

LECCIÓN

25 REFLEXIONES I

OBJETIVOS

Whereas the materials in the Textbook all had to do primarily 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 19–24 (Resumen de gramática)**
- practice with narrating in the past, using imperfect verb forms (**Gramática 72, Un poco de todo**)
- practice with past-tense narration, using both the preterite and the imperfect (**73, Un poco de todo, Para escribir**)
- what you have learned about additional verb forms and structures (**74**)

Remember to check your answers in Appendix 1.

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RESUMEN DE GRAMÁTICA: LECCIONES 19–24

The Imperfect Tense

The imperfect tense is generally used to describe events or conditions that were in progress at a particular point in the past or to describe habitual actions.

cenar	correr	escribir
cenaba	cenábamos	corría
cenabas	cenabais	corríamos
cenaba	cenaban	escribía

Only three Spanish verbs have irregularities in the imperfect tense.

ser	ir	ver
era	éramos	iba
eras	erais	íbamos
era	eran	iba
		veía
		veíamos
		veías
		veíais
		veían

(Gramática 54, 57, 60, 63, 64)

Uses of the Preterite and the Imperfect

- The preterite tense is generally used to describe actions or events that happened once in the past or that have been completed. It can also be used to describe the beginning of an action.

El verano pasado mi familia y yo
fuimos a Cancún.

*Last summer my family and I
went to Cancún.*

Cuando llegué a la universidad, conocí
a mi nueva compañera de cuarto.

*When I arrived at the university, I met
my new roommate.*

- The imperfect tense generally describes ongoing actions or states in the past or habitual past actions.

Cuando yo era niño, mi familia y yo
íbamos al parque todos los domingos.

*When I was a child, my family and I
went (used to go) to the park
every Sunday.*

- The preterite and the imperfect are often used together to describe what was happening (imperfect) when another action occurred (preterite).

Mi hermana miraba la televisión
cuando sonó el teléfono.

*My sister was watching television
when the telephone rang.*

(Gramática 58, 63, 67)

Changes in Meaning of Some Verbs in the Preterite and the Imperfect

Some verbs have different meanings in the preterite and the imperfect.

	PRETERITE MEANING	IMPERFECT MEANING
conocer	met	knew, was acquainted with
saber	found out, learned	knew about, had knowledge of
querer	tried, made an attempt	wanted
no querer	refused	didn't want
poder	succeeded in	was able to
no poder	tried but failed to	was not able to

(Gramática 69)

Progressive Tenses

Progressive tenses are formed with the verb **estar** and the present participle, which ends in **-ndo**.

Present Progressive

The present progressive can be used to talk about something that is going on *right at this moment*.

—¿Qué haces?

—What are you doing?

—Estoy escribiendo una carta.

—I'm writing a letter.

(Gramática 55)

Past Progressive

The past progressive can be used to describe something that was going on at a certain moment in the past. The past progressive is usually formed with the imperfect of **estar**.

La profesora **estaba explicando** la lección. *The professor was explaining the lesson.*
(Gramática 66)

Additional Verb Forms and Structures

acabar + de + *infinitive*

To talk about something that has *just* happened, use **acabar + de + infinitive**.

Acabo de preparar la cena. *I just fixed dinner.*
(Gramática 68)

hace + *time* + que

When **hace** plus a time expression is used with a verb in the present tense, it expresses how long something has been going on.

—¿Cuánto tiempo hace que estudias español?	—How long have you been studying Spanish?
—Hace un semestre (que lo estudio).	—(I've been studying it) For a semester.

(Gramática 70)

Uses of the Infinitive

The following uses of the Spanish infinitive are equivalent to the *-ing* form in English.

- al + infinitive = *on/upon . . . -ing*
Al llegar a esta universidad,
no conocía a nadie.
- infinitive = noun subject of a sentence
Para mí, (el) **correr** es una
actividad aburrida.

(Gramática 71)

*Upon arriving at this university,
I didn't know anyone.*

For me, running is a boring activity.

Comparisons

Comparisons of Inequality

más + noun or adjective + que
menos + noun or adjective + que

Yo tengo **más clases que** mi
compañero de cuarto. Él es
menos estudioso que yo.

more + noun or adjective + than
less/fewer + noun or adjective + than

*I have more classes than my roommate.
He's less studious than I (am).*

- Some adjectives have special comparative forms

mejor(es) que better than
peor(es) que worse than

mayor(es) que older than
menor(es) que younger than

- To express *more/less than* + a number, use **más/menos de** + a number.

Mi vecino ganó **más de** veinte
millones de dólares en la lotería.

*My neighbor won more than \$20
million in the lottery.*

Comparisons of Equality

tanto/a/os/as + noun + como

Mi mejor amigo tiene **tantos** discos compactos **como** yo.

tan + adjective or adverb + como

Nuestra residencia es **tan** alta **como** la tuya.

as much/many + noun + as

My best friend has as many compact discs as I (do).

as + adjective or adverb + as

Our dormitory is as tall as yours.

(Gramática 62)

Indefinite and Negative Words

AFFIRMATIVE	NEGATIVE
algo	nada
alguien	nadie
algún, alguno/a, algunos/as	ningún, ninguno/a*
sí	no
siempre	nunca, jamás
también	tampoco

*The plural forms **ningunos/as** are rarely used in Spanish.

Double negatives are common in Spanish and are the rule rather than the exception.

Negative words may also appear directly in front of a verb.

Antes de venir aquí, **no** conocía a **nadie** en esta ciudad.

Mi compañero de cuarto **nunca** hace su tarea.

Before coming here, I didn't know anyone in this city.

My roommate never does his homework.

(Gramática 59)

por/para

There are many distinct uses of the Spanish prepositions **por** and **para**. For a detailed listing of these uses, please consult Gramática 56.

Idioms with tener and hacer

Many Spanish idioms that use **tener** and **hacer** are usually expressed in English as *to be*.

tener hambre = *to be hungry*

tener éxito = *to be successful*

tener razón = *to be right*

hacer frío = *it's cold*

For a detailed list of idioms with **tener** and **hacer**, please consult Gramática 61.

Expressing Emotions with estar and sentirse

The Spanish verbs **estar** and **sentirse** (ie, **i**) may be used with a number of adjectives to express emotions and other conditions.

Mis padres **están preocupados** por mi seguridad.

A veces **me siento nerviosa** antes de tomar un examen importante.

My parents are worried about my safety.

I sometimes feel nervous before taking an important exam.

(Gramática 65)

GRAMÁTICA

72. MORE PRACTICE WITH IMPERFECT TENSE FORMS

Actividad. Cuando yo era niño/a...

What did you used to do when you were a child? What did those around you do? Complete each sentence below with the correct imperfect form of the verb in parentheses. Then indicate whether the sentences are true for you or not.

Cuando yo era niño/a...

- C F 1. (andar: yo) _____ en bicicleta todos los días del verano.
- C F 2. Mis padres (quedarse) _____ en casa los fines de semana.
- C F 3. (ir: yo) _____ al cine con mis hermanos cada sábado.
- C F 4. Mi familia y yo (comer) _____ pizza una vez a la semana.
- C F 5. (escribir: yo) _____ cartas a mis abuelos con frecuencia.
- C F 6. (ver: yo) _____ mucha televisión después de la escuela.
- C F 7. (jugar: yo) _____ al béisbol en una liga organizada.
- C F 8. Mi familia y yo (vivir) _____ en una ciudad muy grande.

73. MORE PRACTICE WITH USES OF THE PRETERITE AND THE IMPERFECT

Actividad A. ¿Pretérito o imperfecto?

You have learned to perform the following language functions with the imperfect (I) or the preterite (P) in Spanish. Can you tell which tense should be used in each instance?

- I P 1. to talk about distinct, individual actions in the past
- I P 2. to tell time in the past
- I P 3. to describe conditions that were in progress at a given point in the past, including physical appearance and emotions
- I P 4. to tell someone's age
- I P 5. to talk about distinct events, no matter how many times they happened
- I P 6. to talk about events that were ongoing (in progress) in the past
- I P 7. to talk about changes in conditions
- I P 8. to talk about simultaneous events
- I P 9. to express the action that interrupts another (ongoing) action
- I P 10. to express what someone *was going* to do
- I P 11. to describe actions that occurred within a defined period of time (**por una hora, por un año, ...**)
- I P 12. to talk about habitual events in the past

Actividad B. Al llegar a Buenos Aires

Now that you have reviewed the forms of the imperfect, combine them with the preterite to tell what happened to Raquel in Buenos Aires. Can you fill in the blanks with the appropriate preterite and imperfect forms of the verbs in parentheses, using them in the order given?

1. Cuando Raquel _____ a Buenos Aires, _____ muy cansada. Al principio no hizo nada sino (*but*) descansar. (*llegar, estar*)
2. Al día siguiente, _____ a la estancia Santa Susana, donde creía que Rosario _____. (*ir, vivir*)
3. El señor que _____ la puerta le dijo que Rosario ya no _____. allí. (*contestar, vivir*)
4. Afortunadamente, _____ otro señor, Cirilo, que _____ a Rosario. (*hay, recordar*)
5. Segundo Cirilo, Rosario _____ a la capital hace muchos años y _____ ahora en Buenos Aires, en la calle Gorostiaga. (*mudarse, vivir*)
6. Raquel le _____ a Cirilo las gracias por la información y _____ para la ciudad. (*dar, salir*)
7. Con el chofer, Raquel _____ el número y la calle que le había dado (*had given*) Cirilo, pero no _____ nada de lo que buscaba. (*buscar, encontrar*)
8. Por fin, (ella) _____ preguntar en la casa de un tal Dr. Iglesias, que _____ en esa calle. (*decidir, estar*)
9. Un ama de casa la _____ entrar. Raquel _____ hablar con el doctor. (*dejar, esperar*)



Actividad C. En España y en la Argentina

The following are segments from previous video episodes of *Destinos*, but they are incomplete. Can you complete them with the appropriate form of the infinitives in the preterite or imperfect?

Segment 1. En Sevilla, Raquel encuentra a Jaime en la Plaza de las Tres Cruces.

RAQUEL: ¡Jaime! ¡Te hemos buscado^a por todo el barrio de Santa Cruz! ¿Dónde (encontrar: tú) _____¹ a Osito?

JAIME: Este señor lo (encontrar) _____.²

RAQUEL: Muchas gracias, señor. (Estar: Nosotros) _____³ todos muy preocupados.

CIEGO: No hay de qué. Realmente (ser) _____⁴ el perro quien me (encontrar) _____⁵ a mí. ¿Es Ud. la madre de este niño?

RAQUEL: No, no. Soy una amiga de la familia.

^ahemos... we've looked



Segment 2: En Madrid, Raquel y el reportero hablan frente al hotel.



ALFREDO: ¿Qué ocurre?

RAQUEL: Me siento como una tonta. (Dejar: Yo) _____¹ mi cartera en el taxi.

ALFREDO: ¿En el taxi que (tomar) _____² en la estación?

RAQUEL: Sí.

ALFREDO: Nosotros lo (ver) _____.³ Creo que (ser) _____⁴ el número 7096.

RAQUEL: ¿Sí? ¿Sabe en qué dirección (ir: el taxi) _____⁵?

Segment 3: En Madrid, Raquel habla con la Sra. Suárez.

RAQUEL: ¿(Casarse: Ella) _____¹ de nuevo?

SRA. SUÁREZ: Pues, sí. Rosario (ser) _____² muy atractiva... y muy simpática. Y como (creer) _____³ que Fernando había muerto... Ya tiene Ud. la información que (buscar) _____.⁴

Segment 4: En Buenos Aires, Arturo habla de su medio hermano Ángel Castillo.

ARTURO: Mi padre (ser) _____¹ un hombre muy estricto. (Querer) _____² que Ángel estudiara Ciencias Económicas, pero Ángel (tener) _____³ otras inclinaciones... (Hay) _____⁴ una escena terrible. Pues mi padre (estar) _____⁵ furioso.

Segment 5: En Buenos Aires, Arturo le indica a Raquel el lugar en que van a empezar la búsqueda de Ángel.

ARTURO: Ésa es la calle Caminito. La última vez que (ver: yo) _____¹ a mi hermano, (ser) _____² aquí. Sus amigos (vivir) _____³ por aquí. El problema es encontrar a alguien que lo recuerde.

Segment 6: Arturo habla con José, que posiblemente conoce a su hermano.

JOSÉ: ¿Ángel Castillo?

ARTURO: Sí, es mi hermano. (Perder: Nosotros) _____¹ contacto hace muchos años. (Tener: Él) _____² amigos acá. (Pintar) _____³. Le (gustar) _____⁴ los barcos.

JOSÉ: Lo siento, no lo conozco. ¿Ya (hablar: Uds.) _____⁵ con Héctor?

Segment 7: En casa de Arturo, Raquel y él hablan de su primer matrimonio.

RAQUEL: ¿Y tú? ¿Cuánto tiempo (estar) _____¹ casado?

ARTURO: Cinco años. Mi esposa (ser) _____² del Perú.

RAQUEL: ¿Y qué (hacer) _____³? ¿(Tener) _____⁴ alguna profesión?

ARTURO: No, creo que eso (ser) _____⁵ la razón de nuestra incompatibilidad. En esa época (vivir: yo) _____⁶ obsesionado con mi trabajo.

RAQUEL: (Extrañar: Ella) _____⁷ mucho el Perú, me imagino.

ARTURO: Sí. Al final (decidir) _____⁸ regresar a su país.

RAQUEL: Habrá sido doloroso.^a

ARTURO: Lo (ser) _____⁹ ... pero ya (pasar) _____.¹⁰ ¡Ya deben estar listas las *brochettes*!

^aHabrá... *It must have been painful.*

74. MORE PRACTICE WITH ADDITIONAL VERB FORMS AND STRUCTURES

Actividad.

In the last six lessons of the Textbook and Workbook/Study Guide, you have learned to use several verbs and structures to express the Spanish equivalents of the following English verb forms. Can you match these English sentences with the Spanish equivalents that would be used to express them?

- | | |
|--|--------------------------------------|
| 1. ____ I am watching television. | a. Acabo de comer. |
| 2. ____ I have just eaten. | b. Fui allí hace unos años. |
| 3. ____ I was reading a book. | c. Estaba leyendo un libro. |
| 4. ____ I had just finished the exercise. | d. Hace mucho tiempo que vivo aquí. |
| 5. ____ I went there some years ago. | e. Acababa de terminar el ejercicio. |
| 6. ____ I have been living here for some time. | f. Estoy mirando la televisión. |

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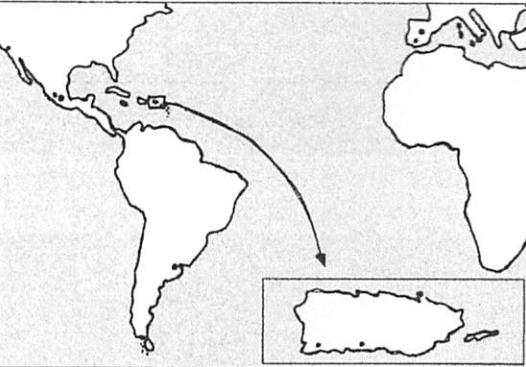
UN POCO DE TODO

Actividad A. Un poco de geografía

Paso 1. Raquel's brief trip to Sevilla has taken her farther than she anticipated. Can you indicate the most important points of her trip on the following map? Indicate the names both of countries and cities. You should also indicate Raquel's destination at the end of this review video episode and any other city you can think of that is important to the story.

Paso 2. The following families and people have played an important role in *Destinos* in the different locations seen in the shows so far. Place them in their correct locations on the map.

la familia Castillo
la familia Ruiz



la familia Iglesias
la Sra. Suárez

Actividad B. Los personajes de Destinos

Paso 1. As you watched the first video episodes of *Destinos* (and reviewed parts of some of the shows), you became acquainted with the members of two families whose histories are interconnected. Construct a family tree that shows the relationship between

these families: **la familia Castillo**, **la familia Iglesias**. Label all of the characters that you include in your diagram. (Worksheet)

Paso 2. Now choose one branch of the families you have diagrammed and write a brief paragraph that describes that branch as fully as you can. Be sure to indicate where the characters live, who is married to whom (who is the child of whom, and so on), and which characters are no longer living. (Worksheet)

Actividad C. ¿Y tú?

Answer at least two of the following groups of questions as fully as you can. You may add additional details if you wish. (Worksheet)

1. Piensa en una carta importante que recibiste recientemente. ¿De quién era? ¿Por qué te la escribió? ¿De qué se trataba (*What was it about*)? ¿de un asunto de familia? ¿de amor? ¿asuntos académicos? ¿de dinero? ¿de algo relacionado con tus estudios? (O, al contrario, ¿le escribiste tú una carta importante a alguien recientemente?)
2. Piensa en el viaje más largo que has hecho (*you've taken*) en tu vida. ¿Adónde fuiste? ¿Por qué? ¿Con quién? ¿Te divertiste? ¿Qué te gustó más del viaje? ¿Qué te gustó menos? ¿Te gustaría regresar a ese sitio que visitaste?
3. Piensa en tu primer beso de amor. ¿Cuánto tiempo hace que ocurrió? ¿Dónde estabas? ¿A quién besaste o quién te besó? ¿Te gustó la experiencia? ¿Qué sentiste en ese momento? ¿Todavía te relacionas con la persona a quien besaste o que te besó?
4. Piensa en la cosa más importante que perdiste últimamente. ¿Qué era? ¿Cómo y dónde la perdiste? ¿Por qué era importante para ti? ¿La encontraste por fin? ¿Cómo y dónde? ¿Quién la encontró?

Actividad D. Las Lecciones 1-18

Paso 1. The following photographs represent some highlights of the first eighteen video episodes of *Destinos*. Put them in order, from 1 to 8.



a. ____



b. ____



c. ____



d. ____



e. ____



f. ____



g. —



h. —

Paso 2. Now, based on the sequence of events you have established in **Paso 1**, write a brief summary of **Lecciones 1–18**. To make your version of the story flow smoothly, remember to use words and phrases such as the following: **primero, luego, después, por fin; también, pero, por eso, y.** (Worksheet)

7

PARA ESCRIBIR

In this activity you will write a short letter that Raquel might send to a friend named Susan Winters, who lives in Los Angeles. Susan is a colleague at Raquel's law firm, and she is also interested in learning Spanish. Susan is currently taking a second-year Spanish course at a local college. Raquel will write to her in Spanish.

This is the first letter that Raquel has sent to Susan since leaving the United States, and, although Raquel and Susan are good friends as well as colleagues, she was not able to talk to Susan before she left. So Susan knows nothing about the case nor about Raquel's trip so far, and she has never traveled either to Spain or Argentina.

As you write from Raquel's point of view, tell Susan as much as you can about the important events that have happened, and include interesting information whenever you can. Your letter should be no fewer than 200 and no more than 300 words long.

Thinking About What You Will Write

In order to write this letter, you must first of all think about what information you will include. A good place to begin is with your Textbook and Workbook/Study Guide.

Look over the section called **Repaso de los Episodios 12–17** in the Textbook for **Lección 18**. The activities in that section are based on Raquel's letter to Sra. Suárez, written from the airport in Buenos Aires. That letter was written to someone who has a very different relationship to Raquel than Susan—and very different interests in Raquel's trip—but still the information in it may be useful. You may also want to look back at what you wrote in the **Para escribir** section in **Lección 18**, because it was about Raquel and Arturo. And you should reread what you just wrote in **Actividad D** in the **Un poco de todo** section in this lesson, because it provides a general summary, in your own words, of the major events of Raquel's trip so far.

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.)

Background information
Major events
Major problems

Important people
Things enjoyed
Arturo

For now, just jot down information in the six categories as phrases (**perder mi cartera**, **conocer a la mujer que escribió la carta**, and so on), and don't be concerned about conjugating the verb forms.

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

Organizing Your Letter

In order to begin to write this letter, you must decide how you will address Susan. Because this is a letter, you will address Susan directly, but will you use **tú** or **Ud.**? And how do letters start in Spanish? Look back at the letter that Raquel wrote to Sra. Suárez in **Episodio 18** (Textbook). Will Raquel address Susan in the way in which she addressed Teresa Suárez? Or will she use a more relaxed greeting such as **Querida...** (*Dear . . .*)? Note also for the heading of your letter that the date in Spanish should be written in the following manner: (15) de (octubre) de (200–).

The next thing you need to do is to spend some time thinking about the organization (order) of what you will write. Begin by deciding in which of the six categories of information Susan is most likely to be interested. Because this will not be a long letter, you cannot give her lots of details or develop all of the categories. Here they are again.

- | | |
|--------------------------|--------------------|
| — Background information | — Important people |
| — Major events | — Things enjoyed |
| — Major problems | — Arturo |

Look at the categories you selected and think about whether any of them group together logically, 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.

Now look at the categories you didn't select and see whether there is an important piece of information or two that can fit into the categories you have outlined.

Finally, note that one common way to end a letter between friends is to use the Spanish phrase **Abrazos** (*Hugs*) **de tu amiga** _____.

Drafting

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

Write the date and the greeting you have chosen. Then begin to write the letter. If you wish, you may select one of the following as your opening sentence. Doing so may help you get started.

¡Te va a parecer imposible el viaje que estoy haciendo!

Saludos desde la Argentina. Aquí te mando unos detalles interesantes de este viaje de sorpresa.

Te extraño mucho, pero lo estoy pasando muy bien. Te estoy escribiendo hoy desde...

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 events? Have you included at least one interesting detail in each of the major topics about which you have written? Keep in mind that you are writing for someone who knows nothing about your trip and who has not visited the places that Raquel has visited.

Finalizing Your Letter

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 letter for style. Have you been consistent throughout in the way in which you have addressed Susan? Does the letter 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 letter for the following language elements.

- gender of nouns
- adjective agreement
- subject-verb agreements
- correct tense (present, **ir + a + infinitive**, preterite, imperfect, progressive forms)
- use of object pronouns
- use of **por** and **para**
- comparisons

Paso 3. Prepare a clean copy of the final version of your letter 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, take a moment to scan back over the Self-Tests in the previous six lessons. Then you will be ready to continue on with **Lección 26** in the Textbook.

WORKSHEET: LECCIÓN 25

Un poco de todo: Actividad B

Paso 1

Paso 2 _____

Un poco de todo: Actividad C

1. _____

2. _____

Un poco de todo: Actividad D

Paso 2 _____
