

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

- what you have learned about narrating in the present tense and about past-tense narration, using both the preterite and the imperfect (**Repaso gramatical, Para escribir**)

Remember to listen to the audio program for **Lección 49** when you see the headphones symbol and to check your answers in Appendix 1.

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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 enamoró!

Paso 1. Raquel le contó a don Fernando todos los detalles importantes de su investigación en la Argentina, pero no le habló de sus sentimientos por Arturo. ¿Puedes completar el siguiente resumen de ese aspecto del viaje de Raquel? Da la forma apropiada del infinitivo (presente, imperfecto, pretérito).

agradecérselo mucho
 andar en mateo
 besarse
 dedicarse mucho
 encontrarse con algo
 estar pasando
 haber tiempo
 ir a extrañarse
 irse en unos días
 llegar el momento
 llegar en busca de

no haber ningún hombre
 no ir a servirle
 parecer estar seguro
 poder saber algo
 por fin confesarle
 querer ayudarla
 reconocer al joven
 seguir haciendo su trabajo
 sentarse a hablar
 ser una paciente
 tener que coexistir



La vida nos sorprende con frecuencia. A veces seguimos un sendero, con una meta^a en particular, y luego (nosotros) _____¹ realmente diferente de lo que buscábamos. Eso es lo que le pasó a Raquel en la Argentina. (Ella) _____² Rosario y aunque es cierto que encontró lo que buscaba, también encontró algo que nunca se imaginó que encontraría.

Las relaciones entre Raquel y Arturo empezaron por una equivocación.^b El ama de casa^c del Dr. Iglesias invitó a Raquel a que entrara en la casa de la calle Gorostiaga pensando que _____³. Y el doctor pensó lo mismo cuando _____⁴ con la mujer que había preguntado por él. Muy pronto los dos se quedaron sorprendidos. Raquel, porque por fin había encontrado a una persona que _____⁵ de Rosario. Arturo, porque las preguntas de la mujer le hicieron recordar una época triste de su pasado. Pero ese día, no le dijo nada a Raquel sobre eso. Sólo le dijo que _____⁶ a encontrar a su hermano Ángel, y Raquel _____⁷.

Al principio Arturo y Raquel pusieron toda su atención en la búsqueda de Ángel. Con paciencia, le preguntaron a todo el mundo en La Boca si _____⁸ de la foto. La pista^d los llevó a Héctor, pero a lo largo del camino^e tenían que almorzar, cenar... _____⁹ para platicar,^f para enterarse de algunos detalles importantes de la vida del otro. Arturo estaba divorciado; ahora _____¹⁰ a su trabajo... tal vez demasiado. Raquel había tenido un novio, claro, pero ¿ahora? Parecía que _____¹¹ en su vida.

Al paso que^g iban acercándose al paradero de Ángel, también iban acercándose más y más el uno a la otra. Arturo _____¹² a Raquel un secreto muy íntimo: No había hecho nada por encontrar a Ángel después de que éste salió de la Argentina... y por eso tenía un gran sentimiento de culpabilidad. La reacción de Raquel fue

^agoal ^bmistake ^cama... housekeeper ^dtrail ^ea... along the way ^fchat ^gAl... At the same time as



sincera e inmediata. Le aseguró que él no tenía la culpa de nada. Luego Arturo y Raquel _____¹³ por primera vez.

Desde ese momento, la búsqueda de Ángel _____¹⁴ con la idea del «otro» en la mente de cada uno. Raquel tenía que concluir su investigación y, siendo una verdadera profesional, _____¹⁵ Arturo la ayudó en todo, claro. Pero también hubo unos ratos de diversión. Pasaron una tarde agradable en el Rosedal, donde _____¹⁶ y en barco y tuvieron un picnic. Fueron de compras y Arturo le compró a Raquel un recuerdo de la Argentina: una linda campera que a ella le gustó mucho, a pesar de que _____¹⁷ mucho en el clima tropical de Puerto Rico. Arturo le enseñó a Raquel a bailar el tango. Hubo fotos y bromas y un cielo lleno de estrellas.

Muy pronto, Arturo _____¹⁸ de sus sentimientos por Raquel. En una de sus últimas cenas juntos, estaba para declararse,^h pero Raquel lo paró. Para ella, todo _____¹⁹ demasiado rápidamente, y necesitaba tiempo para pensar. Arturo le dijo que la comprendía, pero en cuanto a sí mismo estaba casi desesperado. Esta mujer maravillosa _____²⁰ y no la quería perder.

Por fin _____²¹ de llevar a Raquel al aeropuerto. Los dos sabían que _____²² mucho, aunque Arturo había prometido ir a Puerto Rico en unos días para seguir con la búsqueda de Ángel. Pero no por eso fue menos triste la despedida. En ese momento, a pesar de sus planes, realmente no sabían dónde ni cuándo se volverían a ver...

^h *declare his love*



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

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PARA ESCRIBIR

Although Raquel told don Fernando many of the details of the search for Rosario and Ángel in Buenos Aires, she did not give him any information at all about her feelings for Arturo nor about any of the intimate things that happened between them. Some people would say that things moved too quickly between Arturo and Raquel, and, in fact, even Raquel has commented on this.

What do you think? Did their relationship progress too quickly? Or perhaps not quickly enough? In this composition, you will answer these questions and also express what you think about the way their relationship has developed thus far. 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 the kinds of experiences you think people should have with each other as they are getting acquainted, as well as the kinds of information they should find out about the other person (especially if they are starting to get interested in him or her). When you have exhausted the possibilities that occur to you off the top of your head, try to narrow down your two lists to four items for each category. Then try to put the items in order of importance in each group. What should be the first experience two people should share as their relationship starts to become serious? What is the first thing they should know about each other?

Now spend a few minutes thinking about a relationship you have had or about one that a friend or relative has had. How did the relationship develop? Did the couple get involved too quickly? Did one person forget to find out something important about the other person? Or think that something that they didn't like about the other person would change over time? Are any of these aspects of the relationship related to factors you listed in the first phase of your planning? Select a story—yours or someone else's—that you might be able to use in your composition.

Now think about Arturo and Raquel. What similarities and/or differences do you perceive between their relationship and others you have thought about?

If you delete or add events and 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 particular story? 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.

Cuando Raquel le dijo a Arturo que todo estaba pasando demasiado rápidamente para ella, yo estaba de acuerdo con ella.

Raquel y Arturo lo pasaron muy bien en la Argentina, pero hay algunas cosas muy importantes de las cuales se olvidaron de hablar.

Una vez yo conocí a una mujer profesional atractiva, como Raquel (a un hombre profesional atractivo, como Arturo), y empezamos a salir juntos. Pronto...

Como dice Arturo, a veces hay que actuar. Cuando uno conoce a una persona que le es simpática desde el principio...

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 express whether you thought

things happened too quickly—or not quickly enough—between Arturo and Raquel, and what you thought about the state of their relationship up to this point? 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 por and para |
| <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 12–17**. Then you will be ready to continue on with **Lección 50** in the Textbook.