented in an appendix at the end of our work. In the appendix, each pair of examples will be numbered and the number page of each of them will be indicated too. For each pair of examples, a given number and number page will be provided in our corpus. The page number will come between brackets after each examples. To begin our analysis, we will analyse *be-passives*, then *get-passives* and finally *prepositional-passives*.

First and foremost, it is of the utmost importance to scrutinize the frequency of use of the passive voice in Spanish that we found in our parallel corpus. The data collected from the corpus indicate that the majority of passive sentences in English were translated as active sentences in Spanish. Within active sentences in L1, in this respect, Spanish, the overwhelming majority of them were rendered as transitive. This is illustrated in the next following examples:

113(p. 113) La clase cambió miradas de curiosidad.

129 (p.297) Dumbledore le prohibió contárselo a nadie.

141 (p.39) Todos recibieron golpes del bastón.

154 (p. 161) Tomaba una taza de té fuerte en la cabaña de Hagrid.

121(p. 198) Estaban revisando la Saeta de Fuego en aquellos instantes.

Apart from transitive sentences, intransitive sentences were found. The following examples are a good case in point:

127 (p. 267) Cuando estaban a punto de reñir.

131 (p.317) La luz de la luna caía sobre el grupo.

Furthermore, textbook examples of impersonal sentences were found. For instance:

147 (p. 101) En las mesas había platos, cubiertos y copas de oro.

152 (p. 141) Había cientos de asientos elevados en tribunas alrededor del terreno de juego.

Moreover, we found English passive sentences translated as passive. Within passive sentences in L1, periphrastic passives make up the bulk of the corpus. Within the scope of periphrastic passives, half of them were made by the auxiliary verb "estar". Let us take a look at the following examples:

101 (p. 36) La dirección estaba escrita con tinta verde esmeralda.

90 (p. 20) La casa estaba casi destruida.

85 (p. 271) Su vassallo ha estado encadenado doce años.

Apart from that, half of them were made by the auxiliary verb "ser". For instance:

78 (p. 187) Pero el hipogrifo fue declarado culpable.

81 (p. 227) Había sido restaurada magistralmente.

98 (p. 178) El espejo será llevado a una nueva casa mañana.

Verbs like "quedar" were found within periphrastic passives. For example:

91 (p. 45) Los ronquidos de Dudley quedaron amortiguados por los truenos que estallaron cerca de la medianoche.

Additionally, though a small minority, reflexive passives were found in our corpus. To illustrate this point, let us take a look at the next classic examples:

69 (p. 18) También se adjunta la lista de libros del próximo curso.

83 (p. 253) Se abandonaron todas las actividades habituales.

The results suggest that passive sentences are more preferred in English than in Spanish. Secondly, it indicates that there is a preponderance of periphrastic passives over reflexive passives in Spanish. The results prove the theory that the passive is not commonplace for Spanish speakers (Gili Gaya, 1980: 73). However, it does not support the theory that reflexive passives are preferred over periphrastic passives in Spanish. This could be due to the unstoppable influence of English over Spanish (Butt and Benjamin, 1994: 363).

When it comes to English passives, a large number of *Be*-passives were found in the

corpus. Taking into account the passive gradient, the bulk of them were "*central-passives*". Let us take a look at the following pair of examples:

- 80 (p. 227) Sir Cadogan had been fired.
78 (p.187) But the hippogriff was convicted.

Given that "*central-passives*" have an active counterpart, we could transform the last examples as follow:

- They had fired Sir Cadogan.
But they convicted the hippogriff.

Furthermore, a relatively small number of "*semi-passives*" were found as well. For instance: 114 (p. 126) "He was distracted, however, by a disturbance at the front of the line". We could say that this sentence holds verbal and adjectival properties. It is verbal on the grounds that the sentence has an active counterpart. For example: 114 (p. 126) "A disturbance at the front of the line distracted him". Besides, it is adjectival because the verb "to be" can be replaced by a copular verb such as "to seem". The new active sentence goes as follows: "He seemed distracted, however, by a disturbance at the front of the line".

Last but not least, in our corpus, though a small minority, classic examples of "*pseudo-passives*" were found. Let us take a look at the following example: "It'll be gone by next Tuesday". In this example, there is no possibility of finding an active counterpart nor the possibility of adding an agent. For example, the sentence "They will go it by next Thursday" would be unintelligible.

Thirdly, we turn to the description of the Be-passives translated as "reflexive" passives. In our corpus, it has been observed that the position of the subject changes from L2 to L1, in this respect, from English to Spanish. Within *be-passives* in English, the subject is pre-verbal, which means that appears before the subject. As a case in point, let us take a look at the following examples:

- 69 (p. 18) A list of books for next year is enclosed.
69 (p. 18) También se adjunta la lista de libros del próximo curso.

It can be observed the last couple of examples that the subject is the first constituent. By translating these sentences into "reflexives" passives in Spanish, the subject changes position. Within "reflexive" passives, the subject is post-verbal, which means that it goes after the verb. The next instances are text-book examples of this point:

83 (p. 253) Se abandonaron todas las actividades habituales.

68 (p. 8) En casa de los Dursley nunca se mencionaba a los difuntos padres de Harry, que habían sido brujos.

Moreover, the last examples could be transformed as periphrastic passives. Therefore, it does support the theory that "reflexive" passives can be turned into periphrastic passives. (Moliner Ruiz, 2013: 179).

Furthermore, we could say that the agent within Be-passives can be present or not. If it is present, we call this type of sentences "first passives" (Seco y Sánchez and Seco Reymundo, 1976: 182). If not, they are called "second passives". In our corpus, we have noticed that there are some instances in which the agent complement is not present. For example:

83 (p. 253) Se abandonaron todas las actividades habituales.

However, there is one instance in which the agent complement is present. Besides, it is introduced by the preposition "por". For instance: 77 (p. 149) Los partidos de quidditch no se cancelaban por nimiedades como una tormenta. This proves the theory that "reflexive" passives do not include normally the agent complement (Moliner Ruiz, 2013: 179). As a case in point, let us take a look at the next following examples:

68 (p. 8) En casa de los Dursley nunca se mencionaba a los difuntos padres de Harry, que habían sido brujos.

69 (p. 18) También se adjunta la lista de libros del próximo curso.

Besides, it has been observed that, within Be-passives, the verb has passive form such as 74 (p. 80) "They are stationed at every entrance". However, within "reflexive" passives, the verb has active form, it is used only in 3rd person singular or plural and it agrees in gender and number with the subject (Moliner Ruiz, 2013: 179). This all can be observed in the next example:

68 (p. 8) En casa de los Dursley nunca se mencionaba a los difuntos padres de Harry, que habían sido brujos.

When it comes to the aspect of the verb, the overwhelming majority of the verbs found in Be-passives were perfective. According to *thefreedictionary*, a perfective verb marks a finished action. In English, perfective verbs cannot only appear in past and present but in future as well. Every tense is perfective except for continuous tenses. Apart from perfective verb, imperfective do exist as well. However, they do mark an unfinished action. By making a comparison between 78 (p. 187) "But the hippogriff was convicted" and 121 (p. 198) "Firebolt was now being checked for jinxes", we can observe that the verb "convict" marks a finished action in the past while in the latter it marks a continuous action. In its rendering into "reflexive" passive in Spanish, perfective verbs have been turned into imperfective. Let us take a look at the following examples:

83 (p. 253) Se abandonaron todas las actividades habituales.

77 (p. 149) Los partidos de quidditch no se cancelaban por nimiedades como una tormenta.

In Spanish, simple tenses are imperfective except for the Preterite. Compound tenses are perfective, though. Regretfully, none were found in our corpus in relation to "reflexive" passives.

What is more, we have discovered word order changes when transforming a Be-passive into a "reflexive" passive. From a SV order in English, we have got an VS order in Spanish. As a case in point, let us take a look at the next pair of examples:

69 (p. 18) A list of books for next year is enclosed.

69 (p. 18) También se adjunta la lista de libros del próximo curso.

Likewise, it is of the utmost importance to discuss the passive gradient when it comes to the *Be-passives*. In our corpus, we have observed that the majority of the examples fell into the "central-passive" category. They hold verbal properties since they have an active counterpart. The sentence 68 (p. 8) "Harry's dead parents, who had been a witch and wizard themselves, were never mentioned under the Dursleys' roof" could be transformed into active as follows: " They never mentioned Harry's dead parents, who had been a witch and wizard

themselves, under the Dursley's roof'. In its rendering into Spanish, "*reflexive*" passives hold verbal properties. For instance:

69 (p. 18) También se adjunta la lista de libros del próximo curso.

68 (p. 8) En casa de los Dursley nunca se mencionaba a los difuntos padres de Harry, que habían sido brujos.

In like manner, it is necessary to take into account the valency of the verb when it comes to *Be-passives*. In our corpus, we have observed that the majority of the examples were monotransitive, which means that the direct object suffers the process of passivization. For example: 69 (p. 18) "A list of books for next year is enclosed". In its rendering into Spanish, the overwhelming majority of the instances were intransitive. For instance:

69 (p. 18) También se adjunta la lista de libros del próximo curso.

All in all, we could say that "*reflexive*" passives do not make up the bulk of our corpus. It challenges the theory that "*reflexive*" passives are more frequent than periphrastic passives in Spanish. As a possible explanation for this fact, we could add that this trend could be due to the influence that English has over Spanish nowadays.

Fourthly, we arrive at the description of the *Be-passives* translated as periphrastic passives in Spanish. In our corpus, it has been observed that the position of the subject does not change from L2 to L1, in this respect, from English to Spanish. As a case in point, let us take a look at the following examples:

78 (p. 187) But the hippogriff was convicted.

78 (p. 187) Pero el hipogrifo fue declarado culpable

It can be seen in the last couple of examples that the subject is the first constituent in the sentence. In its rendering into Spanish, the subject keeps the same position. The next instances are text-book examples of this point:

78 (p. 288) His hippogriff was executed

78 (p. 288) Su hipogrifo fuera ejecutado.

Moreover, we could say that the agent within *Be-passives* can be included or not. If it is

present, we call this type of sentences "first passives". If not, they are called "*second passives*" (Seco y Sánchez and Seco Reymundo, 1976: 182). In our corpus, we have noticed that the majority of Be-passive sentences do not include the agent complement. For instance:

85 (p. 271) His servant has been chained these twelve years.

80 (p. 227) Sir Cadogan had been fired

In its rendering into Spanish, the overwhelming majority of Be-passives do omit the agent. Let us take a look at the following examples:

98 (p. 178) El espejo será llevado a una nueva casa mañana.

71 (p.37) Todos los seguidores de Quien-tú-sabes fueron descubiertos.

However, there are some instances in which the agent complement is included. For example:

92 (p. 83) Un muchacho de pelos tiesos estaba rodeado por un grupo.

96 (p. 156) Y la *quaffle* es atrapada de inmediato por Angelina Johnson de Gryffindor.

Besides, it has been observed that Be-passives have passive form such as 67 (p. 104) "School gov'nors have bin told, o' course". In its rendering into Spanish, the passive form is kept as well. Let us take a look the following examples:

70 (p. 36) Fudge has been criticized by some members of the International Federation of Warlocks for informing the Muggle Prime Minister of the crisis.

70 (p. 36) Fudge ha sido criticado por miembros de la Federación Internacional de Brujos por haber informado del problema al Primer Ministro muggle.

When it comes to the aspect of the verb, the overwhelming majority within Be-passives were perfective. For instance: 82 (p. 234) "But all the entrances are sealed shut". In its rendering into periphrastic passives, the majority of perfective verbs have been turned into imperfective verbs. For example: 93 (p. 99) Las paredes de piedra estaban iluminadas con resplandecientes antorchas como las de Gringotts. In this case, we have found some instances in which the verbs were perfectives in Spanish. As a case in point, let us take a look at the following examples:

97 (p. 178) Ronald Weasley, que siempre ha sido sobrepasado por sus hermanos.

81 (p. 227) Había sido restaurada magistralmente.

What is more, we have observed the word order does not change when transforming into a periphrastic passive. The SVO order is kept. For instance:

102 (p. 101) It was lit by thousands and thousands of candles that were floating in midair over four long tables.

102 (p. 101) Estaba iluminado por miles y miles de velas, que flotaban en el aire sobre cuatro grandes mesas.

When it comes to Be-passives, we have observed that the majority of the examples fall into the "*central-passive*" category. For instance, the sentence 71 (p. 37) "All You-Know-'Oo's supporters was tracked down" could be transformed into active as follows: "They tracked down All You-Know-'Oo's supporters". Moreover, there was an instance of "pseudo-passive": "House was almost destroyed". In this sentence, there is no possibility of adding an agent nor finding an active counterpart. For example, to say "They almost destroyed the house by Peter" would be unintelligible. In its rendering into Spanish, periphrastic passives hold verbal properties in their majority. For instance:

100 (p. 192) Criar dragones fue prohibido por la Convención de Magos.

Last but not least, we need to take into account the valency of the verb when it comes to Be-passives. In our corpus we have observed that the majority of the examples were monotransitive. For example: 84 (p. 83) "A boy with dreadlocks was surrounded by a small crowd". In its rendering into Spanish, the overwhelming majority of the instances were intransitive. For instance:

75 (p. 104) El Consejo Escolar está informado.

Now, we turn to the description of the Get-passives translated as active sentences. In our corpus, it has been observed that the position of the subject does not change from L2 to L1, in this respect, from the translation from English to Spanish. As a case in point, let us take a look at the following examples:

142 (p. 51) We got landed with you!

142 (p. 51) Nosotros tuvimos que quedarnos contigo.

Furthermore, we could say that the agent within *Get-passives* is not normally included. In our corpus, we have noticed that there are some instances in which the agent complement is not introduced. For example: 136 (p. 56) I — er — got expelled. However, there is one instance in which the agent complement is present. For instance: 134 (p. 39) "Everyone got hit a lot by the Smelting stick". In its rendering into Spanish, the agent complement turns into a direct object. For instance: 134 (p. 39) "Todos recibieron golpes del bastón".

Besides, it has been observed that within *Get-passives* the verb has a passive form such as 136 (p.56) "I — er — got expelled". However, within active passives, the verb is inflected in active. This all can be observed in the next example:

142 (p. 51) Nosotros tuvimos que quedarnos contigo.

In addition, we have found that when it comes to the aspect of the verb, the overwhelming majority of the verbs found in *Get-passives* were perfective. In its rendering into active sentences in Spanish, these perfective verbs have been turned into imperfective verbs. Let us take a look at the following examples:

141 (p. 39) Todos recibieron golpes del bastón.

143 (p. 56) Me expulsaron.

What is more, we have discovered that the word order does not change when transforming a *Get-passive* into an active sentence. The SVO order in English is kept in Spanish. For instance:

143 (p. 56) I — er — got expelled.

143 (p. 56) Me expulsaron.

Likewise, it is of the utmost importance to discuss the passive gradient when it comes to the *Get-passives*. In our corpus, we have observed that the majority of the examples fell into the "central-passive" category. They hold verbal properties since they have an active counterpart. The sentence 143 (p. 56) "I — er — got expelled" could be transformed into active as follows: "They expelled me". In its rendering into Spanish, active sentences hold verbal properties. For instance:

141 (p. 39) Todos recibieron golpes del bastón.

In like manner, it is necessary to take into account the valency of the verb when it comes to the Get-passives. In our corpus, we have observed that the majority of the examples were monotransitive. For example: 143 (p. 56) "I — er — got expelled". In its rendering into Spanish, the overwhelming majority of the instances were transitive. For instance:

141 (p. 39) Todos recibieron golpes del bastón.

Last but not least, we turn to the description of the Prepositional-passives translated as active sentences. In our corpus, it has been observed that the position of the subject does change from L2 to L1. As a case in point, let us take a look at the following examples:

139 (p. 74) Yeh'd be laughed at.

139 (p. 74) Se burlarán.

Furthermore, we could say that the agent within *Prepositional-passives* is not normally included. In our corpus, we have noticed that there are some instances in which the agent complement is not introduced. For example: 132 (p. 74) "Yeh'd be laughed at". In its rendering into Spanish, the agent complement transforms into the subject. For instance:

139 (p. 74) "Se burlarán".

Besides, it has been observed that within *prepositional-passives* the verb has passive form such as 139 (p. 74) "Yeh'd be laughed at". However, within actives, the verb has active form. This all can be observed in the next example: 139 (p. 74) " Se burlarán".

In addition, we have found that when it comes to the aspect of the verb, the overwhelming majority of the verbs found within *prepositional-passives* were perfective. In its rendering into active sentences in Spanish, these perfective verbs have been turned into imperfective verbs. Let us take a look at the following examples:

139 (p. 74) Yeh'd be laughed at.

139 (p. 74) Se burlarán.

What is more, we have discovered that the word order does not change when transforming a *prepositional-passive* into an active sentence. The SV order of English is kept in Spanish. For instance:

139 (p. 74) "Yeh'd be laughed at".

139 (p. 74) "Se burlarán".

Likewise, it is of the utmost importance to discuss the passive gradient when it comes to the *prepositional*-passives. In our corpus, we have observed that the majority of the examples fell into the "central-passive" category. They hold verbal properties since they have an active counterpart. The sentence 139 (p. 74) "Yeh'd be laughed at" could be transformed into active as follows: "They would laugh at you". In its rendering into Spanish, active sentences hold verbal properties. For instance:

139 (p. 74) "Se burlarán".

In like manner, it is necessary to take into account the valency of the verb when it comes to the *Get*-passives. In our corpus, we have observed that the majority of the examples were monotransitive. For example: 139 (p. 74) "Yeh'd be laughed at". In its rendering into Spanish, the overwhelming majority of the instances were intransitive. For instance:

139 (p. 74) "Se burlarán".

4. Conclusion

All in all, we could say that when it comes to the frequency of the use of passive voice, the majority of passive sentences were rendered as active in Spanish. Within active sentences, a large number of them were transitive sentences, which means that they can take objects (direct and indirect) as complements. Following transitive sentences, intransitive sentences, meaning that they cannot take objects as complements, were the second group within active sentences. Thirdly, though a small minority, impersonal sentences, which do not have a defined grammatical subject. These results show that the passive voice is much more frequent in English than in Spanish.

Moreover, passive sentences in English were translated as passive ones in Spanish. The majority of them were periphrastic passives, which are made by the auxiliary verb "ser" or "estar" followed by the participle. Surprisingly, we discovered that half of them were made by the auxiliary verb "ser" and half of them made by the auxiliary verb "estar". Apart from the auxiliary verbs "ser" or "estar", another instances of periphrastic passives made with other verbs were found, just like the verb "quedar". Apart from the periphrastic passives, though a small

minority, reflexive passives, which are created by the combination of the particle "se" and a verb conjugated in the active which agrees in gender and number with the subject, were found. Judging by the results, we could say that the periphrastic passive has preponderance over the reflexive passive".

Within passive sentences in English, Be-passives account for the majority in our corpus. Be-passives are made by the auxiliary verb "to be" followed by the past participle. Within Be-passives, by taking into account the passive gradient, we could say the majority of Be-passives were central passives, meaning that they have an active counterpart. The second largest group were classified as "semi-passives", which means that they hold adjectival and verbal properties. The third group found in our corpus were "pseudo-passives", which do not have an active counterpart nor the possibility of adding an agent.

When it comes to the passive sentences rendered as reflexive passive in Spanish, we could say the subject, unlike the periphrastic passive in English, is post-verbal, which means that it does not precede the verb. Reflexive passives do not normally include the agent complement. The verb, unlike English, is conjugated in the active tenses. When it comes to the aspect of the verb, they can be classified as perfective or imperfective. While perfective verbs mark a finished action, imperfective verbs mark an unfinished one. Within reflexive passives, the majority of verbs were imperfective.

Moreover, the word order changes when rendering into a reflexive passive. From an SVO order in English, we have got a VS order. Moreover, the valency of the verb also changes within the reflexive passives. From a monotransitive verb in English, in which the direct object suffers the process of passivization, we have got an intransitive verb in Spanish.

When it comes to the Be-passives translated as periphrastic passives, we could say that the position of the subject does not change. The position is pre-verbal in both languages. The agent is not normally included in both languages as well. We call it this type of passives "second passives". There is no difference when it comes to the inflection of the verb in periphrastic passives in both languages. They are inflected in the passive. The aspect of the verb changes from being perfective to imperfective. The word order SVO is kept in both languages. Moreover, the valency of the verb changes from transitive to intransitive.

When it comes to the Get-passives, the position of the subject is kept when rendered into Spanish. The agent complement is nor normally included. When rendered into Spanish, the agent transforms into a direct object. The inflection of the verb changes from passive to active when rendered into Spanish. The aspect of the verb changes from the perfective to imperfective. The word order SVO is kept in both languages. Moreover, the majority of Get-passives were "central-passives". The valency of the verb is monotransitive in both languages.

Last but not least, when it comes to the prepositional passives, the position of the subject changes when rendered into Spanish. The agent complement is not included within prepositional-passives. This agent complement transforms into the subject in Spanish. The inflection of the verb changes from passive to active. The aspect of the verb changes from perfective to imperfective. The word order does not change, the SVO order is kept. Moreover, the majority of prepositional-passives were classified as "central-passives". The valency of the verb changes from being monotransitive to intransitive.

5. References

5.1 Articles and monographs

Alcina Franch, J. and Cacho Blecua, J. M (1980). *Gramática española*. Barcelona: Ariel.

Alonso Del Río, J. (1963). *Gramática española*. Madrid: Giner.

Alonso Pedraz, M. (1968). *Gramática del español contemporáneo*. Madrid: Guadarrama.

Aragóns Fernández, L. and Palencia del Burgo, R. (2007). *Gramática de uso del español*. Madrid: Ediciones SM.

Ariza Conejero, J., Coca Mérida, I., González Romano, J., Hernández Triano, R., Hoster

Cabo, B., Lachica Aguilera, M., Ruiz Campos, A. (2021). *Lengua castellana y Literatura 2º E.S.O.* Sevilla: Algaida Editores S.A.

Bell, J., and Gower, R. (2014). *First expert coursebook*. Essex (England): Pearson.

Biber, D., Conrad, S., Leech, G. (2002). *Student grammar of spoken and written English*. Essex

(England): Pearson Longman.

Blanco Canales, A., Fernández López, M., Torrens Álvarez, M. and Álvarez Martínez, M. (2007). *Sueña 4*. Madrid: Anaya.

Blecua Falgueras, B., Falgueras Gorospe, R, Miarnau Montserrat, P. , Miñambre Berbel, P. (2010). *Atlas de gramática. Hablar y escribir bien*. Barcelona: Parramón.

Bosque Muñoz, I, and Demonte Barreto, V. (2000). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe.

Brinton, L. and Brinton, D. (2010). *The linguistic structure of modern English*. Amsterdam: Benjamins.

Burchfield, R.W. (2000). *The new Fowler's English modern English usage*. Oxford: Oxford.

Butt, J. and Benjamin, C. (1994). *A new reference grammar of modern Spanish*. New York: Routledge, Chapman and Hall, Inc.

Castro Viúdez, F. and Díaz Ballesteros, P. (2006). *Aprende gramática y vocabulario 3*. Alcobendas (Madrid): SGEL.

Castro Viudez, F. (2006). *Uso de la gramática española avanzado*. Madrid: Edelsa

Castro Viudez, F., Roderó Díez, I. and Sardinero Franco, C. (2014). *Español en marcha 4*. Alcobendas (Madrid): SGEL.

Crystal, D. (2008). *A dictionary of linguistics and phonetics*. Oxford: Blackwell.

Dellepiane, A. (1999). *Harry Potter y la piedra filosofal*. Barcelona: Salamandra.

Díaz Rodríguez, L., and Yagüe Barredo, A. (2015). *Elefante*. Valencia: Marcoele

Dooley, J., and Evans, V. (2000). *Enterprise grammar 4 student's book*. Berkshire (U.K):

Express Publishing.

Evans, V. and Obee, B. (2014). *Upstream Upper-intermediate Student's Book*. Berkshire (U.K): Express Publishing.

Evans, V. (2015). *Cpe Use of English Student's Book*. Berkshire (U.K): Express Publishing.

Foley, M. and Hall, D. (2012). *Longman Advanced Learner's Grammar: A self-study reference and practice book with answers*. Essex (England): Pearson Longman.

García Muñoz, A., and Martín Azofra, N. (2000). *Harry Potter y el prisionero de Azkaban*. Barcelona: Salamandra.

Gili Gaya, S. (1980). *Curso superior de sintaxis española*. Barcelona: Bibliograf.

Gómez Torrego, L. (2005). *Gramática didáctica del español*. Madrid: SM.

Gómez Torrego, L. and Bosque Muñoz, I. (2010). *Análisis sintáctico. Teoría y práctica*. Madrid: SM.

Greenbaum, S., and Quirk, R. (1973). *A student's grammar of the English language*. Essex (England): Pearson Longman.

Greenbaum, S., Leech, G., Quirk, R., Svartvik, D. (1985). *A comprehensive grammar of the English language*. New York: Longman.

Herring, P. (2016). *Complete English grammar rules*. Feasterville (USA): Farlex International.

Hird, J., and Marks, J. (2006). *Inside Out: Grammar Companion upper-intermediate*. Oxford: Macmillan.

Huddleston, R. (1988). *English grammar: an outline*. Cambridge: Cambridge University Press.

Huddleston, R., and Pullum, G.L.O.K. (2002). *The Cambridge Grammar of the English*

Language. Cambridge: Cambridge University Press.

Lázaro Carreter, F. (1980). *Estudios de Lingüística*. Barcelona: Crítica.

Mann, M., and Taylore-Knowles, S. (2008). *Destination c1&c2 Grammar & Vocabulary with answer key*. Oxford: Macmillan.

Mansfield, F., and Nuttall, C. (2010). *Spotlight on CAE student's book*. Hampshire (U.K): Heinle.

Marcos Marín, F. (1980). *Curso de gramática española*. Madrid: Cincel.

Marcos Marín, F. and España Ramírez, P. (2001). *Guía de gramática de la lengua española*. Madrid : Espasa Calpe.

Marín Arrese, F., Morales Gálvez, R. and Mazo de Unamuno, M. (2005). *Nuevo ven 3*. Madrid: Edelsa Grupo Didascalia, S.A.

Marsá Gómez, F. (1986). *Diccionario normativo y guía práctica de la lengua española*. Barcelona: Ariel.

Mendikoextea Pelayo, A. (2000). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe.

Moliner Ruiz, M. (2013). *Gramática básica del español*. Barcelona: Gredos.

Moreno García, C. (2001). *Temas de gramática con ejercicios prácticos: Nivel Superior*. Alcobendas (Madrid): SGEL.

Moreno García, C., Kondo Pérez, C. M. and Hernández Alcaide, C. (2018). *Gramática*. Madrid: Grupo Anaya.

Murphy, R. (2019). *English grammar in use*. Cambridge: Cambridge University Press.

- Nissenberg, G (2011). *Complete Spanish Grammar*. New York: McGraw-Hill.
- Pavón Lucero, M. (2007). *Gramática práctica del español*. Madrid: Espasa Calpe.
- Real Academia Española (2010). *Nueva gramática de la lengua española*. Madrid: Espasa.
- Rowling, J. K (1997). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury.
- Rowling, J.K (1999). *Harry Potter and the Prisoner of Azkaban*. London: Bloomsbury.
- Sabin, W. (2001). *The Gregg reference manual*. New York: McGraw-Hill.
- Schramper, A. B. (2002). *Understanding and using English grammar*. New York: Pearson Longman.
- Seco y Sánchez, R., and Seco Reymundo, M. (1967). *Manual de gramática española*. Madrid: Aguilar.
- Side, R., and Wellman, G. (2000). *Grammar and vocabulary for Cambridge Advanced and Proficiency*. Essex (England): Pearson.
- Swan, M. and Walter, C. (2011). *Oxford English Grammar Course Advanced with answers*. Oxford: Oxford.
- Swan, M. (2016). *Practical English usage 4th edition*. Oxford: Oxford.
- Vince, M. (2008). *Macmillan English grammar in context advanced with key*. Oxford: Macmillan.
- Yule, G. (2008). *Oxford Practice Grammar Advanced with answers*. Oxford: Oxford.

5.2 Webgraphy

- Blog de castellano de Inma. (2016). *Ejercicios de repaso – transformaciones activa-pasiva (con*

soluciones). <http://blogdecastellanodeinma.blogspot.com/2016/05/ejercicios-de-repaso-transformaciones.html>.

Centro Lengua Española. (2021). *La voz pasiva*. Spagnolofireze.

<https://www.spagnolofirenze.it/grammatica/la-voz-pasiva/>

Ejemplos.co. (2021). *Ejemplos*. <https://www.ejemplos.co/>

Encyclopaedia Britannica (2021). *Voice*. <https://www.britannica.com/topic/voice-grammar>

Englisch-hilfen (2021). *Verbs with prepositions in passive*.

https://www.englisch-hilfen.de/en/grammar/passive_prepositions.htm

Glottopedia.org. (2021). *Parallel corpus*. www.glottopedia.org

Longman Dictionary of Contemporary English (2021). <https://www.ldoceonline.com/>

Mirate la lengua. (2015). *Voz pasiva*. <http://miratelalengua.blogspot.com/2013/10/voz-pasiva.html>

Rochester Institute of Technology. (2021). *Subtypes of passive constructions*.

<https://www.rit.edu/ntid/sea/processes/passive/research/subtypes>

Viñuales Sánchez, Antonio. (2020). *Transformar pasivas oraciones activas*.

<http://www.antonioviñuales.com/2020/03/23/transformar-a-pasivas-oraciones-activas/>

6. Appendix

English	Spanish
68. Harry's dead parents, who had been a witch and wizard themselves, were never mentioned under the Dursleys' roof. (p. 8)	68. En casa de los Dursley nunca se mencionaba a los difuntos padres de Harry, que habían sido brujos. (p. 8)
69. A list of books for next year is enclosed . (p. 18)	69. También se adjunta la lista de libros del próximo curso. (p. 18)
70. Fudge has been criticized by some members of the International Federation of Warlocks for informing the Muggle Prime Minister of the crisis (p. 36)	70. Fudge ha sido criticado por miembros de la Federación Internacional de Brujos por haber informado del problema al Primer Ministro muggle. (p. 36)
71. All You-Know-'Oo's supporters was tracked down . (p. 37)	71. Todos los seguidores de Quien-tú-sabes fueron descubiertos . (p. 37)
72. Each individually selected birch twig in the broomtail has been honed to aerodynamic perfection. (p. 47)	72. Cada una de las ramitas de abedul de la cola ha sido especialmente seleccionada y afilada hasta conseguir la perfección aerodinámica. (p. 47)
73. The Hogwarts Express was usually reserved for students (p. 67)	73. El expreso de Hogwarts estaba reservado para estudiantes (p. 67)
74. They are stationed at every entrance... (p. 80)	74. Están apostados en las entradas. (p. 80)
75. School gov'nors have bin told , o' course, (p. 104)	75. El Consejo Escolar está informado (p. 104)
76. Because the castle's protected by more than <i>walls</i> , (p. 140)	76. Porque el castillo no está protegido sólo por muros (p. 140)
77. Quidditch matches weren't called off for trifles like thunderstorms (p. 149)	77. Los partidos de quidditch no se cancelaban por nimiedades como una tormenta. (p. 149)
78. But the hippogriff was convicted (p. 187)	78. Pero el hipogrifo fue declarado culpable (p. 187)
79. The common room was lit with the glow of the dying fire (p. 224)	79. La sala común estaba iluminada por los últimos rescoldos del fuego (p. 224)
80. Sir Cadogan had been fired . (p. 227)	80. Sir Cadogan fue despedido . (p. 227)
81. She had been expertly restored . (p. 227)	81. Había sido restaurada magistralmente (p. 227)

English	Spanish
82. But all the entrances are sealed shut (p. 234)	82. Todas las entradas están tapadas . (p. 234)
83. All usual pursuits were abandoned in the Gryffindor common room the night before the match (p. 253)	83. Se abandonaron todas las actividades habituales. (p. 253)
84. It's scheduled for this afternoon, (p. 267)	84. Está fijada para la tarde (p. 267)
85. His servant has been chained these twelve years. (p. 271)	85. Su vasallo ha estado encadenado doce años. (p. 271)
86. His hippogriff was executed . (p. 288)	86. Su hipogrifo fuera ejecutado . (p. 288)
87. The hippogriff Buckbeak, hereafter called the condemned, shall be executed on the sixth of June at sundown (p. 332)	87. Que el hipogrifo Buckbeak, en adelante el condenado, sea ejecutado el día seis de junio a la puesta del sol... (p. 332)
88. This door's been locked . (p. 347)	88. Esta puerta estaba cerrada con llave. (p. 347)
89. The tree was placed at the tunnel mouth (p. 294)	89. El árbol se puso en la boca del túnel. (p. 294)
90. House was almost destroyed . (p. 20)	90. La casa estaba casi destruida . (p. 20)
91. Dudley's snores were drowned by the low rolls of thunder that started near midnight. (p. 45)	91. Los ronquidos de Dudley quedaron amortiguados por los truenos que estallaron cerca de la medianoche. (p. 45)
92. A boy with dreadlocks was surrounded by a small crowd. (p. 83)	92. Un muchacho de pelos tiesos estaba rodeado por un grupo. (p. 83)
93. The stone walls were lit with flaming torches like the ones at Gringotts. (p. 99)	93. Las paredes de piedra estaban iluminadas con resplandecientes antorchas como las de Gringotts. (p. 99)
94. The House with the most points is awarded the House Cup. (p. 100)	94. La casa que obtenga más puntos será premiada con la copa de la casa. (p. 100)
95. Hermione's lecture was interrupted by the arrival of the mail. (p. 124)	95. La lectura de Hermione fue interrumpida por la llegada del correo. (p. 124)

English	Spanish
96.And the Quaffle is taken immediately by Angelina Johnson of Gryffindor (p. 156)	96Y la <i>quaffle</i> es atrapada de inmediato por Angelina Johnson de Gryffindor... (p. 156)
97.Ronald Weasley, who has always been overshadowed by his brothers. (p. 178)	97.Ronald Weasley, que siempre ha sido sobrepasado por sus hermanos (p. 178)
98.The Mirror will be moved to a new home tomorrow. (p. 178)	98.El espejo será llevado a una nueva casa mañana, (p. 178)
99.The ancient study of alchemy is concerned with making the Sorcerer's Stone. (p. 183)	99.El antiguo estudio de la alquimia está relacionado con el descubrimiento de la Piedra Filosofal, (p. 183)
100.“Dragon breeding was outlawed by the Warlocks’. (p. 192)	100.Criar dragones fue prohibido por la Convención de Magos. (p. 192)
101.The address was written in emerald-green ink. (p. 36)	101.La dirección estaba escrita con tinta verde esmeralda. (p. 36)
102.It was lit by thousands and thousands of candles that were floating in midair over four long tables. (p. 101)	102.Estaba iluminado por miles y miles de velas, que flotaban en el aire sobre cuatro grandes mesas . (p. 101)
103.You have been warned. (p. 67)	103.Ya estáis prevenidos. (p. 67)
104.Professor Dumbledore will be informed of this. (p. 150)	104.El profesor Dumbledore será informado de esto (p. 150)
105.It was addressed to you by mistake, (p. 38)	105. Estaba dirigida a ti por error (p. 38)
106.They were cornered. (p. 201)	106. Estaban atrapados. (p. 201)
107.But was forced to do it in secret, (p. 7)	107. Pero tenía que hacerlos a escondidas. (p. 7)
108.The silence in the dark house was broken only by the distant, grunting snores of his enormous cousin, Dudley. (p. 10)	108.Sólo los ronquidos lejanos y ruidosos de su enorme primo Dudley rompían el silencio de la casa. (p. 10)
109.Harry, whose thoughts had been upstairs	109. Harry, cuya cabeza seguía en la

with the Broomstick Servicing Kit, was brought back to earth with an unpleasant bump. (p. 20)	habitación con el equipo de mantenimiento de escobas voladoras, volvió de golpe a la realidad. (p. 20)
--	---

English	Spanish
110.The public is warned that Black is armed and extremely dangerous. (p. 19)	110. Tenemos que advertir a los telespectadores de que Black va armado y es muy peligroso. (p. 19)
111.The first term will be devoted to reading the tea leaves (p. 91)	111. Dedicaremos el primer trimestre a la lectura de las hojas de té. (p. 91)
112.Unfortunately, classes will be disrupted in February by a nasty bout of flu. (p. 91)	112. Por desgracia, un desagradable brote de gripe interrumpirá las clases en febrero. (p. 91)
113.A few curious looks were exchanged . (p. 113)	113.La clase cambió miradas de curiosidad (p. 113)
114.He was distracted , however, by a disturbance at the front of the line. (p. 126)	114. Lo distrajo un alboroto producido al principio de la hilera. (p. 126)
115. He was interrupted by a knock on the door. (p. 133)	115.Le interrumpieron unos golpes en la puerta. (p. 133)
116.Any disturbance should be reported to me immediately, (p. 139)	116. Comunicadme cualquier novedad. (p. 139)
117.The whole of the third floor has been searched . (p. 141)	117. Hemos registrado todo el primer piso. (p. 141)
118.In the rest of the castle, the usual magnificent Christmas decorations had been put up (p. 187)	118.En el resto del castillo habían colgado los acostumbrados adornos navideños. (p. 187)
119. Harry was woken by Ron. (p. 187)	119. Ron despertó a Harry. (p. 187)
120.It will need to be checked (p. 195)	120. Tendremos que examinarla . (p. 195)
121.Firebolt was now being checked for jinxes. (p. 198)	121. Estaban revisando la Saeta de Fuego en aquellos instantes. (p. 198)

122. He's supposed to be after me. (p. 198)	122. Parece que va detrás de mí. (p. 198)
123. It is called the Patronus Charm. (p.200)	123. Se llama encantamiento patronus. (p.200)

English	Spanish
124. He would have been expelled from Hogwarts. (p.239)	124. Lo habrían echado de Hogwarts. (p.239)
125. The Slytherins, delighted by Malfoy's foul on Harry, were being spurred on to greater heights. (p. 260)	125. Los de Slytherin, entusiasmados por la falta de Malfoy contra Harry, cada vez se atreían a más. (p. 260)
126. Even Fred and George Weasley had been spotted working ; (p. 263)	126. Incluso se había visto trabajar a Fred y a George Weasley. (p. 263)
127. An argument was averted (p. 267)	127. Cuando estaban a punto de reñir . (p. 267)
128. I was smuggled out of the castle. (p. 294)	128. Me sacaban del castillo furtivamente. (p. 294)
129. He was forbidden by Dumbledore to tell anybody. (p.297)	129. Dumbledore le prohibió contárselo a nadie. (p.297)
130. He was locked up in Azkaban? (p. 302)	130. ¿ Estando en Azkaban? (p. 302)
131. Their party was bathed in moonlight. (p. 317)	131. La luz de la luna caía sobre el grupo. (p. 317)
132. Werewolves are so mistrusted by most of our kind. (p.326)	132. La gente confía tan poco en los licántropos. (p.326)
133. The Kiss will be performed immediately. (p. 345)	133. Le darán el Beso inmediatamente. (p. 345)
134. The security on the castle will be lifted . (p. 357)	134. Para que relajen la vigilancia en el castillo. (p. 357)
135. Drills were driven out of his mind by something else. (p. 10)	135. Que apartó los taladros de su mente. (p. 10)
136. He was being watched . (p. 15)	136. Lo observaban . (p. 15)
137. Voldemort, was frightened of . (p. 17)	137. Voldemort tenía miedo. (p. 17)

English	Spanish
138.He would be woken in a few hours' time by Mrs. Dursley's scream. (p. 22)	138. En unas pocas horas le haría despertar el grito de la señora Dursley. (p. 22)
139.Yeh'd be laughed at . (p. 74)	139.Se burlarán . (p. 74)
140.His favorite program had been canceled . (p. 39)	140.Cuando dejaron de emitir su programa favorito. (p. 39)
141. Everyone got hit a lot by the Smelting stick. (p. 39)	141. Todos recibieron golpes del bastón. (p. 39)
142.We got landed with you! (p. 51)	142.Nosotros tuvimos que quedarnos contigo. (p. 51)
143.I — er — got expelled . (p. 56)	143.Me expulsaron . (p. 56)
144.Parents are reminded . (p. 63)	144. Se recuerda a los padres... (p. 63)
145. Harry was strongly reminded of Dudley. (p. 71)	145.Harry recordaba a Dudley. (p. 71)
146.The four Houses are called Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. (p. 100)	146. Las cuatro casas se llaman Gryffindor, Hufflepuff, Ravenclaw y Slytherin. (p. 100)
147.These tables were laid with glittering golden plates and goblets. (p. 101)	147.En las mesas había platos, cubiertos y copas de oro.(p. 101)
148. I have also been asked by Mr. Filch the caretaker. (p. 110)	148.El señor Filch, el celador, me ha pedido . (p. 110)
149. Quidditch trials will be held in the second week of the term.(p. 110)	149.Las pruebas de <i>quidditch</i> tendrán lugar en la segunda semana del curso. (p. 110)
150.He was going to be expelled . (p. 128)	150.Lo iban a expulsar . (p. 128)
151.We could all have been killed . (p. 137)	151.Nos podía haber matado . (p. 137)

English	Spanish
152. Hundreds of seats were raised in stands around the field. (p. 141)	152. Había cientos de asientos elevados en tribunas alrededor del terreno de juego. (p. 141)
153.That's why Seekers get fouled so much. (p. 144)	153.Por eso molestan tanto a los buscadores. (p. 144)
154.He was being made a cup of strong tea back in Hagrid's hut. (p. 161)	154. Tomaba una taza de té fuerte, en la cabaña de Hagrid. (p. 161)
155.He was provoked . (p. 164)	155.Lo han provocado . (p. 164)
156. It'll be gone by next Tuesday. (p. 189)	156.En ese caso no durará mucho. (p. 189)
157. <i>Notes were delivered to Harry, Hermione, and Neville at the breakfast. (p. 205)</i>	157. Llegaron notas para Harry, Hermione y Neville en la mesa del desayuno. (p. 205)
158. <i>Centaurs are concerned with what has been foretold! (p. 213)</i>	158.Los centauros debemos ocuparnos de lo que está vaticinado. (p. 213)
159. <i>You two will be expelled. (p. 224)</i>	159.Os expulsarán a vosotros. (p. 224)
160. <i>You 'll be caught again. (p. 225)</i>	160.Os volverán a atrapar . (p. 225)
161. <i>He cannot be killed. (p. 245)</i>	161.No se le puede matar . (p. 245)
162. <i>We were steamrollered by Ravenclaw (p. 149)</i>	162.Ravenclaw nos ganó . (p. 149)
163. <i>I should be chucked out (p. 249)</i>	163. Deberían echarme . (p. 249)

