



Esta mañana, **me levanté** a las cinco  
y **corrí** siete millas.

*This morning I got up at 5:00  
and ran seven miles.*

Ayer **conocimos** a la nueva vecina.

*Yesterday we met the new neighbor.*

(Gramática 34, 37, 40)

### Spelling Changes

- **e → y**

Some verbs change the **e** to a **y** in the third-person singular and plural forms of the preterite.

creer: creyó, creyeron

leer: leyó, leyeron

oír: oyó, oyeron

(Gramática 34)

- **-car → -qué; -gar → -gué; -zar → -cé**

Other verbs have a spelling change in the **yo** form of the preterite.

buscar: busqué

llegar: llegué

empezar: empécé

(Gramática 37)

### -Ir Stem-Changing Verbs

-Ir verbs that have a stem change in the present tense also have a stem change in the preterite tense, but only in the third-person singular and plural forms.

- **e → i**

pedir	
pedí	pedimos
pediste	pedisteis
pidió	pidieron

Other verbs in this group: **conseguir, sentirse, despedirse, preferir, servir, divertirse, seguir, vestirse**

- **o → u**

dormir	
dormí	dormimos
dormiste	dormisteis
durmió	durmieron

Another verb in this group: **morir**

(Gramática 49)

### Verbs with Irregularities

These verbs have a **-j-** in the preterite stem.

decir: **dij-**

traer: **traj-**

dije	dijimos	traje	trajimos
dijiste	dijisteis	trajiste	trajisteis
dijo	dijeron	trajo	trajeron

These verbs have **-uv-** in the preterite stem.

<b>andar: anduv-</b>		<b>estar: estuv-</b>		<b>tener: tuv-</b>	
anduve	anduvimos	estuve	estuvimos	tuve	tuvimos
anduviste	anduvisteis	estuviste	estuvisteis	tuviste	tuvisteis
anduvo	anduvieron	estuvo	estuvieron	tuvo	tuvieron

### (Gramática 43)

These verbs have an **-i-** in the preterite stem.

<b>querer: quis-</b>		<b>hacer: hic-</b>		<b>venir: vin-</b>	
quise	quisimos	hice	hicimos	vine	vinimos
quisiste	quisisteis	hiciste	hicisteis	viniste	vinisteis
quiso	quisieron	hizo*	hicieron	vino	vinieron

\*Remember that a **-z-** is used in this form to keep the [s] sound.

These verbs have a **-u-** in the preterite stem.

<b>poner: pus-</b>		<b>poder: pud-</b>		<b>saber: sup-</b>	
puse	pusimos	pude	pudimos	supe	supimos
pusiste	pusisteis	pudiste	pudisteis	supiste	supisteis
puso	pusieron	pudo	pudieron	supo	supieron

The verbs **ir** and **ser** share the same preterite forms. Context determines meaning.

<b>ir/ser</b>	
fui	fuimos
fuiste	fuisteis
fue	fueron

Mis amigos y yo fuimos al parque  
el domingo.

*My friends and I went to the park  
on Sunday.*

Mis abuelos fueron maestros de  
secundaria.

*My grandparents were high-school  
teachers.*

### (Gramática 46)

## Pronouns

### Direct Object Pronouns

A direct object is the first recipient of the action of a verb. These are the Spanish direct object pronouns.

<b>me</b>	me	<b>nos</b>	us
<b>te</b>	you ( <i>fam. sing.</i> )	<b>os</b>	you ( <i>fam. pl.</i> )
<b>lo</b>	you ( <i>form. sing.</i> ), him it ( <i>m.</i> )	<b>los</b>	you ( <i>form. pl.</i> ), them ( <i>m., m. + f.</i> )
<b>la</b>	you ( <i>form. sing.</i> ), her, it ( <i>f.</i> )	<b>las</b>	you ( <i>form. pl.</i> ), them ( <i>f.</i> )

Veo al **hombre**. **Lo** veo.

*I see the man. I see him.*

### (Gramática 35, 38, 41)

## Indirect Object Pronouns

An indirect object is the second recipient of the action of a verb. It answers the question to whom or for whom something was done. These are the Spanish indirect object pronouns.

<b>me</b>	to/for me	<b>nos</b>	to/for us
<b>to</b>	to/for you ( <i>fam. sing.</i> )	<b>os</b>	to/for you ( <i>fam. pl.</i> )
<b>le</b>	to/for you ( <i>form. sing.</i> ), him, her, it	<b>les</b>	to/for you ( <i>form. pl.</i> ), them

El recepcionista **me** dio la dirección.

*The receptionist gave me the address.*

(Gramática 44, 47, 50)

## Double-Object Pronouns

In a sentence that has both a direct and indirect object pronoun, the indirect object always comes first.

**me** } + lo, la, los, las  
**te** }

¿La dirección? ¿**Me la** das, por favor?

**nos** } + lo, la, los, las  
**os** }

*The address? Will you give it to me, please?*

When the indirect object is the third person (**le** or **les**), it changes to **se**.

**le** → **se** + lo, la, los, las

**les** → **se** + lo, la, los, las

El hombre compró un regalo y  
**se lo** dio a su nieta.

*The man bought a gift and  
gave it to his granddaughter.*

(Gramática 48, 51)

## Verbs Used Both Reflexively and Nonreflexively

Reflexive pronouns are used with the following groups of verbs.

*Group 1:* actions that one does to oneself

Me visto rápidamente.

*I dress myself (get dressed) quickly.*

*Group 2:* actions that “happen” to someone without anyone in particular doing the action

Me levanto a las ocho todos los días.

*I get up at eight o'clock every day.*

*Group 3:* verbs that change meaning when used with reflexive pronouns

**ir** = *to go*

**irse** = *to go away; to leave*

**dormir** = *to sleep*

**dormirse** = *to fall asleep*

(Gramática 39)

## More on Adjectives

### Shortened Forms of Some Adjectives

Some adjectives that precede a masculine singular noun drop the final **-o**.

bueno → un buen amigo

primero → el primer esposo

malo → un mal día

tercero → el tercer lugar

## Adjectives and Adverbs

Adjectives agree in gender and number with the nouns they modify. Adverbs are invariant in form.

**Adjectives:** bueno/a/os/as malo/a/os/as mucho/a/os/as poco/a/os/as

**Adverbs:** bien mal mucho poco

(Gramática 36)

## Prepositions

Here are some prepositions you have seen and used.

**sin** without  
**sobre** about

**antes de** before  
**durante** during

**al lado de** beside, next to  
**entre** between, among

**junto a** next to  
**cerca de** near (to)  
**lejos de** far from

Some verbs contain within their basic meaning a concept that English expresses with a verb + preposition combination.

**buscar** = *to look for*

**escuchar** = *to listen to*

**mirar** = *to look at*

**esperar** = *to wait for*

(Gramática 42)

## Verbs Like **gustar**

Some verbs function just like **gustar**.

**encantar** = *to be especially pleasing*

Me encantan las películas  
de ciencia-ficción.

*I love science fiction movies.*

**molestar** = *to bother*

A mi hermano le molesta no poder  
tocar un instrumento musical.

*Being unable to play a musical  
instrument bothers my brother.*

(Gramática 45)

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# GRAMÁTICA

## 52. MORE PRACTICE WITH PRETERITE-TENSE FORMS AND USES

### Actividad A. En la Argentina I

**Paso 1.** Can you complete the following summary of the things that happened to Raquel early in her investigation? Provide the appropriate preterite form of the indicated verbs.

**C**uando Raquel (llegar) \_\_\_\_\_<sup>1</sup> a Buenos Aires, (ir) \_\_\_\_\_<sup>2</sup> directamente a su hotel. A la mañana siguiente (salir) \_\_\_\_\_<sup>3</sup> para la estancia Santa Susana, la dirección que le (dar) \_\_\_\_\_<sup>4</sup> Teresa Suárez. En la estancia, (hablar) \_\_\_\_\_<sup>5</sup>

con Cirilo, un gaucho que (acordarse) \_\_\_\_\_<sup>6</sup> de Rosario. Según Cirilo, Rosario (mudarse) \_\_\_\_\_<sup>7</sup> a la capital hace años. Cirilo le (dar) \_\_\_\_\_<sup>8</sup> a Raquel la dirección de Rosario en Buenos Aires.

En Buenos Aires, Raquel (buscar) \_\_\_\_\_<sup>9</sup> la calle y el número. Cuando no (encontrar) \_\_\_\_\_<sup>10</sup> el nombre Castillo, (decidir) \_\_\_\_\_<sup>11</sup> preguntar por Ángel en una casa. El psiquiatra con quien por fin (hablar) \_\_\_\_\_<sup>12</sup> fue Arturo Iglesias, hijo de Rosario... y medio hermano de Ángel Castillo. Arturo le (contar) \_\_\_\_\_<sup>13</sup> que Rosario (morir) \_\_\_\_\_<sup>14</sup> hace unos años. En cuanto a Ángel, le (decir) \_\_\_\_\_<sup>15</sup> Arturo, (él: perder) \_\_\_\_\_<sup>16</sup> contacto con él hace mucho tiempo. Los dos (ir) \_\_\_\_\_<sup>17</sup> a un cementerio, donde Raquel (sacar) \_\_\_\_\_<sup>18</sup> fotos de la tumba de Rosario, para mostrárselas a don Fernando.

**Paso 2.** Now check your answers on the audio program.



### Actividad B. En la Argentina II

**Paso 1.** Now complete this part of the summary of events with the phrases given. In some cases, you will both select a phrase and provide the appropriate preterite form of the infinitive.

**Frases con verbos:** decirles, encontrar a José, ir a La Boca/al puerto, mostrarle a Raquel una foto, poder decirles, reconocerlo

**Sustantivos:** la búsqueda, una cantina, la casa de Arturo, el hombre de la foto, el nombre de Héctor, la esposa de José

**M**otivado tal vez por su sentimiento de culpabilidad, Arturo decidió ayudar a Raquel en su \_\_\_\_\_<sup>1</sup>. Cuando llegó al hotel al día siguiente, \_\_\_\_\_<sup>2</sup> de Ángel. Con la foto, los dos \_\_\_\_\_<sup>3</sup>, en busca de Ángel. Allí les preguntaron a varias personas si reconocían<sup>a</sup> a a \_\_\_\_\_<sup>4</sup>. Desgraciadamente, nadie \_\_\_\_\_<sup>5</sup>.

Por fin un señor \_\_\_\_\_<sup>6</sup> que tal vez José, un marinero, los podría<sup>b</sup> ayudar. Raquel y Arturo \_\_\_\_\_<sup>7</sup> en su barco. El marinero no reconoció a Ángel tampoco, pero mencionó \_\_\_\_\_<sup>8</sup>, otro marinero. José fue a buscárselo. No lo encontró, pero sí \_\_\_\_\_<sup>9</sup> que lo podrían conocer mañana por la noche en \_\_\_\_\_<sup>10</sup>, el Piccolo Navio.

<sup>a</sup>they recognized <sup>b</sup>could

**Paso 2.** Now check your answers on the audio program.



### Actividad C. En la Argentina III

In this part of the summary, you will form complete sentences by putting the words given in the appropriate order. Scan all of the words in a given item first before trying to put them in order.

Esa noche,

1. en / Arturo / de / cenaron / y / casa / Raquel / Arturo

---

Durante la cena,

2. vida / poco / le / de / Raquel / su / un / contó / Arturo / a
-

Al día siguiente,

3. Héctor / cantina / hablar / pudieron / a / y / fueron / con / la

---

4. sí / marinero / Ángel / este / a / recordó

---

5. vivir / a / que / dijo / al / fue / Caribe / se / les / Ángel

---

6. hace / que / carta / mandó / prometió / años / Ángel / una / le / buscarles

---

7. dirección / la / su / tendría (*would have*) / seguramente / carta

---

8. Arturo / volvieron / casa / Raquel / y / de / la / Arturo / a

---

9. Arturo / tenía / que / presentimiento / del / hablaron / mal / allí

---

¿Estaba muerto Ángel?

#### Actividad D. En la Argentina IV

You will hear the speaker on the audio program begin the following sentences that continue the summary of the events in Argentina. Complete the sentences with the preterite forms of the infinitives.



MODELO: (*you see*) Al día siguiente, mientras esperaban<sup>a</sup> la llamada de Héctor, Raquel y Arturo (*ir*) de compras por la mañana.

(*you hear*) Al día siguiente, mientras esperaban la llamada de Héctor, Raquel y Arturo...

(*you say*) Raquel y Arturo fueron de compras por la mañana.

(*you hear*) Raquel y Arturo fueron de compras por la mañana.

1. Al día siguiente, mientras esperaban<sup>a</sup> la llamada de Héctor, Raquel y Arturo (*ir*) de compras por la mañana.
2. Héctor (llamar) a Arturo por la tarde.
3. Él (encontrar) la carta.
4. Pero no (poder) hablarles hasta mañana.
5. Por eso, ya que no había nada más que hacer,<sup>b</sup> Raquel y Arturo (pasar) el resto del día juntos.
6. Ellos (divertirse) mucho en el Rosedal.
7. Allí (andar) en mateo y en bote y (tener) un *picnic*.

<sup>a</sup>mientras... while they were waiting for    <sup>b</sup>no... there was nothing else they could do

## 53. MORE PRACTICE WITH PRONOUNS

### Actividad A. Los pronombres

For each pronoun underlined in the following sentences, tell what kind of pronoun it is. Use the letters in the list below.

- a. direct object pronoun
  - b. indirect object pronoun
  - c. reflexive pronoun
  - d. object of a preposition
1. \_\_\_\_ Para mi cumpleaños, mis padres me dieron dos suéteres muy bonitos.
  2. \_\_\_\_ Generalmente me levanto a las seis y media todas las mañanas.
  3. \_\_\_\_ \_\_\_\_ Mis abuelos le escribieron una carta al presidente. Se la escribieron para protestar la energía nuclear.
  4. \_\_\_\_ Cuando la maestra vio al niño perdido, lo llevó a la oficina del director.
  5. \_\_\_\_ \_\_\_\_ A ti no te gustan las zanahorias, ¿verdad?
  6. \_\_\_\_ Te llamo a las ocho, ¿vale?
  7. \_\_\_\_ Mis primos de Texas se casaron cuando eran (*they were*) muy jóvenes.
  8. \_\_\_\_ \_\_\_\_ Le doy a Ud. mi dirección en Nueva York cuando llegue allí. ¿De acuerdo?

### Actividad B. De compras

**Paso 1.** A student is discussing the gifts she bought or plans to buy. Complete these sentences logically with indirect object pronouns, as appropriate.

MODELO: ¿Mis padres? Bueno, a ellos \_\_\_\_\_ compré unos libros. →  
¿Mis padres? Bueno, a ellos les compré unos libros.

1. ¿Mi hermana? A ella \_\_\_\_\_ regalé una blusa azul. El año pasado, ella \_\_\_\_\_ dio una falda amarilla a mí.
2. ¿Mi profesor? A él \_\_\_\_\_ conseguí un cartel (*poster*) de México.
3. ¿Mis amigas? A ellas \_\_\_\_\_ di unas cosas que traje de California.
4. Nuestra tía \_\_\_\_\_ mandó a mí y a mi hermana unas novelas. A ella no \_\_\_\_\_ compré nada todavía.
5. Mi mejor amigo \_\_\_\_\_ trajo a mí unos cassettes de España. Yo \_\_\_\_\_ compré a él un boleto para un concierto de Pearl Jam.

**Paso 2.** Now answer questions, based on the information in **Paso 1**. Use double-object pronouns in your answers when possible. (Worksheet)

MODELO: ¿A quiénes les compró esta estudiante los libros? →  
Se los compró a sus padres.

1. ¿A quién le dio una blusa azul?
2. ¿A quién le consiguió un cartel de México?
3. ¿A quiénes les trajo cosas de California? .
4. ¿A quién no le compró nada todavía?
5. ¿A quién le compró un boleto para un concierto?

# UN POCO DE TODO

## Actividad A. Hablando (Speaking) de la comida

Do you have specific preferences when it comes to food or do you like most anything? Write at least six sentences about where you are likely to have some of the following foods and drinks. Use the places on the list or any other places you wish. If you never eat or drink a particular item, use **nunca**. (Worksheet)

MODELO: hamburguesas →

Frecuentemente pido una hamburguesa cuando estoy en el centro comercial. (Soy vegetariano/a. Nunca las como.)

### VERBOS ÚTILES

comer  
pedir

querer  
tomar

### COMIDAS Y BEBIDAS

arroz	ensalada	papas
bistec	frijoles	pollo
café	hamburguesas	tocino
chorizo	jugo de naranja	vino
chuleta de cerdo	langosta	

### LUGARES

en el centro comercial	en casa
en un café	en la cafetería
en un restaurante elegante	¿ ?
en un restaurante mexicano	

## Actividad B. La familia de Rosario

**Paso 1.** You have learned a great deal about Rosario's family in Argentina. Can you complete the following family tree? All of the missing characters are men.



**Paso 2.** Now pick two characters and write a few sentences about each one. Tell where he or she lives/lived and what his/her relationship is to several of the other characters in the tree. (Worksheet)

### Actividad C. En la Argentina

The following photos represent aspects of the major parts of Raquel's search in Argentina. Write at least one sentence about each one, and add additional sentences where you feel they are necessary. When you are finished, you will have a brief summary of Raquel's investigation in Argentina. (Worksheet)



### Actividad D. Para investigar

**Paso 1.** In this activity, you will find out about a classmate's latest dining excursion outside his or her home (dorm, apartment, etc.), whether at a restaurant or at a friend's house. Write at least five questions to ask your classmate about where, when, and what he or she ate. (Worksheet)

**Paso 2.** Now interview that classmate with the questions you formed in **Paso 1**. Try to get as much detail from your classmate as possible. (Worksheet)

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## PARA ESCRIBIR

In this activity you will write a short narrative in which you describe Raquel and Arturo's relationship to someone who has not seen the video episodes. You want to tell the reader as much as you can about them and about what happened to them in Buenos Aires, include some interesting information, and make some suggestions about what you think will happen to them in future episodes. Your narrative should be no fewer than 200 and no more than 300 words long.

### Thinking About What You Will Write

In order to write this narrative the first thing you must do is think about what information you will include. A good place to begin is with your Textbook and Workbook/Study Guide.

Review the sections called **Preparación** and **¿Tienes buena memoria?** —in particular those in **Lecciones 12–18**—and the review sections in this lesson. You may also want to scan other sections for information about Raquel and Arturo in particular. Be sure to reread the **Más allá del episodio** sections in **Lecciones 4** and **14** in particular, because they are about these two characters.

As you scan all of these sections, note the following useful or interesting information and key phrases. (It is a good idea to do this on a separate sheet of paper. Make one chart for Raquel and another for Arturo.)

Personalidad  
Trabajo  
Familia

Le gusta...  
No le gusta...

At the same time you should be making a list of only the most important events in **Episodios 12–18**, in order. For now, just jot them down as phrases (**conocer a Arturo, encontrar a Héctor,...**) and don't be concerned about conjugating the verb forms.

You will not necessarily use all of the information or events in your narrative, but that's O.K. For the moment you are just trying to create a bank of ideas upon which to draw.

## Organizing Your Narrative

In the first **Para escribir** section you did not have to spend any time at all organizing your narrative, because you were writing about a typical day in your life and the day itself was the organizing principle. For this narrative, however, you will need to spend some time thinking about the organization (order) of what you will write.

Begin by deciding which of the following questions you would like to answer in the narrative.

- What things did Raquel and Arturo do together in these video episodes?
- Who is Raquel?
- Who is Héctor Condotti?
- What is Raquel like as a person?
- What place is Raquel leaving for and why?
- Will Raquel and Arturo ever see each other again? If so, where and when?
- What is Arturo like as a person?
- Where and when do Raquel and Arturo meet doña Flora?
- How did Raquel and Arturo meet?
- Who is Arturo?
- What is their relationship like?
- Why is Raquel in Argentina?
- What does their search involve?
- Who is Ángel Castillo and why is he important?

There are several items that you probably did not indicate, because they are not important to the topic you are trying to address. Take the items you did select and think about whether any of them form a logical group; then consider the order in which you will present them. What sequence seems to make the most sense to you? Write a brief outline of that sequence.

## Drafting

**Paso 1.** Now draft your narrative. At this stage you should not worry about grammar and spelling. Your goal is to get your ideas down on paper.

**Paso 2.** After you have completed your draft, look over what you have done. Are you still satisfied with the information you selected? Do you want to add some things and delete others, or go into more detail about certain details or events? Have you included at least one interesting detail about Raquel and one about Arturo? Keep in mind that you are writing for someone who doesn't know anything about them.

## Finalizing Your Narrative

If you are satisfied with the information contained in your draft, it is time to look it over for language and style.

**Paso 1.** First, look at your narration for style. Does the narration flow, or is it disjointed and choppy? Does it contain words and phrases that connect events, or is it mostly an accumulation of sentences?

Here is a list of words and phrases that can help make your narration flow more smoothly.

**también** also  
**pero** but

**por eso** that's why, therefore  
**y** and

These words and phrases can help you express the sequence of events smoothly.

**primero** first  
**luego** then, next  
**al día siguiente** the next day  
**pronto** soon  
**cuando** when

**después** later (on)  
**por fin** finally  
**más tarde** later  
**de nuevo** again

**Paso 2.** Review your narrative for the following language elements as well.

- gender of nouns
- adjective agreement
- subject-verb agreement
- correct tense (present, preterite, **ir + a + infinitive**)
- use of object pronouns

**Paso 3.** Prepare a clean copy of the final version of your narrative for your instructor.

Have you completed the following sections of the lesson? Check them off here.

**Gramática**  
 **Un poco de todo**

**Para escribir**

There is no Self-Test for this lesson of the Textbook and Workbook/Study Guide. In preparation for a unit test or just as a general review, it would be a good idea to scan back over the Self-Tests in the previous six lessons. Then you will be ready to continue on with **Lección 19** in the Textbook.

## WORKSHEET: LECCIÓN 18

### Gramática 53: Actividad B

#### *Paso 2*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Un poco de todo: Actividad A

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Un poco de todo: Actividad B

- Paso 2* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Un poco de todo: Actividad C

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Un poco de todo: Actividad D

#### *Paso 1*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### *Paso 2*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_