

En contacto

LECTURAS INTERMEDIAS

SÉPTIMA EDICIÓN



MARY MCVEY GILL

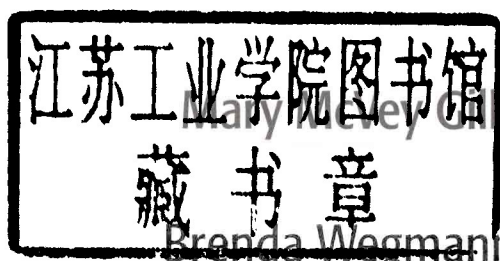
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En contacto

Lecturas intermedias

Séptima edición



University of Alberta, Extension

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Preface

En contacto: Lecturas intermedias is an intermediate Spanish reader that emphasizes reading skills, vocabulary acquisition, and perception of cultural contrasts. It contains magazine articles on current issues and literary selections from many parts of the Spanish-speaking world by outstanding contemporary and classical writers. Some selections have been shortened and one from the 18th century has been modernized, but none have been paraphrased or simplified.

This book can be used successfully by itself in courses that stress a combination of reading, culture, literature, and conversation, or it can be used with one or more of the other components of the integrated *En contacto* program described below in the section Course Design.

Why a Reading Approach Benefits Intermediate Students

Why bother with a reader, anyway? It's important from time to time to explain to intermediate Spanish students why learning to read is desirable, since many of them think first and foremost of the need to develop conversational fluency.

An ability to read Spanish, once acquired, is a skill that lasts a lifetime and can be reactivated even many years after formal instruction has ended. It does not diminish quickly without practice, as does conversational fluency. Since Spanish is a phonetic language with a relatively logical spelling system, reading is also a good way to maintain a "grip" on the language so that a speaking-listening ability can be renewed at a later date. Therefore, it makes sense for intermediate students to develop their reading ability since they have already invested a good deal of time and energy in learning basic Spanish. Other benefits of an intermediate reading course are an insight into a culture other than one's own and the experience of reading good and even great works in the original without translation. In addition, some students notice an improvement in their English language skills as a result of the vocabulary and reading strategies they learn in Intermediate Spanish.

Changes in the Seventh Edition

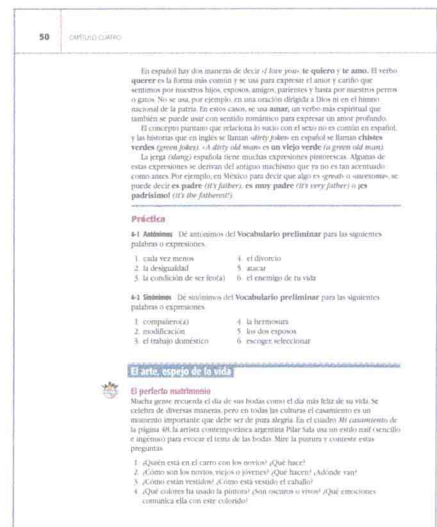
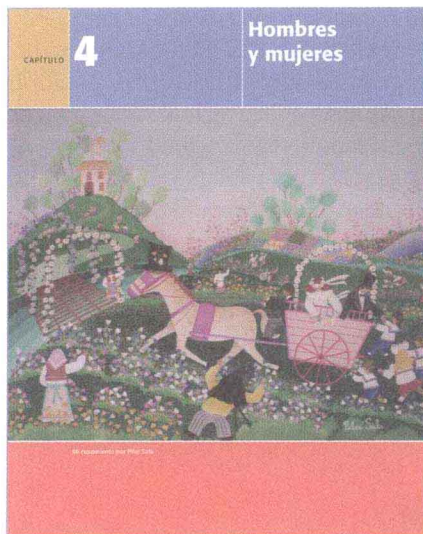
While the basic scope and sequence of the book have been maintained in the Seventh Edition, the following features are new:

- Overall, about 40% of the material is new and the readings are well-suited, in length and level, to the reading skills of Intermediate students. Shorter and

simpler selections were chosen for this edition. Many of the **Enfoque del tema** sections have been shortened and updated.

- The Seventh Edition offers a variety of authentic textual voices, roughly half of them literary and the others journalistic. The authors represent a balance between men's and women's voices, and they come from eleven different Spanish-speaking countries. Diversity is also present in the topics, which range from an interview with pop singer Ricky Martin to a description of a Peruvian cooking school exclusively for the "culinarily challenged male." Also included are articles on the new role of pets in society, the running of the bulls in Pamplona, the outrageous comic strips of the popular humorist *Maitena*, a defense of happiness by the poet Mario Benedetti, interviews with Latin American students studying in the U.S., a discussion of "The Strange Art of Speaking Spanglish," and much more.
- New fine art! Taking advantage of a full color text, thematically related art pieces from Goya to Remedios Varo to Botero introduce each chapter. The art pieces are further integrated into the main chapter with a new section entitled **El arte, espejo de la vida**. This section aims to help students understand the paintings and relate them to their lives, opinions and values.
- Icons link students to the *En contacto* Web Site for chapter-based cultural content.

Chapter Organization



Each chapter now opens with fine art from world-famous and up-and-coming Hispanic artists. **El arte, espejo de la vida**, a new section, adds an additional cultural dimension to each chapter through information about the artist and discussion questions to lead students to offer their own analysis and interpretation of the art.

hombres y mujeres 49	
Vocabulario preliminar Estude las palabras y expresiones en inglés para usarlas en este capítulo.	
Palabras útiles apoyar la belleza cambiar el cambio el derecho elegir la igualdad el matrimonio la pareja romper con (alguien) Expresiones comunes cada vez... más (menos) la media naranja las tareas del hogar las uniones de hecho	ayudar, defender o ayudar (a alguien) atracción física que inspira admiración, cualidad de ser bello(a), hermosa transformar, alterar, variar, modificar transformación, alteración, variación, modificación ocurrencia o poder demandar algo por justicia, por ejemplo el derecho a ser en paz, el derecho a la libre expresión elegir, seleccionar cualidad de ser igual, circunstancias en que hay justicia para todos (dos significados) 1) unión legal o religiosa de dos personas casadas, 2) los dos esposos (el esposo = la esposa) (dos significados) 1) los personas, especialmente un hombre y una mujer, un par de personas, 2) una de estas personas, el compañero o la compañera de otra persona con relaciones sentimentales terminar una relación romántica en desarrollo progresivo, por ejemplo: Cada vez comprendo más español, el amor de tu vida, el compañero o la compañera de tu corazón trabajo doméstico, actividades necesarias para mantener la casa las relaciones estables entre dos personas que conviven sin estar casados
Lengua y cultura Amor, cariño y admiración amor querer (to) ¡buenos (buenitas) verdes! ¡¿qué padre! (slang)	
to have (refers to a spiritual unity) to have (refers to a spiritual unity) ¡buenos (buenitas) verdes! ¡¿qué padre! (slang)	

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5. ¿Cómo se ve la participación de la comunidad? 6. ¿Por qué es tan importante la celebración de la boda? ¿Cree usted que un matrimonio tendrá mayor chance de durar mucho tiempo después de una buena celebración? Explique. 7. ¿Le parece que este cuadro representa el ideal o la realidad del matrimonio en nuestros tiempos? ¿Por qué? 8. Para Ud., ¿Cómo sería el casamento perfecto?	
ENFOQUE DEL TEMA Nuevas actitudes, nuevas tendencias Los tiempos cambian. En los últimos veinte o treinta años se han modificado los papeles tradicionales de la mujer y del hombre en España y Latinoamérica.	
Mujeres en nuevos campos* Aunque las jóvenes todavía se preocupan por encontrar un buen partido*, hoy día nadie les disputa el derecho a estudiar una carrera. Muchas mujeres trabajan fuera del hogar y algunas alcanzan puestos de importancia. En 1995, la señora Mireya Moscoso Ríos se convirtió la primera mujer Presidenta en la historia de Panamá. Cada día se destacan más mujeres en campos que antes eran reservados exclusivamente a los hombres, como la política, los negocios y los deportes, un campo que hasta hace poco tiempo no se consideraba apropiado para ellas.	
 La mexicana Soreya Jiménez, de 23 años, ganó una medalla de oro en 2000.	

The chapter begins with the **Vocabulario preliminar**, a list of key words and expressions related to the chapter theme with definitions presented pictorially or in Spanish. This is followed by exercises for acquisition; the words and expressions are then recycled throughout the chapter.

An introductory essay written by the authors, the **Enfoque del tema**, gives an overview of the theme, stressing cultural contrasts and similarities. This essay uses the core vocabulary in context and is followed by questions and activities.

Two authentic readings come next, **Selección 1** and **Selección 2**. Each is preceded by pre-reading exercises in the section called **Antes de leer**, which presents vocabulary preparation and reading strategies aimed at improving general and specific comprehension. The **Después de leer** post-reading section checks for comprehension, provokes discussion and encourages students to use the language in writing and conversation activities.

The following symbols, or icons, are used throughout this text:



This activity works well with pairs.



This activity works well with small groups.



A **Composición** often ends an activity progression.



The Web site contains related activities.

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Malena, una humorista que se rie de todos y de todas! La dibujante argentina Malena Barandiarán está ganando de un boom internacional con sus historietas que tratan con fino humor la batalla de los sexos. A partir de 1999, sus dibujos aparecen en España en el suplemento dominical del diario El País. Desde el año 2000 esa misma serie se edita en Italia en el periódico La Stampa de Turín bajo el título "y un dibujo" y en el diario "supra" cada semana en la revista La de El Mercurio de Santiago de Chile. Además, publica diariamente en Chile con el nombre de "caperucita" en La Nación de Buenos Aires.	
Tanto como se ha sido para accidente de la caída del cielo, Malena es una humorista profesional que trabaja en el oficio desde hace más de veinte años y ya bien merecido "reconoce" se debe a una completa dedicación a su arte. Su primer personaje cómico fue Pío, una niña que sorprende a los adultos con comentarios que en el mismo tiempo inocentes y discriminatorios. "Largo, coludón en las revistas de los chicos, pero y en el diario. ¡Fue un momento! ¡Una historieta cortada y sacada!" gustan de hacer para la televisión. Ha publicado cuatro libros titulados Mujeres Altas, que son recopilaciones de historietas aparecidas desde 1993 en la revista argentina Ante ti.	
Feminista, pero con simpatía por los hombres Las historietas de Malena tratan no sólo de la batalla de los sexos sino también de la atracción, los amores, la seducción, las frustaciones en fin, los mil y una vaivenes de la convivencia entre hombres y mujeres. Con 39 años de edad y tres hijos de distintos	
	

Developing Reading Skills

A main goal of this reader is to teach students to read actively in Spanish (consciously, critically, and, at times, perhaps passionately) and to avoid the word-by-word translation trap. To do this requires the development of strategies, beginning with the basic skill of setting the stage by grasping the general context of a selection through its visual and organizational aspects and preparing the mind for that selection. The techniques used to build this skill are presented again and again in various guises and are combined with numerous reading and vocabulary skills appropriate for different types of reading. In the first half of the book a number of readings are divided into short “chunks” followed by comprehension checks to facilitate learning the basic skills through close reading and immediate verification. Applying these strategies will increase students’ comprehension in any language, including their native tongue, and heighten their general linguistic and critical acuity.

The following chart outlines the skill development program.

Chapter	Selections	Skills
Chapter 1	• <i>San Fermín y los toros</i> • <i>Recién estoy aprendiendo a vivir</i> (Entrevista con Ricky Martin)	• Finding synonyms • Finding antonyms • Scanning for cognates • Making inferences • Identifying a main idea • Analyzing ideas • Guessing meaning from context • How to read an interview
Chapter 2	• <i>Las vecinas</i> • <i>La última despedida</i>	• Finding antonyms • Identifying euphemisms • Identifying comparison and contrast • Scanning for details • Making inferences • Identifying a theme • Guessing meaning from context • Scanning for details • Finding synonyms
Chapter 3	• <i>La casa en Mango Street</i> • <i>Ay, papi, no seas cocacolero</i>	• Finding antonyms • Finding synonyms • Matching words to contexts • Scanning for details • Predicting main ideas • Inferring word endings

Chapter 4	• <i>Maitena, una humorista que se ríe de todos—¡y de todas!</i> • <i>Futuro imperfecto: los hijos del divorcio</i>	• Finding antonyms • Finding synonyms • Identifying culture contrasts in vocabulary • Analyzing a chart • Finding the meaning of set phrases • Identifying word roots • Matching equivalents in Spanish and English • Identifying the reasons behind statements
Chapter 5	• <i>Hablan los estudiantes</i> • <i>La escuela del sabor</i>	• Matching words and phrases to contexts • Finding antonyms • Identifying culture contrasts in vocabulary • Analyzing ideas • Analyzing opinions • Recognizing cognates • Scanning for information • Identifying idioms
Chapter 6	• <i>Destinos para todos los gustos</i> • <i>Vuelva usted mañana</i>	• Matching words to contexts • Finding synonyms • Choosing the exact word • Finding details • Skimming for key ideas • Predicting the contents of a reading • Finding synonyms • Changing adjectives to nouns
Chapter 7	• <i>Animales, amos y señores</i> • <i>Un gusto por lo insólito</i>	• Finding antonyms • Finding synonyms • Identifying a main idea • Inferring the meanings of related words • Completing set phrases • Choosing synonyms based on context • Completing a summary
Chapter 8	• <i>Adiós: 'Goodbye, goodbye, goodbye'</i> • <i>Dos poemas afroamericanos</i>	• Finding antonyms • Identifying related words • Identifying culture contrasts in vocabulary • Disproving false beliefs • Making and analyzing inferences • Inferring noun endings • Scanning for details • Identifying onomatopoeia • Matching words with definitions

Chapter 9	• <i>Ecoturismo por el día</i> • <i>Noble campaña</i>	• Finding antonyms • Linking cause and effect • Analyzing a poem • Making inferences from a title • Guessing meaning from context • Skimming for a main idea • Completing a summary • Identifying anglicisms • Finding synonyms • Making inferences • Sequencing the plot • Identifying a main idea
Chapter 10	• <i>Los buenos indicios</i> • <i>El delantal blanco</i>	• Matching synonyms • Identifying words through rhyme • Identifying false cognates • Understanding idioms from context • Analyzing point of view • Finding synonyms from context • Previewing stage directions in a play • Inferring characterization from action • Brainstorming a key theme • Inferring action from stage directions
Chapter 11	• <i>Sorpresas y fraudes en la red</i> • <i>El difícil arte de hablar Spanglish</i>	• Finding synonyms • Identifying related words • Identifying regionalisms • Matching nouns to context • Predicting contents from a title • Completing a summary • Matching synonyms
Chapter 12	• <i>La poesía (Manrique, Teresa de Ávila, Storni, Benedetti)</i> • <i>Mujeres de ojos grandes</i> • <i>Cien años de soledad</i>	• Analyzing a poem • Identifying themes of poetry • Finding the exact word • Comparing internal and external actions • Completing a summary • Matching characters to beliefs • Scanning for details

Course Design

The material in *Lecturas intermedias* may be divided up in different ways, according to the type of course being offered. If the book is used as a complementary text, along with *En contacto: Gramática en acción* over two semesters or three quarters, each chapter may be covered in two class sessions. The **Vocabulario preliminar** and the **Enfoque del tema** are assigned for the first class, and one of the reading selections for the second class. If the book is used as the primary text for a course stressing reading, conversation, and vocabulary acquisition, the material can be covered in three days by teaching another reading selection on the third day, working with the video or doing more of the activities in class.

Another way of using the text is to skip some chapters and cover fewer chapters in a more complete way, using both selections. The choice of which chapters to skip may be made according to the chapter themes that most interest a particular class or according to the verb tenses and grammar points that most need practice.

If you use this text without the grammar book, you may also want to use the *En contacto: Cuaderno de ejercicios y Manual de laboratorio* for grammar, vocabulary, and composition practice.

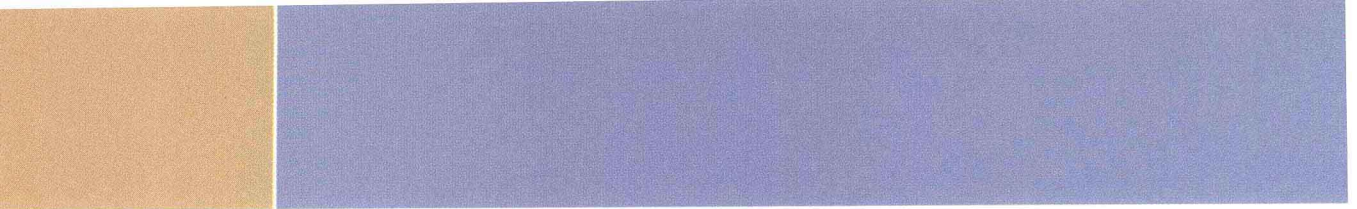
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M.M.G.
 B.W.
 T.M.F.



Dedication

We dedicate this book to our families,
our students and our vivacious Hispanic friends,
who provide us with unfailing support,
insights and inspiration.

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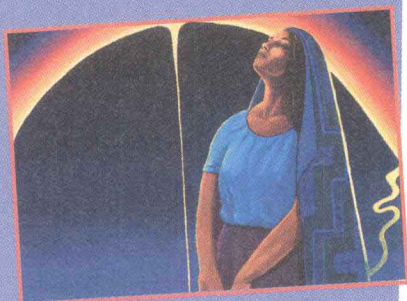
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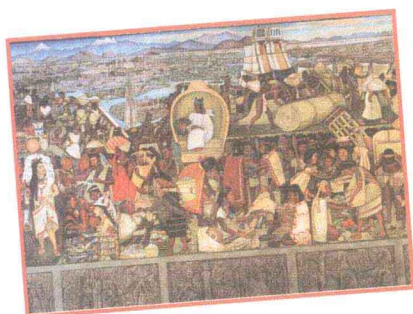
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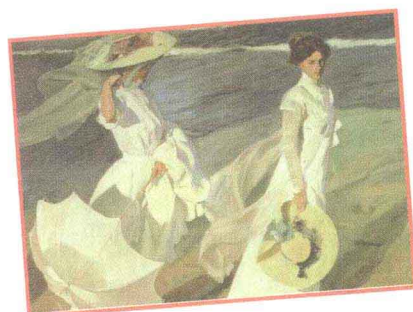
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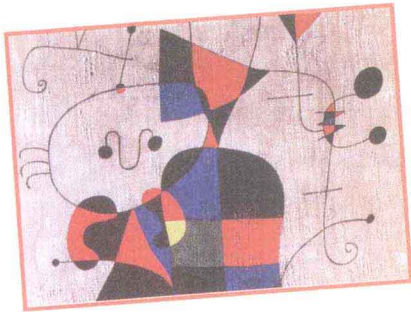
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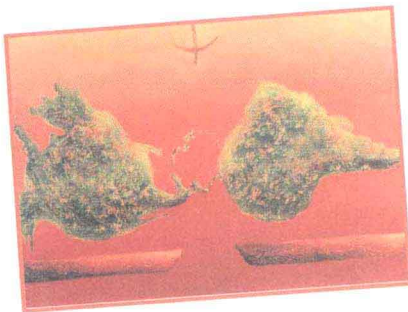
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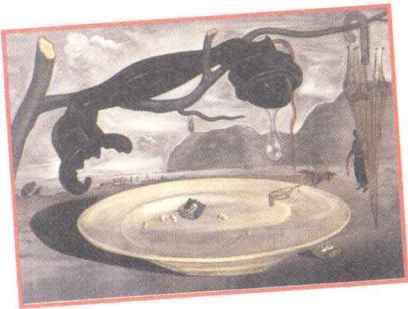
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