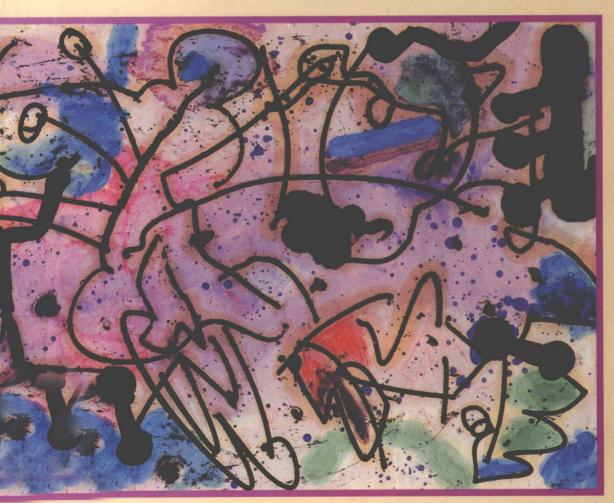
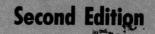
Second Edition

AL CORRIENTE

Curso intermedio de español



MARKS BLAKE



AL CORRIENTE

Curso intermedio de español

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Al corriente

Curso intermedio de español

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In writing this second edition of *Al corriente*, the authors set out to maintain the best of the first edition—lively, authentic readings and realiabased activities—while making extensive improvements based on detailed feedback from instructors who had used the first edition of this intermediate Spanish program.

The readings in the second edition include a wide variety of newspaper and magazine articles, an interview, essays, short stories, poems, and selections from novels. Cartoons, maps, and advertisements of all sorts also serve to round out this presentation of the contemporary Spanish-speaking world.

The intent here, as with the first edition, is to convey impressions of life in Spain, Latin America, and the United States as seen through the eyes of Hispanic writers, artists, and commercial advertisers. The authors are not seeking to present a complete cultural view, but rather to bridge the gap between English-speaking students and the Spanish-speaking world—to capture the dynamism of Hispanic culture and to involve students in discussions and activities that enhance their linguistic abilities and give them a greater understanding of the peoples whose language they are learning.

This bridge of cultural awareness and linguistic development is built on two pillars: the authenticity of the readings and visuals used in the text, and the lively, proficiency-oriented activities developed around the authentic materials.

ORGANIZATION OF AL CORRIENTE

Al corriente consists of a preliminary chapter followed by fifteen regular chapters divided into five thematically organized units. The Capítulo preliminar offers a variety of visual- and realia-based activities designed to reacquaint students with speaking Spanish, help them remember what they learned in previous courses, and encourage them to begin working with one another. It contains some basic reading strategies, as well as a concise review of basic elements of Spanish grammar. Short input activities, included throughout the grammar presentation to aid recall without yet requiring production, are followed by a variety of communicative activities. Practice exercises appear in the corresponding section of the workbook.

Each of the five units is introduced by a photograph, a brief overview of the unit, and a minimdex to the grammar topics presented in the three chapters that follow.

Each chapter of *Al corriente* (except the **Capítulo preliminar**) has five main sections.

¡Hablemos un poco! opens each chapter with the presentation of the chapter's thematic vocabulary. Visuals (realia, illustrations, and photographs) are integrated into the activities of this section, giving students the opportunity to use the vocabulary actively right from the beginning while interacting with one another. Lectura is the core of each chapter. The readings determine much of the chapter's thematic vocabulary and grammar, and often provide themes for the activities. The readings come from a wide range of newspapers, magazines, and books published in the Spanish-speaking world. In keeping with the emphasis on authenticity, no reading material appears in translation, nor has any been adapted, simplified, or standardized except to correct the occasional obvious grammatical or typographical error. Some reading selections appear in their entirety, whereas others have been excerpted for reasons of interest or length.

All readings are made accessible by giving students the support they need to read with ease and enjoyment. In addition to glosses within the reading selections, three sections that precede the readings aim to provide this support. Acercándonos a la lectura provides background information on the reading and its author, as well as clues about content. Vocabulario para leer presents a list of key vocabulary terms together with brief activities to help make the vocabulary active for students. (The Vocabulario del tema list in the ¡Hablemos un poco! and the Vocabulario para leer list together constitute the active vocabulary for the chapter.) Estrategias para leer teaches students strategies to use with the reading as well as with similar readings they may encounter in the future.

Readings are followed by ¿Cuánto recuerda Ud.? exercises, which provide relatively guided comprehension checks, and ¿Qué opina Ud.? exercises, which give students the opportunity to discuss and express their own opinions about topics raised in the readings.

Gramática en contexto contains the structural presentations and activities. The structures spin off those found in the chapter's readings. Grammar presentations are given in English, but Spanish is the language of the activities in this section. Realia and visuals are incorporated into these activities where possible, as they are throughout the text.

- Español en acción combines both grammar and thematic vocabulary in interactive activities, which give students the opportunity to use what they have learned in the chapter in a personalized and creative way. Each Español en acción section also contains a focused writing activity, called Composición, which is usually coordinated with a piece of realia students are asked to describe, react to, or use as a model.
- Al corriente is a section that closes each chapter with a brief profile of a notable person in the Spanish-speaking world.

Major changes in the second edition

- The number of chapters has been reduced from eighteen to fifteen, resulting in a reduction of the number of units from six to five.
- Approximately half of the readings and realia are new to this edition. There are many new readings including up-to-date magazine articles on contemporary figures such as Gloria Estefan and Edward James Olmos, a poem by Pablo Neruda, and a short story by the young Chicano writer Jesús Rosales.
- Reading strategies have been added, preceding most readings, to enhance students' comprehension of the authentic materials.
- Grammar presentations have been extensively revised and reorganized, with an emphasis on simplification, to make the material more accessible to the average second-year student.
- A number of low-frequency grammar structures are now presented for recognition only.
- More grammar activities have been included in the Gramática en contexto section to give students additional practice with each grammar topic. In addition, the practice material in this section now progresses in difficulty from receptive exercises to open-ended activities.

- The first edition section Indice morfológico
 has not been retained in the second edition.
 The paradigms that appeared in those sections
 have instead been integrated into the grammar
 presentations for greater accessibility.
- The new Al corriente section at the end of each chapter introduces students to a wide range of contemporary figures and ideas in the Spanish-speaking world.
- Eight pages of full-color photographs at the beginning of the book are coordinated with the themes of the five units.

PROGRAM COMPONENTS

The *Al corriente* package includes the following supplementary materials. The effectiveness of *Al corriente* will be enhanced by adding any of these components.

The Cuaderno de ejercicios escritos / Manual de laboratorio and its accompanying tape program contain two types of material. In the Cuaderno de ejercicios escritos, basic written grammar and vocabulary exercises supplement the creative, interactive activities in the student text. Many of these exercises are realiabased. It is recommended that students do these exercises outside of class so that class time can be spent on more interpersonal, communicative activities. Answers to the grammar exercises are included in the back of the Cuaderno de ejercicios escritos, allowing students to check their own work.

The Manual de laboratorio and tape program aim to develop both productive and receptive skills with discrete-item practice as well as discourse-level listening comprehension passages related in theme, vocabulary, and grammar to each chapter of the student text. A tapescript of the recorded material is available to instructors. Audiocassettes are available free of charge to adopting institutions and can also be made available for student purchase.

- The Instructor's Edition of the text, new to the second edition, contains on-page suggestions, many supplementary exercises, and abundant variations and follow-ups on student text materials. Also included in these notes is additional cultural information on the readings and realia.
- The Instructor's Manual offers theoretical and methodological commentary about using Al corriente and about teaching for proficiency with the text. It also contains a sample quiz and sample exam, as well as answers to selected exercises in the student text.
- The Instructor's Resource Kit provides transparency masters and optional readings and realia. It is coordinated chapter by chapter with the text.
- The MHELT 2.0 (McGraw-Hill Electronic Language Tutor) software program, completely revised for the second edition, includes a broad selection of controlled exercises from the student text. It is available for use on IBM-PC™ and Macintosh™ computers.
- A variety of McGraw-Hill instructional videotapes are available to instructors who wish to offer their students additional perspectives on Hispanic language and culture. Instructors may request information or order the videos by contacting the McGraw-Hill representative in their area.

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CONTENTS

| | ■ REFACE | XIII |
|----------|---|------|
| | CAPITULO PRELIMINAR | 1 |
| | iHablemos un poco! 2 Estrategias para leer: Skillful Reading 5 Gramática en contexto 8 Subject Pronouns 8 Present Indicative Tense 9 Articles and Gender 15 Plurals of Nouns 15 Demonstrative Adjectives and Pronouns 16 Expressing Ownership 17 Personal a 17 Contractions 18 Idioms with tener 19 Saber Versus conocer; pedir Versus preguntar 20 Time Expressions with hacer 21 Additional Idioms 22 Español en acción 23 Al corriente: Salvador García 24 | |
| UNIDAD I | El individuo y su familia | 25 |
| | CAPITULO 1 | 26 |
| | ¡Hablemos un poco! 26 Vocabulario del tema: La personalidad, unos contrastes 27 Lectura 28 Estrategias para leer: <i>Skimming and Scanning</i> 29 | |

| «Arancha Sánchez Vicario: La fiera de mi niña», de <i>Blanco y Negro</i> 31 «Arantxa Sánchez Vicario: Guía turística de su padre en Berlín», de <i>Lecturas</i> 32 «Arancha Sánchez Vicario, a corazón abierto: "Nunca me he enamorado de verdad"» de <i>Semana</i> 33 |
|--|
| Gramática en contexto 35 1. Defining, Describing, and Locating: Ser Versus estar 35 2. Asking Questions: Interrogative Forms 39 3. More About Description: Adjective Agreement 42 Español en acción 44 |
| Composición 45 Al corriente: Miguel Báez Spínola 46 |
| CAPITULO 2 4 |
| iHablemos un poco! 48 Vocabulario del tema: Los parientes 49 Lectura 50 Estrategias para leer: The Narrator's Voice 51 «Mi primer poema», Pablo Neruda 52 Estrategias para leer: Personification 54 «Oda al tomate», Pablo Neruda 55 Gramática en contexto 57 4. Talking About What You Have Done: The Present Perfect 58 5. Expressing -self (-selves) and each other: Reflexive Verbs 59 6. Indicating Change: More Reflexive Verb Forms 62 Español en acción 66 Composición 68 Al corriente: Los quintillizos de Huelva 68 |
| CAPITULO 3 70 |
| iHablemos un poco! 70 Vocabulario del tema: Las emociones 71 Lectura 72 Estrategias para leer: Who Is Telling the Story? 73 «Aniversario», Luis Romero 74 |

78

| Expressing whom and what: Direct and Indirect Object Pronouns Talking About Needs, Likes, and Dislikes: Verbs Like gustar Español en acción 87 Composición 90 Al corriente: Emmanuel 91 | |
|--|-----|
| Ante el público | 9: |
| CAPITULO 4 | 9 |
| iHablemos un poco! 94 Vocabulario del tema: Las carreras y los oficios 95 Lectura 96 Estrategias para leer: Characterization 97 «Frente a frente con Edward James Olmos», de Más 98 Gramática en contexto 102 11. Talking About the Indefinite Past: The Imperfect 102 12. Talking About the Definite Past: The Preterite 106 Español en acción 108 Composición 110 Al corriente: Raúl Julia 110 | |
| CAPITULO 5 | 112 |
| iHablemos un poco! 112 Vocabulario del tema: El tiempo 113 Lectura 114 Estrategias para leer: Making Sense of Details 115 «Un día de estos», Gabriel García Márquez 116 Gramática en contexto 120 13. More on Talking About the Definite Past: Irregular Preterite Verb Forms 12 14. Describing the Past: Preterite Versus Imperfect 125 15. Talking About Events in Progress: The Present Participle 128 | 20 |
| | |

7. Expressing Resulting Conditions: Adjectives Related to Reflexive Verb Forms

8. More About Indicating Change: Reflexive Verb Forms with Adjectives 80

Gramática en contexto 78

UNIDAD II

| | Español en acción 132 Composición 133 Al corriente: Julio Iglesias 134 | |
|------------|---|-----|
| | CAPITULO 6 | 136 |
| | iHablemos un poco! 136 Vocabulario del tema: Los rasgos físicos 137 Lectura 138 Estrategias para leer: Colloquial Writing 140 Entrevista de Xavier Suárez 140 Gramática en contexto 145 16. Talking About What You Had Done: The Past Perfect Tense 145 17. Telling Who Did What to Whom: Double Object Pronouns 147 18. Pronouns That Follow Prepositions 150 Español en acción 151 Composición 154 Al corriente: Denisse Oller 156 | |
| UNIDAD III | Los hispanos que viven en los Estados Unidos | 157 |
| | CAPITULO 7 | 158 |
| | iHablemos un poco! 158 Vocabulario del tema: El cuerpo humano 159 Lectura 160 Estrategias para leer: Identifying Cognates 162 «La balada de Gloria Estefan», de Más 163 Gramática en contexto 167 19. Making Requests: Formal (Ud., Uds.) Commands 167 20. Talking About the Future 171 Español en acción 173 Composición 175 Al corriente: Tito Puente 176 | |

CAPITULO 8 178

¡Hablemos un poco! 178

Vocabulario del tema: Hacer un viaje 179

Lectura 180

Estrategias para leer: Reading Personal Narrations 182

«Cartas a Enrique», Jesús Rosales 182

Gramática en contexto 189

- 21. Expressing Unrealized Actions: The Subjunctive 189
- 22. Expressing Desires and Requests: Subjunctive with Expressions of Will and Influence 196
- 23. Making Requests of Friends: Informal (tú) Commands 200

Español en acción 201

Composición 202

Al corriente: El Teatro Campesino 203

CAPITULO 9

206

¡Hablemos un poco! 206

Vocabulario del tema: Como nos vestimos 207

Lectura 209

Estrategias para leer: Tone 210

«La adivinanza y el desarraigo: confesiones de un hispano», de La Opinión 211

Lectura 214

Estrategias para leer: *Reading Poetry* 214 «Ohming instick», Ernesto Padillo 215

Gramática en contexto 217

- 24. Introducing Future Events: Indicative Versus Subjunctive in Adverbial Clauses 217
- 25. Expressing Attitudes: Subjunctive with Expressions of Emotion, Doubt, and Denial 220

Español en acción 222

Composición 224

Al corriente: José Canseco 224

| JNIDAD IV | España | 227 |
|-----------|---|-----|
| | CAPITULO 10 | 228 |
| | iHablemos un poco! 228 Vocabulario del tema: Preposiciones imprescindibles 229 Lectura 231 Estrategias para leer: Anticipating Content 232 «Las Plazas Mayores de España», de GeoMundo 233 Gramática en contexto 238 26. Expressing Impersonal or Passive Meanings and Unplanned Events: Se constructions 238 27. Expressing Goals and Means: por and para 241 Español en acción 244 Composición 245 Al corriente: Antonio Banderas 246 | |
| | CAPITULO 11 | 248 |
| | iHablemos un poco! 248 Vocabulario del tema: Cómo pedir y dar instrucciones 249 Lectura 251 Estrategias para leer: Understanding Satire 253 «Carta primera: Nancy descubre Sevilla» (La tesis de Nancy), Ramón J. Sender 253 Gramática en contexto 257 28. More About Describing: Adjective Clauses and Relative Pronouns 257 29. Describing Nonexistent Things and People: The Subjunctive with Adjective Clauses 261 30. More on the Subjunctive Versus the Indicative: Summary of Their Uses 2 Español en acción 265 Composición 268 Al corriente: Esther Yáñez 268 | 63 |
| | CAPITULO 12 | 270 |

¡Hablemos un poco! 270

Vocabulario del tema: La política 271

| | «No ha resucitado», de <i>Magazine</i> 278 Gramática en contexto 280 | |
|-------------------------------|--|-----|
| | 31. More on Talking About What You Have Done: The Present Perfect Subjunctive 280 | |
| | 32. Using the Subjunctive to Talk About the Past: The Imperfect Subjunctive 33. Coordinating Tenses: Sequence of Subjunctive and Indicative Tenses (for Recognition Only) 285 Español en acción 287 Composición 288 Al corriente: Carmen Romero 290 | 282 |
| UNIDAD V | América Latina | 291 |
| an constant models | CAPITULO 13 | 292 |
| | Vocabulario del tema: La naturaleza 293 Lectura 294 Estrategias para leer: More About Reading Formal Prose 295 «Machu Picchu: 75 años después, todavía un misterio», de GeoMundo 296 Gramática en contexto 300 34. Focusing on the Outcome: The Passive Voice 300 35. More About Describing: Past Participles as Adjectives 302 36. Discussing Similarities and Differences: Comparatives and Superlatives 302 Español en acción 308 Composición 309 Al corriente: Antonio Julio Branger 309 |)3 |
| and a second of the second of | CAPITULO 14 | 312 |
| | ¡Hablemos un poco! 312 Vocabulario del tema: El medio ambiente 313 Lectura 314 Estrategias para leer: <i>Distinguishing Fact from Opinion</i> 316 | |

Lectura 273

Lectura 278

Estrategias para leer: Reading Formal Prose 274

«De Franco a la democracia monárquica», Felipe González 275

| «La ciudad que no debió construirse», de ICYT (Información Científica y Tecnología) 317 |
|---|
| - / |
| «La provincia y el D.F., ese gran nudo gordiano», de <i>Siempre</i> 318 |
| Gramática en contexto 321 |
| 37. Telling What You Would Do: The Conditional 321 |
| 38. Expressing <i>«Let's "</i> : Nosotros Commands 325 |
| 39. Emphasizing to Whom Something Belongs: Stressed Possessive Adjectives and |
| Possessive Pronouns (for Recognition Only) 326 |
| 40. More on Talking About the Past: A Review of the Indicative Past Tenses 327 |
| Español en acción 329 |
| Composición 331 |
| Al corriente: Lupita Jones 332 |
| • |
| |
| |

CAPITULO 15

334

¡Hablemos un poco! 334

Vocabulario del tema: Los conceptos abstractos: unos contrastes 335

Lectura 336

Estrategias para leer: *Reading a Political Essay* 337 «América Latina y la democracia», Octavio Paz 338

Gramática en contexto 341

- 41. Making Hypothetical Statements: Si Clauses 341
- 42. Talking About Actions as Concepts: Infinitives Used as Nouns (for Recognition Only) 344
- 43. More About Talking About Events in Progress: Other Helping Verbs Used with the Present Participle (for Recognition Only) 345

Español en acción 347

Composición 348

Al corriente: Julio Bocca 349

APPENDICES 351

SPANISH-ENGLISH VOCABULARY 359

NDEX 387

CAPITULO PRELIMINAR

Chapter note: The primary purpose of the preliminary chapter is to refamiliarize students with basic Spanish and to get them talking. Basic vocabulary and expressions appear together with grammar structures. The grammar in this chapter does not appear elsewhere in the text, so it is important to present it at this time. A general introduction to reading strategies also appears, which will help students approach the readings throughout the text.

The purpose of this preliminary chapter is to reaccustom you to speaking and reading Spanish and to introduce you to the kinds of activities you will find throughout *Al corriente*. The preliminary chapter contains a variety of activities to get you started using Spanish again and to enable you to assess what you do and don't remember from your earlier classes.

Many of you may already be accustomed to speaking Spanish in class with your instructor and with your classmates in pairs and in groups. You may also have had practice in reading authentic materials taken from books, newspapers, and magazines written in Spanish for speakers of Spanish. Students whose prior instruction did not include techniques for reading such materials will have an opportunity to become acquainted with them in *Al corriente*.

The first section of the preliminary chapter, ¡Hablemos un poco!, consists of oral activities based on drawings. The purpose of this section is to get you started speaking Spanish again and help you remember what you learned in your previous study.

The second section, **Estrategias para leer**, is designed to help you read and understand the authentic materials that comprise the foundation of *Al corriente*. The authentic materials that you will be reading include advertisements, cartoons, newspaper and magazine articles, and literary selections. In the preliminary chapter, you will learn a few basic reading strategies that you can continue to use to enhance your understanding and appreciation of the authentic materials appearing throughout the text. You will learn additional reading strategies in subsequent chapters.

The third section, **Gramática en contexto**, reviews the present indicative tense and certain fundamentals of Spanish grammar, including gender and pluralization of nouns, possession, and various idioms. You may also want to work through additional exercises in the *Cuaderno de ejercicios* to aid you in mastering these structures.

The fourth section, **Español en acción**, will help you get acquainted with your classmates and give you additional opportunities to express yourself in Spanish.

The final section, Al corriente, gives you an opportunity to read and talk about a person from a Spanish-speaking country. In the preliminary chapter you will read about a young marathon racer from Mexico who is becoming well known in this country. In subsequent chapters you will read about various people from countries throughout the Spanish-speaking world.

Have fun with this refresher course in the preliminary chapter and with Al corriente!



Warm-up: To get students talking, ask a series of ¿Qué es esto? questions, referring to objects pictured in drawings: el autobús, la tienda, and so on. (You can make overheads from masters in the Instructor's Resource Kit.)

Suggestion: Encourage students to say whatever they can about the drawings, using the verbs given and any other words they may remember. The goal is to help students reactivate what they learned in previous courses and feel comfortable speaking in class. Ask specific questions as needed to encourage participation by all, and accept all answers and comments unless they are factually incorrect. Don't over-correct.

Suggestion: You may want to do a guick geography, review of the

ments unless they are factually incorrect. Don't over-correct.

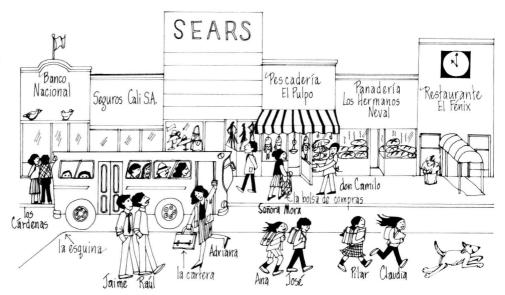
Suggestion: You may want to do a quick geography review of the Spanish-speaking world. Show students where Bogotá, Limón, and Madrid are located. Tell students that Bogotá and Madrid are capitals.

Suggestion: Ask students how to pronounce "Sears" in Spanish.

Cultural note: You may wish to point out that small specialty shops are very common, even in large Hispanic cities. Since most stores don't provide shopping bags, customers bring their own.

A. La vida diaria. Los cuatro dibujos (drawings) a continuación son escenas de la vida diaria en los Estados Unidos y en varios países hispanos. Usando como guía los verbos y las preguntas que acompañan los dibujos, comente con un compañero (una compañera) de clase lo que pasa en cada uno. Usen su imaginación para inventar detalles interesantes sobre las personas (¿Cómo son? ¿Qué hacen todos los días?) y las relaciones entre ellos (¿Son amigos, novios, parientes, etcétera?).

1. En el centro de Bogotá, Colombia



abrir charlar reír acompañar escoger subir bajar esperar trabajar cambiar estar traer comenzar llevar vender venir comprar parar correr hay pasar

¿Cuándo ocurre esta escena? ¿Qué hay en esta parte de Bogotá? ¿Qué hacen todas las personas que se ven allí? Y el perro, ¿qué hace? ¿Por qué cree Ud. que toman algunas personas el autobús? ¿Por qué entran otras en el Banco Nacional? ¿y en la tienda Sears? ¿y en la pescadería?