

# ¡Qué tal?

AN INTRODUCTORY COURSE

FIFTH EDITION

DORWICK PÉREZ-GIRONÉS KNORRE GLASS VILLARREAL



# ¡Qué tal?

**AN INTRODUCTORY COURSE**

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*¿Qué tal?*  
*An Introductory Course*

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# Preface

*"... to help students develop proficiency in the four language skills essential to truly communicative language learning..."*

from the preface to *¿Qué tal?*, first edition, 1983

Welcome to the exciting fifth edition of *¿Qué tal? An Introductory Course*. The coauthors are grateful for the positive response to the text's approach and goals, which have remained constant since the first edition. And we are delighted that so many instructors have found and continue to find *¿Qué tal?* to be an appropriate vehicle for implementing a communicative approach with a brief, manageable textbook. Instructors will find in the fifth edition those features that they have come to know and trust over the years:





- grammar, vocabulary, and culture that work together as interactive units
- an abundance of practice materials, ranging from form-focused to communicative
- an emphasis on the meaningful use of Spanish
- an upbeat portrayal of Hispanic cultures
- numerous supplementary materials that are carefully coordinated with the core text and that "work"

At the same time, we are very excited about this new edition of *¿Qué tal?* for many reasons. The text and its ancillary package have, we hope, evolved and changed in important ways. Here are some of the most important features in this edition. For more information on these and other features, please visit the expanded preface on the *¿Qué tal?* web site at [www.spanish.mhhe.com](http://www.spanish.mhhe.com).



This web icon indicates that the corresponding features are given more in-depth treatment on the web site.

- a new organization that divides each chapter into four steps (**pasos**), each easily located through a color-coded tabbing system, along with a central cultural spread
- a reduction of the number of chapters and grammar points, to make the text even more manageable than previous editions

- a redesign of the grammar sections that, in response to suggestions by students, clearly indicates the material to be learned
- new communicative activities throughout and new chapter themes, including art and culture and the pressures of modern life
- a new country-specific cultural page in every chapter 
- a text-specific, integrated video shot on location in Spain, Ecuador, Mexico, and Spanish-speaking areas of the United States
- an innovative CD-ROM that provides meaningful practice with the vocabulary and grammar of each chapter, along with an engaging e-mail feature 
- a rethinking of the treatment of the subjunctive 
- virtually all new readings, most of which are authentic pieces taken from Hispanic magazines and newspapers
- a new cultural focus on Hispanics in North America, called **En los Estados Unidos y el Canadá** 
- a new Glossary of Grammar Terms (Appendix 1) that illustrates with brief explanations and examples of grammar terms and topics

Please turn the page for a fully illustrated Guided Tour of the fifth edition of *¿Qué tal?*



# Organization

The fifth edition of *¿Qué tal?* features a uniquely clear and user-friendly organization. Each of its eighteen regular chapters is divided into four **pasos**, highlighted with color tabs for easy reference, with a cultural feature in the middle. Thus, each regular chapter has the following structure:

**Paso 1: Vocabulario**

**Paso 2: Gramática**

**Enfoque cultural**

**Paso 3: Gramática**

**Paso 4: Un paso más**

## Paso 1: Vocabulario

This section presents and practices the chapter's thematic vocabulary. The lexical lists in these sections are read on the Student Tape or CD and are signaled by a cassette tape icon. Each new lexical list is followed by a **Conversación** section that practices the new vocabulary in context.

## Pasos 2 and 3: Gramática

These sections present one to two grammar points apiece. Each grammar point is introduced by a minidiologue, a cartoon or drawing, realia, or a brief reading that presents the grammar topic in context. Grammar explanations, in English, appear in the left-hand column of the new two-column design; paradigms and sample sentences appear in the right-hand column. Each grammar presentation is followed by a series of contextualized exercises and activities that progress from more controlled (**Práctica**) to open-ended (**Conversación**).

## Paso 4: Un paso más

This section integrates the vocabulary and grammar from the first three **pasos** in a rich and stimulating selection of skill-building activities: **Videoteca** (video comprehension and discussion questions); **Lectura** (readings and pre-reading strategies); and **Para escribir** (brief writing assignments based on the chapter theme).





The cultures of the Spanish-speaking world are an integral part of every section of *¿Qué tal?*, but they take central stage in the **Enfoque cultural** section of each chapter. Located between **Pasos 2** and **3**, **Enfoque cultural** brings to life the richness and variety of Spanish-speaking cultures in a single, at-a-glance presentation. Each **Enfoque cultural** section focuses on a distinct country or region and includes interesting facts about people, places, and events in that geographical area.

Also featured on this page is a unique Internet icon, which directs students to visit the *¿Qué tal?* web site. Among other things, the *¿Qué tal?* web site contains links to authentic web pages from the Spanish-speaking world that provide more information about the people, places, and events featured in the **Enfoque cultural** sections.

- **Un poco de todo** activities, found in **Paso 3: Gramática**, combine and review grammar presented in the chapter as well as important grammar from previous chapters. Major topics that are continuously spiraled in this section include **ser** and **estar**, preterite and imperfect, gender and gender agreement, and indicative and subjunctive.
- **Nota cultural** features highlight an aspect of Hispanic cultures throughout the world.
- **En los Estados Unidos y el Canadá** are brief sections that focus on U.S. and Canadian Hispanics and institutions. Key words and phrases are highlighted in these sections in order to facilitate comprehension.
- **Nota comunicativa** sections provide additional information about communication in Spanish.
- **Vocabulario útil** boxes give additional vocabulary that may be necessary to work through a chapter's activities.

For more information on these and other features of *¿Qué tal?*, please visit the text-specific web site at **[www.spanish.mhhe.com](http://www.spanish.mhhe.com)**.



# Enfoque cultural:

## Nicaragua

**Datos esenciales**

Nombre oficial: República de Nicaragua  
Capital: Managua  
Población: 4.000.000 de habitantes  
Moneda: el córdoba  
Idiomas: el español (oficial), el miskito


**Navegando por el Internet:**

- Nicaragua On-Line: [www.nicaragua-online.com](http://www.nicaragua-online.com) (información histórica y cultural, guía telefónica, cuarto de chat), turismo, enlaces y mucho más, en español y en inglés)
- Greenarrow: [www.greenarrow.com/nicaragua](http://www.greenarrow.com/nicaragua) (información turística y fotos de Nicaragua, en inglés)

*"Cuanto... más me gusta"*

**¡Qué interesante!**

- En 1856, un norteamericano, William Walker, se declaró presidente de Nicaragua. Dos



Vladimir Barrantes de Chamorro

92 Norrenta y dos

**World wide web**

For Internet links and more information on people and places found in this section, visit the ¿Qué tal? web site at [www.spanish.mhhe.com](http://www.spanish.mhhe.com).

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Capítulo 3 • De compras

**Enfoque cultural:**

**Nicaragua**

años después, fue derrotado por nicaragüenses, liberales y conservadores, que se unieron para expulsarlo del país.

- El Lago<sup>3</sup> de Nicaragua es el lago más grande de Centroamérica. Hay más de 300 años en el lago. En él se levantan, hay pequeñas comunidades agrícolas<sup>4</sup>, en algunas<sup>5</sup>, casas de personas ricas.
- Violeta Barrios de Chamorro fue<sup>6</sup> presidenta de Nicaragua de 1990 a 1997. Fue la primera presidenta en Centroamérica.

*"She...defeated himself." "Yes...he was defeated by" "Yes...joined together" "No...equal team" "Like" "Government" "Power" "New" "First"*

**Nota histórica**

Cristóbal Colón descubrió<sup>7</sup> las costas de Nicaragua en 1502, pero la región no fue colonizada<sup>8</sup> hasta 1524. Nicaragua se incorporó<sup>9</sup> a la Capitanía General de Guatemala<sup>10</sup> hasta 1821. En 1821 declaró<sup>11</sup> su independencia de España. Nicaragua tiene una historia turbulenta por las luchas<sup>12</sup> entre las fuerzas conservadoras y las fuerzas liberales. La lucha fue más complicada por la intervención de los Estados Unidos en la política<sup>13</sup> del país.

*"discovered" "Yes...wasn't colonized" "Yes...was incorporated into" "Capitania...former governmental organization of Central American states" "It declared" "Struggle" "Politics"*

**World wide web**

For Internet links and more information on people and places found in this section, visit the ¿Qué tal? web site at [www.spanish.mhhe.com](http://www.spanish.mhhe.com).

Capítulo 3 • De compras

**Pero, ¿no se puede (can't one) regatear?** Complete the following paragraph with the correct form of the words in parentheses, as suggested by the context. When two possibilities are given in parentheses, select the correct word.

En [los/ las] tiendas hispánicas, hay una (grande\*) variedad de tiendas para [a/ de] comprar. Hay almacenes, centros comerciales y *boutiques* (elegante\*) como en [los/ las] Estados Unidos, donde los precios son siempre (fijo)\*.

También hay tiendas (pequeño\*) que venden un solo\* producto. Por ejemplo,\* en una zapatería solo\* hay zapatos. En español el sufijo -era se usa\* para (formar\*) el nombre de la tienda. ¿Dónde (crear\*) Ud. vende para (y otro\*) (productos) de escritorio? ¿A qué tienda (ir\*) a la. a comprar fruta?

Si Ud. (poder\*) pagar el precio que quiere\* (y, deber\*) comprar los recursos de [los/ las] almacenes o *boutiques*. Pero si (tener\*) una gran necesidad de cosas (de comer/ de beber/ etc.) en un mercado: un conjunto de tiendas (localizadas) donde (comprar\*) los artículos que Ud. quiere\* en (los grande\*) almacenes. Ud. no (deber\*) pagar el primer\* precio que menciona\* el vendedor.\* Casi siempre va (a/ de) ser muy alto!

## Houses in the Hispanic World

There is no such thing as a typical Hispanic house. Often, the style of housing depends on geographic location. For example, in hot regions, many houses are built around a central interior patio.

However, the population in Hispanic countries tends to be centered in urban areas. That's why the majority of people that live in a city live in apartments, like people in larger cities in this country. Here are some more details about Hispanic houses.



El balcón de una casa en San Juan, Puerto Rico.

- Hispanics often speak of a **casa**, whether they live in an actual house or an apartment.  
     *Voy a casa.      I'm going home.*
- Hispanics are generally more concerned with the appearance of the inside of their homes than the outside.
- Many houses are also homes to birds. These are normally small birds that sing beautifully, such as canaries.

## Óscar de la Renta

It is not uncommon that fashion designers discover their interest in designing clothes through their youthful artistic pursuits. Such is the case of Óscar de la Renta, who studied painting in his native Dominican Republic and in Spain.

While still a student, de la Renta worked part-time sketching clothes for the Madrid fashion house Balenciaga.



After several years of apprenticeship at Balenciaga, de la Renta became assistant designer for Antonio del Castillo at the house of Lanvin in Paris. In 1963 he moved to New York to work for Elizabeth



Una modelo lleva un vestido  
diseñado por (designed by) Óscar

Arden, beginning his long career in the

De la Renta soon left Elizabeth Arden to buy into a wholesaler that produced simple clothing that looked custom-made. This move brought him both professional and financial success. The Oscar de la Renta label was eventually acquired by a fashion conglomerate, and de la Renta won the distinction of being the first high-fashion designer whose business ventures were publicly traded on the stock market.



# Video and Interactive Multimedia

## The Video

New to the fifth edition of *¿Qué tal?* is an exclusive integrated two-hour video, filmed on location in Mexico, Ecuador, Spain, and the United States. Students will enjoy watching the lives of the cast of characters that appear continuously throughout the video as well as in the student text. A unique feature of the video is its guide, a Hispanic professor who introduces each vignette and prepares students for what they will see in each scene.

Every **chapter-opening page** in this new edition features a video still and a series of questions designed to



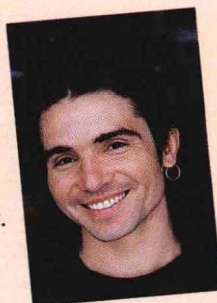
serve as a video pre-viewing activity and introduction to the chapter theme. Video comprehension

and discussion questions are included in the **Videoteca** section of each chapter's **Paso 4: Un paso más**. Information on using the video in the classroom, as well as additional pre- and post-viewing activities and a complete videoscript, are all included in the Instructor's Manual.

## MEXICO

## The Cast of Characters

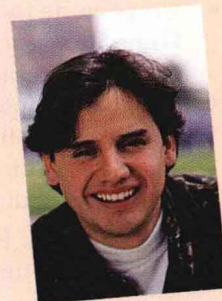
Featured throughout the video are many main and supporting characters. Here are some of the main characters you will meet.



Diego González, an American graduate student living in Mexico City



Lupe Carrasco, an anthropology student from Mexico City



Antonio Sifuentes, a graduate student from Mexico City

## ECUADOR



Elisa Velasco, a travel writer from Quito



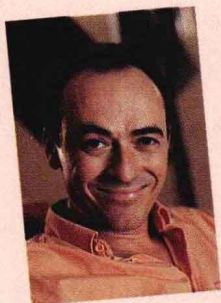
José Miguel Martín Velasco, son of Elisa and a university freshman



Paloma Velasco, José Miguel's cousin, also a university freshman



## S P A I N



Manolo Durán García,  
a university professor of  
literature in Seville



Lola Benítez Guzmán,  
a Spanish professor for  
American students in  
Seville



Marta Durán Benítez,  
their eight-year-old  
daughter

### The CD-ROM

Available in both IBM and Macintosh formats, the *¿Qué tal?* CD-ROM continues the emphasis on the meaningful use of Spanish that characterizes the student text. Throughout the CD-ROM's innovative and visually appealing activities, students must understand what they are reading or hearing and exercise critical thinking skills. Many activities focus on the vocabulary and grammar of a given chapter. Others introduce students to characters from the new video, inviting students to write to them on e-mail or to converse with them. Recording and printing capabilities make the CD-ROM a true four-skill ancillary. The CD-ROM also contains a link to the *¿Qué tal?* page on the World Wide Web, a "talking" dictionary, helpful verb charts, and the McGraw-Hill Electronic Language Tutor (MHELT).



### *¿Qué tal?* on the World Wide Web

The *¿Qué tal?* web site brings the Spanish-speaking world closer than ever to students and instructors alike. Listed here are just a few of the features you will find on the site.

#### For Students:

- links to culturally authentic sites, corresponding to information found in **Enfoque cultural** sections of the text

- additional activities for each chapter of the text
- study hints
- a list of chapter-by-chapter objectives

#### For Instructors:

- electronic overheads featuring thematic chapter art, most of which was taken from the fourth edition of *¿Qué tal?*
- electronic bulletin boards to post and share messages about *¿Qué tal?* with colleagues around the country
- demos of key supplements

In addition, a more detailed version of this preface appears on the *¿Qué tal?* web site, including information on the text's new treatment of the subjunctive, reading and reading research, developing proficiency, and the full extent of how the core text and supplements work together to produce a program that truly integrates four skills + culture in all of its components.

Visit the site at **[www.spanish.mhhe.com](http://www.spanish.mhhe.com)**.



# ¿Qué tal?:

## A Shorter Course

As with all previous editions of *¿Qué tal?*, this fifth edition is based on the highly successful *Puntos de partida* first-year Spanish text. Responding to the wishes of many instructors across the country, we have retained the methodology and functionality of the *Puntos* program but in a shorter version, which can be ideal for classes meeting three or fewer times per week.

In order to create *¿Qué tal?* from *Puntos*, the coauthors have traditionally reduced the amount of activities and exercises in the *Puntos* main text and supplements. For the fifth edition, however, we also reduced the actual number of grammar points presented in *Puntos* and subsumed others within related structures or within other parts of the text (Instructor's Edition annotations, **Nota comunicativa** features, and so on).

The *Puntos* grammar points that were modified or removed for the fifth edition of *¿Qué tal?* are:

- Asking Yes/No Questions
- Relative Pronouns
- **Hace... que** + *present* and *preterite*
- Summary of the Subjunctive
- Stressed Possessives
- Hypothetical Situations

Information on and additional practice with these grammar points may be found on the *¿Qué tal?* web site.



With one to three grammar points per chapter, we feel *¿Qué tal?* to be a very manageable book for you and your students. Above all, we believe *¿Qué tal?* to be a *flexible* program, one that should be adapted to suit different teaching and learning styles.

## Supplementary Materials for the Fifth Edition

The supplements listed here may accompany the fifth edition of *¿Qué tal?*. Please contact your local McGraw-Hill Higher Education representative for details concerning policies, prices, and availability, as some restrictions may apply.

- **Workbook / Laboratory Manual** and **Audio Program**, by Alice Arana (formerly of Fullerton College), Oswaldo Arana (formerly of California State University, Fullerton), and María Sabló-Yates



(Delta College). The two volumes of the Workbook / Laboratory Manual continue the successful format of previous editions but in a newly combined supplement.

Also available are **cassette tapes** or **audio CDs** (for student purchase or free to adopting institutions), as well as a *Tapescript*.

- The *Instructor's Edition* of the student text, revised by Ana María Pérez-Gironés (Wesleyan University) contains on-page suggestions, supplementary exercises for developing listening and speaking skills, and variations and follow-ups on student text materials. Vocabulary (**Paso 1: Vocabulario**) and grammar (**Pasos 2 and 3: Gramática**) presentation annotations appear in the bound-in section at the back of the *Instructor's Edition*. Annotations to exercises, however, appear directly on the page.
- The *Instructor's Manual and Resource Kit* offers an extensive introduction to teaching techniques, general guidelines for instructors, suggestions for lesson planning, models for vocabulary introduction, conversation cards, supplementary exercises, and suggestions for the various sections of the student text. Also included are a wide variety of interactive and communicative games for practicing vocabulary and grammar, created by Linda H. Colville (Citrus College) and Deanna Alonso (Southwestern College).
- Packaged with every new student text is a free *Student Tape* or *CD* that provides additional vocabulary practice for the **Paso 1: Vocabulario** sections of the text.
- The *Testing Program* includes five tests for each chapter: two communicative, two grammar-based, and one makeup exam. Also included are semester and quarter exams.
- Available in both Windows and Macintosh formats, the *Computerized Testing Program* contains the tests found in the printed *Testing Program*, but provides the flexibility of electronically modifying or adapting the tests to suit the needs of your students.
- A set of *overhead transparencies*, many in full color, contains drawings from the text and supplementary drawings for use with vocabulary

and grammar presentation.

- Available in both PC and Macintosh formats, the *McGraw-Hill Electronic Language Tutor* (MHELT) offers most of the more controlled exercises from the student text as well as some supplementary mechanical practice. It is also included on the CD-ROM to accompany *¿Qué tal?*
- Sets of *slides* from various parts of the Spanish-speaking world, with activities for classroom use, are also available to adopting institutions.
- A *training/orientation manual* for use with teaching assistants, by James F. Lee (University of Indiana at Bloomington), offers practical advice for beginning language instructors and language coordinators.
- The software program *Spanish Tutor*, available for purchase by students, helps students master first-year vocabulary and grammar topics. It was developed at Vanderbilt University by Monica Morley and Karl Fisher.
- The *Destinos Video Modules* contain footage from the popular *Destinos* television series, as well as original footage shot on location. Modules include vocabulary, functional language, situational language, and culture.
- The *McGraw-Hill Video Library of Authentic Spanish Materials* consists of various volumes of video materials.
- The *Rand-McNally New Millenium World Atlas on CD-ROM*. This robust CD-ROM, available for student purchase, contains numerous detailed maps along with visuals and textual information (in English) about key events in history, famous figures, important cities, and so on. The detail and information provided significantly enhance the foreign language experience from a cultural, historical, and geographical perspective.
- *A Practical Guide to Language Learning*, by H. Douglas Brown (San Francisco State University), provides beginning foreign language students with a general introduction to the language learning process.



# Acknowledgments

The suggestions, advice, and work of the following friends and colleagues are gratefully acknowledged by the authors of the fifth edition.

- Dr. Bill VanPatten (University of Illinois, Urbana-Champaign), whose creativity has been an inspiration to us for a number of editions and from whom we have learned so very much about language teaching and how students learn
- María Sabló-Yates, whose extensive research is responsible for the new **Enfoque cultural** sections
- Mark Porter, whose research and creativity are responsible for the new **En los Estados Unidos y el Canadá** sections

- Christa Harris, whose engaging videoscripts helped to add an exciting new feature to the fifth edition
- Laura Chastain (El Salvador), whose invaluable contributions to the text range from language usage to suggestions for realia
- Ruth Ordás and Dr. Theodore V. Higgs, whose contributions to previous editions are still evident in the fifth edition

In addition, the publishers wish to acknowledge the suggestions received from the following instructors and professional friends across the country. The appearance of their names in this list does not necessarily constitute their endorsement of the text or its methodology.

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The only reasons for publishing a new textbook or to revise an existing one are to help the profession evolve in meaningful ways and to make the task of daily classroom instruction easier and more enjoyable for experienced instructors and teaching assistants alike. Foreign language teaching has changed in important ways in the

16 years since the publication of the first edition of *¿Qué tal?*. We are delighted to have been—and to continue to be—one of the agents of that evolution. And we are grateful to McGraw-Hill for its continuing creative support for our ideas.



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