

Spanish II

Spanish II

ROGER CELIS



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PART I
FACULTY RESOURCES

I. Request Access



To preserve academic integrity and prevent students from gaining unauthorized access to faculty resources, we verify each request manually.

Contact oer.achievingthedream.org and we'll get you on your way.

Overview of Faculty Resources

This is a community course developed by an Achieving the Dream grantee. They have either curated or created a collection of faculty resources for this course. Since the resources are openly licensed, you may use them as is or adapt them to your needs.

Now Available

- Assessments

Share Your Favorite Resources

If you have sample resources you would like to share with other faculty teaching this course, please send them with an explanatory message and learning outcome alignment to oor@achievingthedream.org.

2. I Need Help



Need more information about this course? Have questions about faculty resources? Can't find what you're looking for? Experiencing technical difficulties?

We're here to help! Contact oyer@achievingthedream.org for support.

PART II

UNIT I: VOCABULARY OF
NATIONALITIES, SER VS
ESTAR, DAYS, MONTHS,
SEASONS , WEATHER

3. Introduction: Review of Basic Grammar

SPANISH 101: REVIEW

1. Conjugate the verb and complete the following sentences adding a verb in the infinitive form so the sentences make sense.

Nosotros pensar..._____ el

Jueves

Yo necesitar... _____

_____ a la biblioteca mañana

Teresa _____ y Alberto/ir

a _____ esta

noche

1. Write 3 sentences that include the verb ESTAR and one or more adjectives

1. _____

2. _____

3. _____

III. Complete the following sentences with an expression with the verb TENER

1. Yo _____ porque la temperature es 35 F

2. Los estudiantes

_____ porque tienen

muchos

exámenes

1. Carla _____ de las arañas (spiders)
2. Yo _____ porque el profesor habla mucho

1. What verbs do you remember? Challenge yourself. See how many verbs you can

translate without your book:

1. To understand 2. to eat
2. To share 4. To write
5. To read 6. To live
7. To lean 8. To buy
8. To arrive 10. to travel
9. To drink 12. To need
10. to sing 14. To draw
11. To listen 16. To explain
12. To walk 18. To receive
13. To run 20. To teach

4. Vocabulary: Nationalities and identities

Gentilicios, nacionalidades, identidades

Nacionalidades		
alemán/a	español/a	nicaragüense
argentino/a	estadounidense	noruegués/a
australiano/a	francés/a	panameño/a
boliviano/a	griego/a	peruano/a
brasileño/a	guatemalteco/a	puertorriqueño/a
canadiense	holandés/a	polaco/a
chileno/a	hondureño/a	portugués/a
chino/a	inglés/a	ruso/a
colombiano/a	iraní	salvadorense
coreano/a	iraquí	sudanesa
costarricense	irlandés/a	sueco/a
cubano/a	israelí	suizo/a
dominicano/a	italiano/a	tailandés/a
ecuatoriano/a	japonés/a	uruguayo/a
egipcio/a	marroquí	venezolano/a
escocés/a	mexicano/a	

Otros gentilicios		
(ciudades)	(provincias, regiones de un país)	(continentes)
angelino/a (Los Angeles)	andaluz/a (Andalucía)	afrikanés/a
defeño (Distrito Federal, México)	californiano/a	árabe
limeño/a	catalán/a (Cataluña)	asiático/a
madriileño/a	gallego/a (Galicia, España)	caucásico/a
neoyorquino/a	jalisciense (Jalisco, México)	celestino/a
parisino	norcaroliniano/a	eurolatino/a
porteño/a (Buenos Aires)	(o norcarolino/a)	melancholico/a
romano	tejano/a	nocturno/a
sevillano/a	vasco/a	suave
	yucateco/a (Yucatán)	

5. Culture: Videos: Formal and informal language

SP Formal and Informal Language

Edit [01...](#)

Spanish- Formal and Informal Language

How important is it in your language to make a distinction between formal and informal speech patterns?

Spanish



[Alejandro Octavio Aguilera](#) (Monterrey, Mexico) “Yes this thing about “usted” and “tú” is very important. In the first place, “usted” is a way...”



[Roxana Danae Bannach](#) (Santiago, Chile) “Well, normally you will always talk to the person with “usted” especially if you don’t know him...”



[Martha Mateos Brito](#) (Monterrey, Mexico) “Well, “usted” I generally use it with older people, or with people for whom I have a...”



[Carlos José Bueso Más](#) (Puerto Rico) “With “usted” and “tú,” Americans have the advantage obviously in that there is no distinction...”



[Carmen Gladys Zapata](#) (Lima, Peru) “We generally use “usted” when there isn’t a high level of familiarity between the...”



[Roberto Salmón Rodríguez](#) (Lima, Peru) “Well, let’s begin looking at it from a retrospective point of view, looking at it from the...”

6. Lesson 1: Verbs SER/ ESTAR

[Verbs SER/ESTAR powerpoint](#)

7. Lesson 2: Days, Months and seasons

[Spanish Books](#) (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

30. Dates, Seasons, Weather / *Las fechas, las estaciones, el clima*

LOS DÍAS	LOS MESES	LAS ESTACIONES		
el lunes	enero	julio		
el martes	febrero	agosto	la primavera	spring
el miércoles	marzo	septiembre	el verano	summer
el jueves	abril	octubre	el otoño	autumn, fall
el viernes	mayo	noviembre	el invierno	winter
el sábado	junio	diciembre		
el domingo				

la semana pasada	last week
el domingo que viene	next Sunday
Voy a Boston el viernes.	I'm going to Boston on Friday.
No trabajo los sábados.	I don't work on Saturdays.
el martes por la mañana	on Tuesday morning
Tenemos vacaciones en enero.	We have a vacation in January.
Vamos a México el junio que viene.	We're going to Mexico next June.
Fuimos a Madrid el verano pasado.	We went to Madrid last summer.

- Remember that Spanish does not use capitals for days of the week, months or seasons.
 - Referring to days, note the use of the definite article in the

singular to express “on”:

Nos vemos el martes (See you on Tuesday)

But: Hoy es domingo, mañana es lunes.

~ Spanish never uses *en* with days of the week.

• The definite article is not needed when referring to seasons in a generic way:

El invierno es frío en Maine. No trabajo en (el) verano.

En Chile es verano cuando en Canadá es invierno.

Es un bello día de otoño. Aquí no hay primavera.

DATES / LAS FECHAS:

el primero de octubre de 1894 : 1/10/94

Nací el seis de enero de 1986.

Mi cumpleaños es el veintinueve de mayo.

¿Cuál es la fecha? Hoy es (el) quince de agosto.

La Habana, 15 de abril de 1898.

After the first of the month, Spanish uses cardinal (regular) numbers for dates. The definite article is needed except to state the current date, or when the date alone is given, such as in a letter or in a school exercise.

CLIMATE AND WEATHER / EL CLIMA Y EL TIEMPO:

• Some weather conditions are expressed with *hace*:

¿Qué tiempo hace hoy?	What's the weather like today?
Hoy hace sol.	It's sunny today.
Ayer hizo viento.	It was windy yesterday.
Hace buen tiempo.	The weather is good.
La semana pasada hizo mal tiempo.	The weather was bad last week.
Hace mucho calor en verano.	It's very hot.
Está haciendo demasiado frío.	It's too cold.
Hizo fresco el miércoles.	It was cool on Wednesday.

Note that *frío*, *calor*, *viento*, etc. are nouns. “Very” will have to be expressed with the adjective **mucho** / **mucha**: *Hizo mucho calor. Fue un día muy caliente (caluroso).*

• Other weather expressions:

llueve, está lloviendo	it rains, is raining
nieva, está nevando	it snows, is snowing
Está nublado.	it's cloudy.
Se espera lluvia	Rain is expected.
un día soleado	a sunny day
Tenemos nieve mañana	We're having snow tomorrow
¿Cuál es el pronóstico del tiempo?	What's the weather forecast?

PRÁCTICA 30. Responda detalladamente las siguientes preguntas.

1. ¿Qué días y a qué horas tienes clases de español este semestre?
2. ¿En qué fecha es tu cumpleaños? ¿Y el de tu mejor amigo/a?
3. ¿En qué fecha llegó Cristóbal Colón a América?
4. ¿Cuál es una fecha memorable para ti? ¿Qué pasó ese día?
5. ¿Hay estaciones en el lugar donde vive tu familia? ¿Qué tiempo hace?
6. ¿Qué tiempo hizo este fin de semana: el sábado y el domingo?
7. Inventa el pronóstico del tiempo para los dos días del fin de semana que viene.
8. ¿Qué haces normalmente los viernes por la noche? ¿Qué hiciste el viernes pasado?

Video: <http://www.laits.utexas.edu/spe/vid/int03b.html>
[MÁS PRÁCTICA](#)

8. Lesson 3: Weather expressions

[Spanish Books](#) (See webpage for complete content)

Libro Digital *Herramientas De Español* *Spanish Tools Online Grammar Book*

25. Uses of *ser* and *estar*

A. SER, from the Latin *essere* associated with the word *essence*, is used:

A1. to identify or define a subject (to say *what* something is):

El hermano **es ingeniero**. **Es a ella** a quien busco. **Esto es** un problema.
Este poema **es para** mi abuelo. El programa **es sobre** arte.

A2. with *de* to denote origin, material, or ownership:

Es de madera. **Es de** Panamá. **Es de** Juan. **Son de** la clase alta.

A3. only with adjectives that denote essential or defining qualities (including *pobre*, *rico*, *joven*, *viejo*):

Nueva York **es grande**. Voy a **ser rico**.

A4. in expressions of time, dates, and for quantities:

Son las tres y media. Hoy **es jueves dos de marzo**. **Son treinta** dólares.

A5. in impersonal expressions:

Es posible saber eso. **Es importante** cuidar la salud.

► For the use of *ser* with past participle (passive voice), see [§41](#).

B. ESTAR, from the Latin *stare* associated with the words *state* and *station*, is used:

B1. to express location [*ubicación*] (to say *where* something is):

El profesor no **está aquí**. El problema **está en** su actitud. Panamá **está al sur** de Centroamérica.

► BUT: Use *ser* to describe where an event is taking place: El concierto es aquí.

B2. with some adjectives and all adverbs, to describe states and conditions or a change in a characteristic:

Está bien. Están tristes porque el perro **está muerto**.

Estamos interesados en el tema. El país **está en una situación** difícil.

El rojo **está de moda** (in fashion). Las ventanas **están cerradas**.

B3. with a present participle* to express a continuing action: Estamos viajando. Van a estar durmiendo.

***the present participle in English (-ing form of a verb) is the equivalent of the -ndo form, called gerundio in Spanish.**

► For the use of *estar* with past participle (states), see §26.

~ Some adjectives have different meanings when used with the two verbs:

<i>estar listo/a</i> <i>ser lista/o</i>	to be ready (state) to be bright (defining quality)	¿Estás lista, María? María es muy lista.
<i>estar aburrido</i> <i>ser aburrido</i>	to be bored (state) to be boring (defining quality)	Estoy aburrido con esta novela. Esta novela es muy aburrida.

PRÁCTICA 25. Complete las oraciones con la forma apropiada de *ser* o *estar*:

Video: <http://www.laits.utexas.edu/spe/vid/int12d.html>

9. Video: Oral Practice

[Oral practice video](#)

PART III

UNIT 2: VOCABULARY OF
FOOD, VERB IR, THE
IMMEDIATE FUTURE,
DIRECT OBJECT
PRONOUNS, IRREGULAR
VERBS, THE GERUND

10. Vocabulary of Food

La comida

Ingredientes

Lo básico
el aceite - oil
el arroz - rice
el azúcar - sugar
la harina - flour
la leche - milk
la mantequilla - butter
la masa - dough
la nuez - nut
(*or walnut*)
la sal - salt
la semilla - seed
las verduras - vegetables
y mariscos
el atún - tuna
el bacalao - cod
el camarón - shrimp
el cangrejo - crab
la carne de cerdo - pork
la carne de res - beef
el pollo - chicken

Frutas y verduras
el durazno - peach
(*España: melocotón*)
la frambuesa - raspberry
la fresa - strawberry
(*Argentina: frutilla*)
el limón - lemon
la manzana - apple
la naranja - orange
la pera - pear
el plátano - banana
el aguacate - avocado
(*Sudamérica: la palta*)
la coliflor - cauliflower
las espinacas - spinach
la lechuga - lettuce
el nabo - turnip
el pepino - cucumber
el pimiento - bell pepper
la remolacha - beet
el repollo - cabbage
el tomate - tomato
la zanahoria - carrot

Platos y comidas

Lo básico
el desayuno - breakfast
el almuerzo - lunch
la merienda - snack
(*or teatime*)
la cena - dinner
el entremés - hors d'oeuvre
(*México - la botana*)
el postre - dessert
el pan (integral) - (whole-grain) bread
el vino - wine

Comidas internacionales
el bistec - steak
el bocadillo - sandwich
(*México - torta*)
el caldo - broth
las papas fritas - french fries
el pastel - cake
(*also torta, bizcocho*)
la sopa - soup

En la cocina

Verbos

asar - to roast

freír - to fry

hervir - to boil

hornear - to bake

mezclar - to mix

picar - to chop

Descripciones

a la plancha - grilled

(also *a la parrilla*)

ahumado - smoked

al horno - baked

frito/a - fried

hervido - boiled

II. Culture: Interviews: Race and gender in Latin America

SP Race, Color, and Gender

Edit [01...](#)

Spanish- Race, Color, and Gender

Discuss issues related to race, color, and gender, as it pertains to professional activities in your country.

Spanish



[Carlos José Bueso Más](#) (Puerto Rico) “Well, thank you, I believe that in Latin America there is a marked difference in the type of candidate...”



[Geraldina Villarreal de la Fuente](#) (Monterrey, Mexico) “In what way is it different? Here one doesn’t differentiate in regards to race, but more in regards to gender...”



[Alicia Fonseca Reséndiz](#) (Monterrey, Mexico) “Well here in Mexico we don’t really have a mix of races as much as you have in the United States...”



[Claudia Vila](#) (Lima, Peru) “Well, here in Peru there is a little difference in the treatment of executives as to their race and sex...”



[Enrique Vila Naranjo](#) (Lima, Peru) “We can tell you definitely that here in Peru racism does exist. A racism that isn’t from now...”



[Roberto Salmón Rodríguez](#) (Lima, Peru) “Well, as I was explaining to you, in Peru there are basically three natural regions: the coast...”



[Virgilio Armas Acosta](#) (Caracas, Venezuela) “The relationships between people of different color is very friendly, there are no conflicts...”

12. Lesson 4: Verb IR and the immediate future

[Acceso](#)

Ir + a + infinitivo



An interactive or media element has been excluded from this version of the text. You can view it online here:

<https://library.achievingthedream.org/bhccspanish2/?p=32>

Formación

Se conjuga el verbo IR en el presente + a + el verbo principal en su forma infinitiva

Voy a ver el partido de baloncesto mañana.

¿Vas a estudiar el español el próximo semestre?

La autora va a publicar su nuevo libro el año que viene.

Funciones e información sobre su uso

- Para expresar intención futura o describir el futuro.
- Se puede conjugar el verbo en el imperfecto para expresar un evento o acción futuro cuando se narra en el pasado.

Por ejemplo: Íbamos a asistir la clase pero perdimos el autobus

We were going to attend class but we missed the bus.

- Esta construcción gramatical se escucha muchísimo en la lengua hablada.

Otros recursos:

- <http://www.studyspanish.com/lessons/serest3.htm>
- Las explicaciones en [Acceso Hub: Forma y Función](#) (LingroLearning)

13. Verb IR Composition

Composition: VERB IR and the IMMEDIATE FUTURE

Your vacation plans. (5x10each=50 points) Write 5 sentences explaining your plans for Christmas (Navidad). Use the immediate future (Ir+infinitive) and other verbs (do not repeat the same verb)

For instance: I'm going to eat/We're going to visit..... (In Spanish, of course)

Include at least one negative sentences and 2 transition words (sin embargo (however), pero (but), también (also), porque (because) , finalmente, and other you have learned in class). Include at least a different subject (my sister is going to buy...)

1. _____

2. _____

3. _____

4. _____

5. _____

14. Lesson 5: Direct object pronouns

[Spanish Books](#) (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

38. Object Pronouns / *Los pronombres de complemento*

Direct object	(English object <u>pronouns</u>)	Indirect object
me	me	me
te	you	te
lo/la	him, her, it, you (<i>Ud. form</i>)	le
nos	us	nos
os	you (plural) [<i>in Spain</i>]	os
los/las	them, you (<i>Uds. form</i>)	les

<u>Direct objects:</u> what? or whom?	<u>Indirect objects:</u> to/for whom?
I did...(what?) I did my homework. I did it. Hice la tarea. La hice.	I did (for whom?) I did her homework for her. Le hice la tarea (a ella).
I saw...(whom?) I saw the doctor. I saw him. Vi al doctor. Lo vi.	I said (to whom?) I told that to Juan. I told him. Le dije eso a Juan. Le dije.

- Spanish places object pronouns immediately before a conjugated

verb. The object pronoun eliminates the need for the personal *a*:
¿Conoces al abogado? Sí, lo conozco, pero no le debo nada. ¡No te creo!

• When these pronouns are the object of an infinitive or a gerund, they are joined to the end (written accents may be added according to the general rules explained in §3):

Al verla, supe que la amaba. Escribiéndoles, te entenderán mejor.	Upon seeing her, I realized I loved her. By writing to them, they'll understand you better.
----------------------------------------------------------------------	------------------------------------------------------------------------------------------------

• Thus, object pronouns may either precede the conjugated verb or be attached at the end of the infinitive or gerund (but they can never come in between):

No me quieres creer. ~ No quieres creerme. Siguieron buscándolo ~ Lo siguieron buscando. Le voy a dar un regalo ~ Voy a darle un regalo.

PRÁCTICA 38A. Sustituya los complementos directos por su pronombre correspondiente.

PRÁCTICA 38B. Sustituya los complementos indirectos por su pronombre correspondiente.

PRÁCTICA 38C. Escriba el orden alternativo para cada oración.

• When used together, indirect object pronouns precede direct object pronouns (the exact opposite of the usual English order):

Nos los entregó a tiempo (los mensajes). Quiero mandártelo / Te lo quiero mandar (el mensaje).	She delivered them to us on time. I want to send it to you.
---------------------------------------------------------------------------------------------------	----------------------------------------------------------------

• When the first pronoun of the two would be *le* or *les*, it changes to *se* (sing. or plural):

Se lo quiero explicar antes de enseñárselo. I want to explain it to her before showing it to her.

- As there frequently is ambiguity with the third person, clarify with *a ellas*, *a usted*, etc.:

Ella le escribe a él; yo le escribo a ella.	She is writing to him; I am writing to her.
No le quiero pedir un favor a usted.	I don't want to ask you a favor.
Se la mandé a él primero.	I sent it to him first.

PRÁCTICA 38D. Sustituya todos los complementos posibles por sus pronombres correspondientes.

- Spanish prefers to use the indirect object pronouns even when the indirect object is mentioned:

Le estoy escribiendo al jefe.	I am writing to the boss.
¿Por qué no le pides dinero a tu hija?	Why don't you ask your daughter for money?

~ Note the following verbs, which take certain prepositions in English, but not in Spanish (except for the personal *a* when needed):

<i>mirar</i> : look at	<i>Miré al jugador y miré el campo. Los miré.</i> I looked at the player and at the field. I looked at them.
<i>buscar</i> : look for	<i>Buscan a la abogada. La buscan.</i> They look for the lawyer. They're looking for her.
<i>escuchar</i> : listen to	<i>Escuchamos música. La escuchamos.</i> We listened to music. We listened to it.
<i>pedir</i> : ask for	<i>Pedí dos paellas. Se las pedí al mesero.</i> I asked for two paellas. I requested them to the waiter.
<i>robar</i> : steal from	<i>Le robaron el dinero. Se lo robaron.</i> They stole her money from her. They stole it from her.

PRÁCTICA 38E. Exprese en español:

-
1. We were looking for you when you called us. Now we don't want to talk about it.
 2. We wanted to look at the documents with you, but it wasn't possible.
 3. We used to listen to music together, remember? Now I don't even listen to it.
 4. Why didn't you ask your parents for money on Sunday? What was the problem?
 5. I asked Peter if he knew what Mary's address is, but he didn't have it.
 6. I asked the waiter for two pizzas, but he didn't listen to me.
-

[dic](#)
[cio](#)
[nari](#)
[o](#)
[DICCIONARIO](#)

VER
RESPUESTAS

[MÁS PRÁCTICA](#)

15. Practice: Grammar Exercises

[Spanish Grammar Exercises](#)

set 18, exercise 7 – questions

This is exercise 7 of 8. Please answer all questions on this page. **repaso: cap. 6: gramática**
Direct Object Pronouns. Answer the question in a complete sentence using direct object pronouns in your answers.

1. ¿Cuándo ves tus programas de televisión favoritos?

vas a terminar este repaso?

3. ¿Con quién practicas el español?

4. ¿Cuándo vas a ver a tus amigos?

5. ¿Cuándo quieres conocer a mis amigos?

reset

submit

16. Lesson 6: GERUND or present progressive

[Spanish Books](#) (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

27: [Gerund and Infinitive / Gerundio e infinitivo](#)

► [REPASO NÚMERO CINCO](#)

27. Gerund and Infinitive / *Gerundio e infinitivo*

To form the gerundio (-ing form in English), change the infinitive ending:

from -ar to -ando:
hablar → *hablando*

from -er, -ir to -iendo:
comer → *comiendo* ; *vivir* → *viviendo*

-ir stem-changing verbs are affected (see [Appendix A](#)): *pedir* : **pidiendo** •
dormir : **durmiendo**

-ir and -er verbs with stems ending in a vowel add -yendo:
traer : **trayendo** • *oir* : **oyendo** • *creer* : **creyendo** • *ir* : **yendo** • *destruir*
: **destruyendo**

The gerund does not change to agree (in gender, number, etc.) with any other word in a sentence.

A. THE GERUNDIO is used for actions in progress (present participle in English):

A1. with the appropriate form of *estar* (or *hay*) to form the progressive tenses:

<i>Lisa está estudiando.</i>	Lisa is studying.
<i>Estamos aprendiendo.</i>	We are learning.
<i>No hay nadie hablando.</i>	There's no one talking.

► Note that in Spanish this construction cannot be used to express the future, as it frequently is in English (I am leaving next week). The simple present can be used in this sense: “*Salgo la próxima semana*”.

A2. with the verbs *seguir* and *continuar* to mean “go on doing something”:

<i>Continuó diciendo.</i>	He went on saying.
<i>Siguió cantando.</i>	She continued to sing.

► Note that, unlike English, Spanish does not offer the option of using an infinitive after *seguir* or *continuar*:

He went on to say → *Siguió diciendo*.

A3. to express “by doing” or “while doing” something (no preposition in Spanish):

<i>Vas a mejorar estudiando mucho.</i>	You are going to improve by studying a lot.
<i>Me duermo leyendo esto.</i>	I fall asleep (while) reading this.

~ Spanish does not use the *gerundio* as an adjective. Clauses or different expressions have to be used:

the answering machine	la máquina contestadora (el contestador)
a never-ending process	un proceso que nunca termina (interminable)
passengers carrying a big case...	los pasajeros que llevan una maleta grande...
an intriguing beginning	un comienzo intrigante
a disappointing ending	un final decepcionante

PRÁCTICA 27A.

1. Escriba el gerundio que corresponde a cada uno de los siguientes infinitivos: 2. Exprese en buen español:

1. We are considering that option. We are having a meeting next week.	dic
2. There is no one solving that problem.	cio
3. Indigenous people continue to defend their rights [derechos].	nari
4. They want to do this by participating in politics.	o
5. They go on to protest with some disappointing results.	DICCIONARIO
6. We are going to solve this problem (by) using our imagination.	
7. By solving this, we are going to close a never-ending cycle.	VER
8. This a time-consuming activity for pet-loving people.	RESPUESTAS

B. THE INFINITIVE is the verb form that Spanish uses as a noun:

B1. as the subject of a sentence or the object of a verb*:

Ver es creer.	Seeing is believing.
No me gusta estudiar.	I don't like studying.
Decidir casi siempre es difícil.	Deciding is difficult most of the time.

B2. immediately after any preposition:

Voy a salir después de comer.	I am going to leave after eating.
Es su manera de hablar.	It's his/her way of speaking.
Habla sin usar las manos.	He speaks without using his hands.

~ Note that, unlike English, Spanish does not use the *gerundio* after prepositions or as the subject of a sentence. The infinitive **must** be used in such cases:

the problem of leaving → *el problema de salir* / living is good → *vivir es bueno*

* Many verbs require no preposition before the infinitive: *Quiero dormir.*

Some, however, require different prepositions: *Sueño con viajar. Ayudan a mejorar. Tratamos de entender.* ([See Appendix D](#)).

PRÁCTICA 27B.

Two useful idiomatic constructions involving the infinitive:

• *Al + infinitive* indicates two actions occurring at the same time, as English *at, on, in, upon doing*:

Cuidado al cruzar.	Be careful in crossing.
Al entrar, cierra la puerta.	Close the door upon entering.
Tuvo suerte al encontrar al policía.	He was lucky in finding the policeman.

• *Acabar de + infinitive* is used to express having just done something:

Acabo de resolver el problema.	I have just solved the problem.
Acaban de salir.	They have just left.
Esta cuenta acaba de llegar.	This bill has just arrived.

PRÁCTICA 27C. Elija el infinitivo o el gerundio para completar las siguientes oraciones:

[MÁS PRÁCTICA](#)

PART IV

UNIT 3: VOCABULARY OF
TECHNOLOGY, NUMBERS
BEYOND 100, PAST TENSE,
INDIRECT OBJECT
PRONOUNS

17. Vocabulary: La tecnología

La tecnología

Las computadoras

Sustantivos

la base de datos – database
la búsqueda – search
la contraseña – password
el correo electrónico – email
(also *correo e.*)
el disco duro – hard drive
el enlace – link
la informática – computer science
la impresora – printer
el marcador – bookmark
la pantalla – screen
la red – network
el sitio – site
el teclado – keyboard
el usuario – user

Verbos

acceder – access
actualizar – update
bajar – download (also *des*)
buscar – search
guardar – save
hacer clic (en) – click (on)
imprimir – print
navegar – surf (the internet)
programar – program
subir – upload (also *carga*)

Otras tecnologías

Sustantivos

la herramienta – tool
la máquina – machine
el microondas – microwave
(teléfono) celular – cell phone
(in Spain: *teléfono móvil*)

Verbos

clonar – clone
descubrir – discover
digitalizar – digitalize
inventar – invent

Ad
dig
po

18. Culture: Food, travel and business

19. Lesson 7: Numbers 100 and beyond, Dates

[Spanish Books](#) (See webpage for complete content)

Libro digital *Herramientas de español* *Spanish Tools Online Grammar Book*

29. Números de 100 en adelante

cien	100
ciento un dálmatas	101 Dalmatians (masc.)
ciento setenta y cinco toneladas	175 tons (fem.)
doscientos	200
doscientas noventa y ocho peras	298 pears (fem.)
trescientos	300
cuatrocientos	400
quinientos	500
quinientas treinta una libras	531 pounds (fem.)
seiscientos	600
setecientos	700
setecientos uno	701
ochocientos	800
novecientos	900
1.000 mil	1,000
mil novecientos cuarenta y dos	1942
1 ^{000.000} un millón	1,000,000 (noun)
mil millones de pesetas	a billion pesetas
un billón de dólares	a thousand billion dollars

- *Ciento* (100) shortens to *cien* when it comes directly before a noun and with thousands and millions, but it is *ciento* when part of a number including tens or units:

cien páginas	100 pages
cien mil habitantes	100,000 inhabitants
ciento siete	107
el noventa y nueve por ciento	99%

~ The conjunction *y* only joins tens (*decenas*) and units (*unidades*): *noventa y seis*.

• Only multiples of 100 and the number one agree in gender with the noun they qualify:

quinientas tres páginas	503 pages
trescientas una mujeres	301 women

trescientas mil doscientas treinta y una letras

• Spanish does not use multiples of a hundred over nine, i.e. fifteen hundred:

mil quinientos, etc.

• Note the period (.) to mark thousands: 1.200 = *mil doscientos*.

The comma marks the decimal point: $\pi = 3,1416$.

• The preposition *de* is needed to connect nouns with the plural of *mil* and with the word *millón/millones*:

dos mil personas	2,000 people (do not use <i>gente</i> with numbers)
miles de personas	thousands of people (not <i>gente</i>)
un millón de mujeres	one million women
trece millones de dólares	\$13M

PRÁCTICA 29.

A. Conteste las preguntas escribiendo los números en palabras, o pronunciándolos en voz alta.

1. ¿En qué año llegó a América Cristóbal Colón?
2. ¿Cuántas personas hay en tu ciudad?
3. ¿Cuántos estudiantes hay en tu universidad?
4. ¿En qué año fue la Independencia de Estados Unidos?

B. Expresa en español:

-
1. a million reasons
 2. thousands of lectures
 3. a billion dollars
 4. five hundred people

5. fifty percent of the population
6. a thousand billion cells
7. twelve hundred inhabitants

[dic](#)
[cio](#)
[nari](#)
[o](#)
[DICCIONARIO](#)

VER
RESPUESTAS

[MÁS PRÁCTICA](#)

20. Lesson 8: Past tense of regular verbs

21. Lesson 9: Indirect object pronouns

[Spanish Grammar in Context](#)

Indirect Object Pronouns

singular	plural	
1st person	<i>me</i> me	<i>nos</i> us
2nd person	<i>te</i> you	
3rd person	<i>le</i> him/her/you formal	<i>les</i> them/you plural

Description

An indirect object is a person who receives the action of a [verb](#) indirectly; it says **to whom** or **for whom** something is done. In Spanish the indirect object is usually preceded by the preposition **a** and in English by the preposition **to**. If there is an indirect object in a sentence, it will usually be accompanied by the **indirect object pronoun**. The indirect object pronoun must match the person and number of the indirect object. In the sentence below, **los hijos** is the indirect object, accompanied by the pronoun **les**; both of which are third person plural.

[Es más difícil aquí porque aquí **les** dan más privilegios **a los hijos**.](#)

[It's harder here because here they give **children** more privileges.](#)

Also, the indirect object pronoun may be used by itself to replace an

indirect object. For example, **a los hijos** can be removed from the previous sentence to resulting in:

Es más difícil aquí porque aquí **les** dan más privilegios.

*It's harder here because here they give **them** more privileges.*

Placement

There are two places where indirect object pronouns can be placed.

1. Before a conjugated verb
2. Attached to the end of the verb, **ONLY IF** the verb is not conjugated, such as infinitives or gerunds or if the verb is an affirmative informal command.

In first example, the indirect object pronoun **me** is found before the conjugated verb **daba**. In the second example, the the indirect object pronoun **les** found before the conjugated verb **da**. In the third example, the the indirect object pronoun **les** attached to the infinitive **decir**.

Cuando estaba en la primaria recuerdo que **me** daban mi lonche y **me** daban mi dinero para que yo gastara en la escuela.When I was in elementary school, I remember that they gave **me** lunch and they gave **me** my money for me to spend in school.

Es algo que el gobierno americano **le da a la gente que viene aquí con una visa extranjera.**It's something that the American government gives **to people** who come here with a foreign visa.

Después me arrepentía de decir**le** tantas cosas feas.Later I regretted saying mean things **to him**.

22. Practice: Grammar Exercises

Spanish Grammar Exercises

set 19, exercise 1 - questions

This is exercise 1 of 3. Please answer all questions on this page. **indirect-objects**

Fill in the blanks with the correct indirect object pronoun, according to the context or the cues in parentheses.

1. _____ sirven el almuerzo a la una (a nosotros).

2. La

azafata _____ pide los boletos a los pasajeros.

3. La profesora _____ da el examen al estudiante.

4. Mis amigos siempre _____ dicen la verdad (a mí).

5. Necesitamos preguntar _____ muchas cosas a la profesora.

6. Mi madre nunca _____ presta dinero a mi hermano.

7. Los estudiantes _____ dan la tarea al profesor.

8. _____ compro cervezas a todos mis amigos.

reset

submit

PART V

UNIT 4: VOCABULARY OF
THE CITY AND
ACTIVITIES, REFLEXIVE
VERBS, PAST TENSE OF
IRREGULAR VERBS, VERBS
LIKE GUSTAR

23. Vocabulary: The city, the countryside, travel

El turismo

Las atracciones

En el campo
el arroyo - stream
la cordillera - mountain range
la costa - coast (also *litoral*)
el desierto - desert
la hacienda - ranch (also *estancia*)
el lago - lake
la montaña - mountain
la playa - beach
el pueblo - town
el río - river
la selva - forest, jungle
el volcán - volcano

En la ciudad
la avenida - avenue
el barrio - neighborhood
la calle - street
la estatua - statue
la fuente - fountain
el monumento - monument
el museo - museum
el parque - park
la plaza - square
el puente - bridge
el restaurante - restaurant
la zona - area, zone

Otras palabras útiles

Sustantivos
el crucero - cruise
el recuerdo - souvenir
la postal - postcard
la tienda - store
el vuelo - flight

Verbos
hospedarse - to stay
regatear - to bargain
viajar - to travel
volar - to fly

Ac
ba
ca
de

24. Culture: Interviews: Communication, language and style

Sp Communication Style

Edit [01..](#)

Spanish- Communication Style

Some cultures have more of a direct communication and negotiation style, while other cultures have a more indirect style of communication. What is it like for you?

Spanish



[Carlos Romero Uscanga](#) (Xalapa, Mexico) “In Mexico usually what we think of as negotiation is really more like establishing a long-term relationship...”



[Alfredo Cavazos](#) (Monterrey, Mexico) “The method of negotiation in Mexico depends a lot on the international experience that the company might have...”



[Alicia Fonseca Reséndiz](#) (Monterrey, Mexico) “Well I think here in Mexico, people are a little bit warmer and we try to get involved a bit more...”



[Enrique Vila Naranjo](#) (Lima, Peru) “It is always the custom here, in Peru, whether it be in an office or in some arrangement to go to lunch...”



[Julio Balestrini Ponce](#) (Lima, Peru) “I would like to tell you a little of my former training. Before coming to the company where I now work...”



[Roberto Salmón Rodríguez](#) (Lima, Peru) “Well, talking hear with the Professor, we have been able to come to some conclusions and among them...”

25. Lesson 10: Reflexive verbs

[Spanish Grammar in Context](#)

Reflexive Verbs

llamarse to be named

me llamo nos llamamos

te llamas

se llama se llaman

A **reflexive verb**, or pronominal verb, is a verb that is accompanied by a [reflexive pronoun](#). This verb construction is used when a person performs an action to or for him/herself. In other words, the [subject](#) of the verb and the [direct object](#) of the verb are the same person. It is important to note that reflexive verbs can sometimes be unintuitive for English speakers because they are not very common in English yet they are used quite a bit Spanish. So it is important to learn not just **how** to form reflexive verbs but also **when** to use them.

You have probably already seen the reflexive verb **llamarse** when you learned to introduce yourself in Spanish, as seen in the first example below. Another typical use of reflexive verbs is personal care and emotions, as seen in examples two and three.

Yo **me llamo** Dora y nací en McAllen, Texas. **My name is Dora and I was born in McAllen, Texas.**

En la mañana **te levantabas** y **te levantabas** a **bañarte** al río. *In the morning **you got up** and you got up to **bathe (yourself)** in the river.*

Cuando nos reunimos, es como que si estuviéramos en El Salvador. Todos **nos ponemos** felices, la bulla que hacemos, la cultura nunca se deja. *When we get together, it's like we are in El Salvador. **We all get** so happy, the ruckus that we make, you never let go of your culture.*

Formation

To conjugate reflexive verbs, the verb is conjugated according to the subject and the reflexive pronoun matches subject in person (1st, 2nd, or 3rd) and in number (singular or plural). In the example, **levantabas** is conjugated in the second person singular and **te** is also second person singular. Also note that reflexive verbs can appear as infinitive as well such as **bañarte** because the conjugated verb **levantabas** acts as an [auxiliary verb](#).

En la mañana **te levantabas** y **te levantabas** a **bañarte** al río. *In the morning **you got up** and you got up to **bathe (yourself)** in the river.*

Pronoun Placement

There are two places where reflexive pronouns can be placed, as seen in the example above.

1. Before a conjugated [verb](#)
2. Attached to the end of the verb, **ONLY IF** the verb is not conjugated, such as infinitives or gerunds or if the verb is an affirmative informal [command](#).

Uses

Reflexive Actions and Emotions

Reflexive verbs often express reflexive actions, that is, the subject performs the action on itself, like **bañarse**, to bathe, **despertarse**, to wake up, **sentarse**, to sit down or an emotional response to something, like **enojarse**, to get angry, **alegrarse**, to get happy, **aburrirse**, to become bored, **enamorarse**, to fall in love, **calmarse**, to calm down, **preocuparse**, to worry. These verbs can

be used as 1) reflexive verbs or 2) non-reflexive verbs if the action is being done to someone other than the subject. Notice how in the first example, the verb **preocupar** is used reflexively, meaning **someone worries about something**. Whereas in the second example the verb **preocupar** is not reflexive, meaning that **something worries someone**. In this example, the direct object **me** is and the subject **eso**.

Nos preocupamos por lo que les pasa. **Nos preocupamos** por qué les falta, por la salud de ellos, por el bienestar. **We worry about** what happens to them. **We worry about** what they're missing, about their health, about their well-being.

¿Nunca has estado enamorada? — Sí, una vez sí, creo. Pero ahorita eso está abajo de mi lista. Eso no me **preocupa**. *You've never been in love? Yes, once I think. But right now that's on the bottom of my list. It does not **worry** me.*

Meaning Changes

Some verbs, when in the regular or reflexive form, change their meaning as seen in the table below.

Verb	Used Reflexively	Used Non-Reflexively
<i>dormir</i>	to sleep	to fall asleep
<i>ir</i>	to go	to go away, to leave
<i>llamar</i>	to be named	to call
<i>llevar</i>	to carry	to take away
<i>negar</i>	to deny	to refuse
<i>probar</i>	to try, to taste	to try on

Compare the difference in meaning between the reflexive verb **llamarse** and the regular verb **llamar, to call** in the examples below:

Yo **me llamo** Dora y nací en McAllen, Texas. **My name is Dora** and I was born in McAllen, Texas.

Y mi papá **llamó** al vecino. And my dad **called** my neighbor.

Reflexives Only

A few verbs can only be reflexive (**burlarse**, to make fun of, **quejarse**, to complain, **arrepentirse**, to regret, **atreverse**, to dare, **equivocarse**, to make a mistake, **darse cuenta de**, to

realize, etc.). These often do not even to describe a reflexive action, it is just the grammatical form they take.

No **me daba cuenta** de los peligros. *I was not aware of the dangers.*

Sí, **me arrepiento** de algo y lo recuerdo de una manera muy triste. *Yes, I regret something and I remember that in a very sad way.*

To Get

Many times the English translation will use the verb **get** instead of using a reflexive construction. See in the following examples how the English translation does not uses a reflexive verb where Spanish does.

Me metí a bañarme y pues acabé de bañarme, pero empecé a marearme muy feo y entonces **me** arrastré hacia la puerta. *I got in to take a bath and I finished bathing but I started to get really dizzy and then*

*I **dragged myself** to the door.*

With Body Parts

Unlike English, when reflexive verbs are used with parts of the body, they take the definite article (**el, la, los, las**) rather than a [possessive determiner](#) as in English:

Cuando en la primaria **me desmayé** y **me descalabré** la cabeza. *When I was in elementary school I **fainted** and **hurt** my head.*

Me lavo **las** manos con jabón todos los días. *I wash **my** hands with soap every day.*

26. Practice

[Spanish Books](#) (See webpage for complete content)

Verbos que cambian de raíz en el presente

STEM-CHANGING VERBS IN THE PRESENT

All Spanish verbs have a stem (*la raíz*) and an ending (-ar, -er, -ir): pensar, volver, pedir. There is a large group of verbs that change their stem in the present tense when the stem vowel is stressed. There are three types: -e to -ie-, -o- to -ue-, and -e- to -i-:

pensar (ie)→pienso piensas piensa pensamos pensáis piensan(to think)
volver (ue)→vuelvo vuelves vuelve volvemos volvéis vuelven(to come back)
pedir (i)→pido pides pide pedimos pedís piden(to ask [for])

Common verbs following these patterns in the present tense:

e > ie: cerrar, comenzar, empezar, entender, pensar, perder, preferir, querer, sentir

e > i: elegir, (im)pedir, seguir, servir, (son)reír

o > ue: contar, dormir, encontrar, morir, mostrar, poder, resolver, volar, volver

Jugar has a different stem change, from u to ue in the same places: juego, juegas, juega, jugamos, jugáis, juegan.

Escriba en cada espacio la forma verbal que hace falta. Luego oprima la tecla **Enter/Return** o haga doble click.

Write the needed verb form in each blank. Then press **Enter/Return** or double-click on your entry.

Score / Puntaje: 0%

[Ver Respuestas](#)

[Diccionario](#)

- [Summary in all tenses / Resumen en todos los tiempos](#) (printer-friendly)
- [See grammar book explanation / Ver libro de gramática](#)

-
1. Todos *pensamos* en ti. ¿Alguien **piensa** en mí?
 2. No *jugamos* con nadie. Tú tampoco **juegas** con nadie.
 3. *Resuelven* algunos dilemas. La señora Vélez y yo también **resolvemos** dilemas.
 4. No *pedimos* nada a nadie. Ella tampoco **pide** nada a nadie.
 5. Las águilas *vuelan* muy alto. El avión también **vuela** altísimo.
 6. Nunca *encontramos* nada. Tú tampoco **encuentras** nada nunca.
 7. Ni tú ni ella *entienden*. El doctor López tampoco **entiende**.
 8. *Empezamos* a cualquier hora. La profesora Vélez también **empieza** a cualquier hora.
 9. Nunca *elijo* los problemas. Ni ella ni yo **elegimos** los problemas.
 10. Nunca *seguimos* las instrucciones. Él tampoco **sigue** nunca las instrucciones.
-

27. Lesson II: Past tense of irregular verbs

[Spanish Books](#) (See webpage for complete content)

Verbos que cambian de raíz en el presente

STEM-CHANGING VERBS IN THE PRESENT

All Spanish verbs have a stem (*la raíz*) and an ending (-ar, -er, -ir): pensar, volver, pedir. There is a large group of verbs that change their stem in the present tense when the stem vowel is stressed. There are three types: -e to -ie-, -o- to -ue-, and -e- to -i-:

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Ver Respuestas

Diccionario

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 10. Nunca *seguimos* las instrucciones. Él tampoco **sigue** nunca las instrucciones.
-

28. Practice

[Spanish Books](#) (See webpage for complete content)

Verbos que cambian de raíz en el presente

STEM-CHANGING VERBS IN THE PRESENT

All Spanish verbs have a stem (*la raíz*) and an ending (-ar, -er, -ir): pensar, volver, pedir. There is a large group of verbs that change their stem in the present tense when the stem vowel is stressed. There are three types: -e to -ie-, -o- to -ue-, and -e- to -i-:

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o > ue: contar, dormir, encontrar, morir, mostrar, poder, resolver, volar, volver

Jugar has a different stem change, from u to ue in the same places: juego, juegas, juega, jugamos, jugáis, juegan.

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-
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-

29. Lesson 12: Gustar and similar verbs

[Acceso](#)

Verbos como gustar



An interactive or media element has been excluded from this version of the text. You can view it online here:

<https://library.achievingthedream.org/bhccspanish2/?p=59>

The way that different groups organize and understand their realities is often revealed in how meaning is encoded in their languages. For example, in English, we say:

I like Spanish class.

For English speakers the verb “to like” is something that you bestow on an entity (person, thing, place, concept, etc.)

In Spanish “liking” is not something that one does, but rather the entity possesses a quality that affects the individual or individuals:

Me gusta la clase de español. (Literal translation: Spanish class is pleasing to me).

In these constructions, the entity that possesses the quality is the grammatical subject (LA CLASE DE ESPAÑOL) must agree with the

verb (GUSTA) and then an indirect object (ME) signals to whom the entity is pleasing.

So if we have a plural entity LOS PERROS as the subject, the verb needs to agree. GUSTAN and ME still conveys to whom dogs are pleasing:

Me gustan los perros. (Literal translation: Dogs are pleasing to me.)
I like dogs.

If an action (or an event or state of being) is the subject of the sentence, the verb is always conjugated in the 3rd person singular:

Me gusta estudiar el español. (Literal translation: Studying Spanish is pleasing to me.)
I like studying Spanish.



An interactive or media element has been excluded from this version of the text. You can view it online here:

<https://library.achievingthedream.org/bhccspanish2/?p=59>

Obviously Spanish allows us a full range of indirect object pronouns in addition to ME so that we can express to whom something is pleasing:

Indirect Object Pronouns used in GUSTAR-like constructions

me	nos
te	(os)
le	les

¿Te importan los exámenes?

Are exams important to you?

A Sam le encantan los partidos de basketbol.

Sam loves basketball games.

Nos gusta ir al cine.

We like to go to the movies.

A los estudiantes les preocupan sus notas en la clase.

Students are worried about their grades in the class.

When you ask someone if they agree with a statement that uses GUSTAR-like verb, you must use A and one of the following pronouns:

A...

mí

nosotros

ti

(vosotros)

él/ella/usted (Ud.) ellos/ellas/ustedes (Uds.)

María: ¡Me gusta estudiar la gramática! **¿Y a ti?**

These pronouns are also used for emphasis, when you are marking a difference in opinion:

Juan: ¡**A mí**, no me gusta para nada!

You should be familiar with the following verbs, which often used in the same way as GUSTAR:

- encantar
- fascinar
- convencer
- aburrir
- impresionar

- interesar
- estimular
- deprimir
- molestar
- preocupar
- sorprender
- importar
- parecer bien/mal

30. Practice: Grammar Exercises

[Spanish Grammar Exercises](#)

set 4, exercise 8 – questions

This is exercise 8 of 12. Please answer all questions on this page. **repaso: ante todo y cap. 1: gustar**

Answer with a frase completa.

1. ¿Te gusta la comida italiana?

2. ¿Te gusta el laboratorio de lenguas?

3. ¿Te gusta escuchar música clásica?

4. ¿Te gusta la Universidad?

5. ¿Te gusta mirar la televisión?

6. ¿Te gustan los gatos (meow)?

7. ¿Te gustan las clases difíciles?

8. ¿Te gustan los profesores aburridos (yawn)?

9. ¿Te gustan los exámenes?

10. ¿Te gustan las fiestas?

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