

Gramática C Affirmative and Negative Words

Level 1b, pp. 178–181

GOAL Goal: Talk about indefinite or negative situations.

- 1** Elena is angry with Miriam. Rewrite the following sentences about what she is feeling, to make them negative.

1. Quiero saber algo de Miriam hoy.

No quiero saber nada de Miriam hoy.

2. Hay alguna persona tan enojada como yo ahora.

No hay ninguna persona tan enojada como yo ahora.

3. Ella siempre compartió sus libros y sus discos compactos.

Ella nunca compartió ni sus libros ni sus discos compactos.

4. Ella sale con alguien.

Ella no sale con nadie.

5. Ella quiere tener muchos amigos.

Ella no quiere tener ningún amigo.

- 2** Miriam is sad because one of her friends is angry with her. That's why she is not in the mood to do anything today. Complete the sentences. Use *ningún*, *nunca*, *nada*, *nadie* y *tampoco*.

1. Miriam no quiere *Answers will vary: hacer nada.*

2. Miriam *Answers will vary: nunca está tan triste como ahora.*

3. Miriam no quiere *Answers will vary: ver a nadie.*

4. Miriam *Answers will vary: tampoco quiere salir al cine.*

5. Miriam no tiene *Answers will vary: ningún amigo para hablar.*

- 3** Write two complete sentences about what you do at the times in parentheses. Use affirmative or negative expressions. Follow the model. *Answers will vary.*

modelo: (después de trabajar) Yo siempre como papas fritas después de trabajar.

1. (antes del desayuno) *Yo nunca hablo con nadie antes del desayuno.*

2. (los domingos) *Yo estoy en el parque con alguien los domingos.*

3. (después de la escuela) *Yo no veo televisión ni escucho música.*

Unidad 3 Leccion 2 Answers

Jean Paul Valette



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Cuaderno de Actividades Fabián A. Samaniego, Fabián A. Samaniego, 2001-06-07 **Workbook** Jean Paul Valette, 1984
A high school text providing an introduction to the language and culture of the Spanish speaking world **Reflexiones**
Priscilla H. Porter, 2007 Using big books and student editions historical events are presented within a chronological and geographical context Students at every level learn about the significant people places and events that have shaped California and the entire country **Testing program** Jean Paul Valette, 1984 A high school text providing an introduction to the language and culture of the Spanish speaking world **Dime!**, 1993 Spanish language instruction program for secondary level students **Manual Que Acompaña ¿Qué Te Parece? Intermediate Spanish. Segunda Parte** James F. Lee, Darlene Wolf, Dolly J. Young, Paul M. Chandler, 2000 Que te parece is an exciting and innovative new program suitable for any communicative or proficiency based intermediate Spanish course Both the grammar and the activities are driven by the content so that they are always presented in an authentic context The program offers a dynamic approach to the material by incorporating unique presentations of literature culture and the fine arts This edition includes an interactive CD ROM that further explores the fine art and literature from the Spanish speaking world as well as the video to accompany the text
Bravo! Tracy D. Terrell, 1994 **Dime!** Fabián A. Samaniego, 1997 **Dime 1** Fabián A. Samaniego, 1997 *Hola, Amigos!* Ana C. Jarvis, Raquel Lebrede, Francisco Mena-Ayllón, 1997 The book is a complete flexible program designed for beginning college and university students It presents the basic grammar of Spanish using a balanced eclectic approach that stresses all four skills listening speaking reading and writing Because the program emphasizes the active practical use of Spanish for communication in high frequency situations a special effort has been made to provide up to date practical insights into the cultural diversity of the contemporary Spanish speaking world The program's goal is to help learners achieve linguistic proficiency and cultural awareness and to motivate them to continue their study of the Spanish language and the many cultures in which it is spoken Pref **Companeros** Ruth A. Moltz, 1998 *Système-D 4.0* Frank Dominguez, James S. Noblitt, 2004-06 The SYSTEME D WRITING ASSISTANT Software program provides learners with rapid access to language reference materials **Workbook/Lab Manual Volume 1 to Accompany ¿Sabías Que?** Bill VanPatten, James Lee, William R. Glass, Terry L. Ballman, Donna Deans Binkowski, 2007-01-09 *Libro del curso*, 1989
Aprendiendo a Conducir Máximo Luis García, 2016-08-03 Este manual de conducir cumple el propósito de hacer del lector interesado alcanzar una experiencia agradable y eficaz para aprender a conducir Con más de veinticinco años de experiencia del volante y más de una década como instructor Máximo está convencido que esta es una herramienta eficaz para todos los interesados en aprender a conducir y para pasar el examen de teoría La experiencia personal del autor permite al aprendiz sentir como que el mismo autor está presente en cada lección Se ha combinado la teoría con la práctica al escribir este manual para el mundo de habla hispana El éxito alcanzado por un sinnúmero de personas certifica la eficacia de este producto que

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