

# 48 Así Fue (I)

## OBJETIVOS

Whereas the materials in the Textbook all had to do with the video episode, the materials in the Workbook/Study Guide will help you expand your knowledge of the Spanish language in general, as well as give you opportunities for self-expression in Spanish. In this lesson you will review

- grammar points presented in **Lecciones 37–47 (Resumen de gramática)**
- practice with narrating in the present tense and past-tense narration using both the preterite and the imperfect (**Repaso gramatical, Para escribir**)

Remember to listen to the audio program for **Lección 48** when you see the headphones symbol and to check your answers in Appendix 1.

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## RESUMEN DE GRAMÁTICA: LECCIONES 37–47

### The Past Subjunctive

#### Forms

Past subjunctive endings are identical for **-ar**, **-er**, and **-ir** verbs: **-a**, **-as**, **-a**, **-amos**, **-ais**, **-an**. These endings are added to the third-person plural of the preterite indicative, minus its **-on** ending.

buscar: **buscaron** → **buscar-**

creer: **creyeron** → **creyer-**

salir: **salieron** → **salier-**

buscara	buscáramos
buscaras	buscarais
buscara	buscaran

creyera	creyéramos
creyeras	creyerais
creyera	creyeran

saliera	saliéramos
salieras	salierais
saliera	salieran

As in the preterite indicative, -ar and -er stem-changing verbs do not show a stem change.

**comenzar** (ie): comenzar<sup>on</sup> → **comenzara, comenzaras,...**  
**contar** (ue): contar<sup>on</sup> → **contara, contaras,...**

Third-person plural preterite forms of -ir stem-changing verbs also show the stem change in the past subjunctive.

**morir** (ue, u): murier<sup>on</sup> → **muriera, murieras,...**  
**mentir** (ie, i): mintier<sup>on</sup> → **mintiera, mintieras,...**  
**vestirse** (i, i): se vistier<sup>on</sup> → **me vistiera, te vistieras,...**

Spelling changes also occur in verbs such as **creer, leer**, and so on.

**caer**: cayer<sup>on</sup> → **cayera, cayeras,...**

The following verbs have irregular stems in the preterite, so their past subjunctive forms are irregular as well.

<b>dar</b> : dier <sup>on</sup> → <b>diera, dieras,...</b>	<b>poder</b> : pudier <sup>on</sup> → <b>pudiera, pudieras,...</b>
<b>decir</b> : dijer <sup>on</sup> → <b>dijera, dijeras,...</b>	<b>poner</b> : pusier <sup>on</sup> → <b>pusiera, pusieras,...</b>
<b>estar</b> : estuvier <sup>on</sup> → <b>estuviera, estuvieras,...</b>	<b>querer</b> : quisier <sup>on</sup> → <b>quisiera, quisieras,...</b>
<b>hacer</b> : hicier <sup>on</sup> → <b>hiciera, hicieras,...</b>	<b>saber</b> : supier <sup>on</sup> → <b>supiera, supieras,...</b>
<b>ir</b> : fuer <sup>on</sup> → <b>fuerza, fuerzas,...</b>	

### (Gramática 95)

#### Uses

The past subjunctive is generally required in the same situations as the present subjunctive, but is used when referring to the past.

- expressing desires, requests, preferences, . . .

Cuando yo era niña, mis padres siempre querían que me **dedicara** por completo a los estudios.

*When I was a child, my parents always wanted me to completely dedicate myself to my studies.*

- expressing psychological and emotional reactions

Nuestros abuelos se alegraban de que mis hermanos y yo **fuéramos** a su casa para la Navidad.

*Our grandparents were happy that my siblings and I went to their house for Christmas.*

- expressing doubt or denial

Los jefes dudaban que los trabajadores **pudieran** completar el oficio tan rápidamente.

*The bosses doubted that the workers could complete the job so quickly.*

### (Gramática 96)

- expressing unrealized actions triggered by adverbial clauses of time

Mi compañero de cuarto iba a hacer un viaje a México **en cuanto ahorrara** el dinero suficiente.

*My roommate was going to take a trip to Mexico as soon as he saved enough money.*

- expressing indefinite or unknown antecedents

No había nadie que pudiera contestar esa pregunta.

*There was no one who could answer that question.*

### (Gramática 97)

## The Conditional

### Forms

The conditional is formed by adding one set of endings (the same for -ar, -er, and -ir verbs) to most infinitives.

caminar	vender	seguir
caminaría	caminaríamos	vendería
caminarías	caminaríais	venderías
caminaría	caminarían	vendería
		venderían

Irregular conditional verb forms are the same as those used to form the future tense.

decir: <b>diría, dirías,...</b>	saber: <b>sabría, sabrías,...</b>
hacer: <b>haría, harías,...</b>	salir: <b>saldría, saldrías,...</b>
poder: <b>podría, podrías,...</b>	tener: <b>tendría, tendrías,...</b>
poner: <b>pondría, pondrías,...</b>	venir: <b>vendría, vendrías,...</b>
querer: <b>querría, querrías,...</b>	

The conditional of **hay** is **habría**.

### Uses

The conditional is used to tell what someone *would* do in a particular situation, given a particular set of circumstances.

El profesor de español nos dijo que **tendríamos** que estudiar mucho para el examen final.

Yo no sabía que **habría** tantas preguntas difíciles!

*The Spanish professor told us that we would have to study a lot for the final exam.*

*I didn't know there would be so many difficult questions!*

(Gramática 98, 99)

## Sentences With *si* (if)

### Hypothetical Situations with *si* Clauses

Hypothetical situations are those that exist only in the imagination and may be contrary to fact. In Spanish, the *si* (*if*) clause uses the past subjunctive, while the independent clause uses the conditional.

Si **tuviera** el dinero, **iría** a Puerto Rico.

*If I had the money, I would go to Puerto Rico.*

Si la profesora nos **diera** menos tarea, **estaríamos** más contentos.

*If the professor gave us less homework, we would all be happier.*

### Contrary-to-Fact Situations with *como si...*

The expression **como si...** (*as if* . . .) is used to introduce contrary-to-fact statements about things that are happening or have happened. It is always followed by the past subjunctive.

Mi hermana habla francés **como si fuera** de París.

*My sister speaks French as if she were from Paris (but she's not).*

(Gramática 100)

## The Past Perfect

### Forms

The past perfect indicative is formed with the imperfect of **haber** plus the past participle of another verb.

decir			
<b>había</b> dicho	<i>I had said</i>	<b>habíamos</b> dicho	<i>we had said</i>
<b>habías</b> dicho	<i>you (tú) had said</i>	<b>habíais</b> dicho	<i>you (vosotros) had said</i>
<b>había</b> dicho	<i>he, she, you (Ud.) had said</i>	<b>habían</b> dicho	<i>they, you (Uds.) had said</i>

### Uses

The past perfect is used to tell what *had* or *had not* happened up to or before a given point in the past. It can often be used with other verb forms, such as the preterite, the imperfect, and the conditional.

Antes de tomar esta clase, no **había estudiado** español.

Cuando llamé a mis padres del hospital, ya **se habían enterado** del accidente.

Nuestros vecinos nos **habían dicho** que querían hablar con nosotros.

Le **había prometido** a mi compañera de cuarto que la ayudaría con su tarea de química.

*Before taking this class, I hadn't studied Spanish.*

*When I called my parents from the hospital, they had already found out about the accident.*

*Our neighbors had told us that they wanted to speak with us.*

*I had promised my roommate that I would help her with her chemistry homework.*

(Gramática 101, 102)

### Adverb Formation

Adverbs that end in *-ly* in English usually end in the suffix **-mente** in Spanish. When an adjective ends in **-o** or **-a**, the suffix **-mente** is added to the feminine singular form of the adjective.

rápido → **rápidamente**

claro → **claramente**

real → **realmente**

inteligente → **inteligentemente**

In Spanish, adverbs are placed as close as possible to the verbs they modify. When modifying adjectives or other adverbs, they are placed directly before them.

Lo malo es que no ves **claramente** el asunto.

Cuando mis amigos y yo vamos a España, hablamos inglés **muy poco**.

*The bad thing is that you don't see the matter clearly.*

*When my friends and I go to Spain, we speak very little English.*

(Gramática 103)

### The Past Perfect Subjunctive

#### Forms

The past perfect subjunctive is formed with the imperfect subjunctive forms of **haber** plus the past participle of another verb.

salir			
<b>hubiera</b> salido	<i>I had left</i>	<b>hubiéramos</b> salido	<i>we had left</i>
<b>hubieras</b> salido	<i>you (tú) had left</i>	<b>hubierais</b> salido	<i>you (vosotros) had left</i>
<b>habiera</b> salido	<i>he, she, you (Ud.) had left</i>	<b>hubieran</b> salido	<i>they, you (Uds.) had left</i>

### Uses

The Spanish past perfect subjunctive generally parallels that of the English past perfect, but is used when the Spanish subjunctive is required.

A mis padres les **hubiera gustado**  
asistir a mi ceremonia de graduación.

*My parents would have liked to  
attend my graduation ceremony.*

(Gramática 104)

### The Past Perfect Subjunctive with *si*

Sentences with *si* may also be used to hypothesize about the past.

**Si me hubiera comunicado** contigo  
antes, no **habría tomado** esa  
decisión.

*If I had communicated with you  
earlier, I wouldn't have made  
that decision.*

(Gramática 106)

### Exclamations

Strong reactions can be expressed in Spanish with a simple formula:

**¡Qué + noun/adjective/adverb!**

Nouns:

**¡Qué bella puesta del sol!**

*What a beautiful sunset!*

Adjectives:

**¡Qué maravilloso!**

*How wonderful!*

Adverbs:

**¡Qué bien!**

*How great!*

Additional emphasis may be added with **más** or **tan**.

**¡Qué cuento más fantástico!**

*What a fantastic story!*

(Gramática 105)

### More on the Subjunctive with Certain Conjunctions

The following conjunctions are always followed by the subjunctive—present or past—in the dependent clause.

**a menos que** unless  
**con tal (de) que** provided that

**en caso de que** in case  
**sin que** without

No voy a Miami **a menos que** tú  
vayas conmigo.

*I'm not going to Miami unless you  
come with me.*

Le pagaré de antemano **con tal de**  
**que cumplas** con sus deberes.

*I'll pay you in advance provided that  
you fulfill your obligations.*

(Gramática 108)

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## REPASO GRAMATICAL

In the following activity you will practice using verbs in the present, preterite, and imperfect. Before starting, take a few moments to review what you know about those

verb forms as well as about their uses. One way to do this is to review the **Resumen de gramática** sections in **Lecciones 6, 11, 18, and 25**. You may also want to look over the **Repaso** sections in **Lecciones 27–35**.

### Actividad. ¡Se perdió!

**Paso 1.** Raquel le contó a don Fernando todos los detalles importantes de su investigación en España, pero no le habló de dos incidentes. ¿Puedes completar el siguiente resumen de esos aspectos del viaje de Raquel? Da la forma apropiada del infinitivo (presente, imperfecto, pretérito).

acordarse  
andar dejando olvidada  
buscarlos  
conseguir su cartera  
darse cuenta  
decidir pasarlo  
escaparse  
estar allí afuera del hotel  
estar hablando con un ciego  
gustarle inmediatamente

haber animales  
ir a comprarle a Jaime  
pagar los dulces  
perderse  
querer tener un perro  
salir en busca del taxi  
salir para Madrid  
ser muy persistente  
tratar de contestarlas  
vivir en Sevilla



**E**n Sevilla, Raquel tenía que buscar a la persona que le escribió una carta a don Fernando. Pronto supo que Teresa Suárez ya no \_\_\_\_\_<sup>1</sup> y que ella tendría que ir a Madrid para hablar con ella. Tenía un día libre y \_\_\_\_\_<sup>2</sup> con la familia Ruiz.

Por la mañana fue al mercadillo de los animales con Elena y Miguel y los dos hijos de ellos. Jaime \_\_\_\_\_<sup>3</sup> y su padre había decidido comprarle uno ese día. En el mercadillo \_\_\_\_\_<sup>4</sup> de todos tipos. Miguel encontró un perrito de color negro que a Jaime \_\_\_\_\_<sup>5</sup>. Su padre regateó con el dueño y así Jaime consiguió su perro.

Después de comprar el perro, todos fueron a tomar un café y unos pasteles. Mientras tanto, el perro \_\_\_\_\_<sup>6</sup> y Jaime salió corriendo para buscárselo. Pronto los dos \_\_\_\_\_<sup>7</sup> en las calles estrechas del barrio de Santa Cruz. Todos los siguieron, Elena por una calle, Raquel por otra y Miguel padre y Miguel hijo por otra.

Fue Raquel quien encontró al perro y a Jaime, que \_\_\_\_\_<sup>8</sup>, un vendedor de lotería. Regresaron a la Giralda, donde todos habían dicho que iban a reunirse. Raquel \_\_\_\_\_<sup>9</sup> unos caramelos. Mientras (ella) \_\_\_\_\_<sup>10</sup>, el chico y su perro se perdieron otra vez. Raquel \_\_\_\_\_<sup>11</sup> en la Catedral de Sevilla y por fin los encontró afuera, con la familia. Afortunadamente el resto del día pasó sin más incidentes de este tipo.

Al día siguiente Raquel \_\_\_\_\_<sup>12</sup> en tren. En el viaje, conoció a un reportero de televisión y a su asistente. El reportero

<sup>13</sup> y sus preguntas le molestaban a Raquel. Pero \_\_\_\_\_<sup>14</sup> cortésmente. Se despidió del reportero amistosamente en la estación del tren y tomó un taxi para su hotel.

Al llegar al hotel, Raquel \_\_\_\_\_<sup>15</sup> de que había dejado su cartera en el taxi. Salió en seguida a buscarla, pero el taxi ya se había ido. Afortunadamente \_\_\_\_\_<sup>16</sup> el reportero y su asistente. Cuando Raquel les dijo lo que había hecho, \_\_\_\_\_

\_\_\_\_\_<sup>17</sup> y de la cartera. Gracias a la persistencia del reportero, Raquel por fin \_\_\_\_\_<sup>18</sup>

Raquel va a perder esta cartera otra vez. ¿(Tú) \_\_\_\_\_<sup>19</sup> dónde y cómo? ¿Dónde le dijo alguien lo siguiente? «Así que la famosa abogada \_\_\_\_\_<sup>20</sup> la cartera por todo el mundo.»

**Paso 2.** Ahora escucha el programa auditivo para verificar tus respuestas.



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## PARA ESCRIBIR

Raquel did not tell don Fernando about Jaime's losing Osito, nor did she talk about the fact that she left her wallet in a taxi in Madrid. But it's a fact that people lose things all the time. Osito escaped, which is one way that things "get lost." In the taxi, however, Raquel just left her wallet behind.

What kinds of objects do people tend to lose or leave somewhere, forgetting about them? What items *don't* people tend to forget or lose? In this composition, you will answer these questions and also explain why you think people forget the things they do. You will be writing for a classmate who will be answering the same questions. If possible, you should compare your composition with what another person taking the course has written. Your composition should be no fewer than 300 and no more than 500 words long.

### Thinking About What You Will Write

In order to write this composition, the first thing you must do is think about what information you will include. Spend a few minutes brainstorming, coming up with as many ideas as you can about objects that people lose and don't lose. When you have exhausted the possibilities that occur to you off the top of your head, try to narrow down your two lists to three items for each category. Then think about what those three items have in common; that is, why are they (or why are they not) "losable"? Select the best reason or reasons around which to organize your composition.

Now spend a few minutes thinking about objects you or people you know have lost. What were the consequences of the loss? Did someone get into trouble because of it? Did something amusing happen? Are any of these incidents related to the objects and reasons you selected in the first phase of your planning? Choose an incident that you might be able to use in your composition.

If you delete or add information later on, that is fine. For the moment, you are just trying to get started.

## Organizing Your Composition

In order to write this composition, you must decide whether you will address your classmate directly in the composition. If so, think about whether you will use **tú** or **Ud.** to address him or her.

The next thing you need to do is to spend some time thinking about the organization (order) of the information and events you have selected. Will you start with general ideas or with a specific incident? Will you go back and forth from generalities to specifics, or focus exclusively on one type of information, then on another? Which approach makes the most sense to you at the moment? Write a brief outline of that approach.

## Drafting

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

If you wish, you may select one of the following as the opening sentence in your composition. Doing so may help you get started.

Yo nunca pierdo nada, pero mi hermano mayor pierde las cosas constantemente.  
Una vez...

Entre todas las cosas que he perdido, la que me causó mayores dificultades fue...  
¿Por qué perdemos las cosas? Algunos creen que la pérdida de un objeto siempre tiene una explicación psicológica.

Una persona responsable nunca pierde nada. Sin embargo...  
Perder objetos es algo que casi todos hacemos.

**Paso 2.** After you have completed your draft, look over what you have done. Have you stuck to the goal of the composition, which was to describe what kinds of things people lose or don't lose and why? Have you presented your ideas coherently and clearly, regardless of the overall approach you took in the composition? 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? If you decided to do so, did you address your classmate in the composition?

## Finalizing Your Composition

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

**Paso 1.** First, look at your composition for style. Have you been consistent in the way you have addressed your classmate throughout (if you decided to address him or her directly)? Does the composition flow, or is it disjointed and choppy? Does it contain words and phrases that connect events, or is it mostly an accumulation of sentences? Remember to use words and phrases that can smooth out the flow of a composition and help express the sequence of events clearly.

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

- |   |  |
|---|--|
| <input type="checkbox"/> gender of nouns            | <input type="checkbox"/> use of object pronouns            |
| <input type="checkbox"/> adjective agreement        | <input type="checkbox"/> use of <b>por</b> and <b>para</b> |
| <input type="checkbox"/> subject and verb agreement | <input type="checkbox"/> comparisons                       |
| <input type="checkbox"/> correct verb forms         | <input type="checkbox"/> relative pronouns                 |

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

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

Repaso gramatical

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, take a few moments to scan back over the Self-Tests in **Lecciones 2–10**. Then you will be ready to continue on with **Lección 49** in the Textbook.