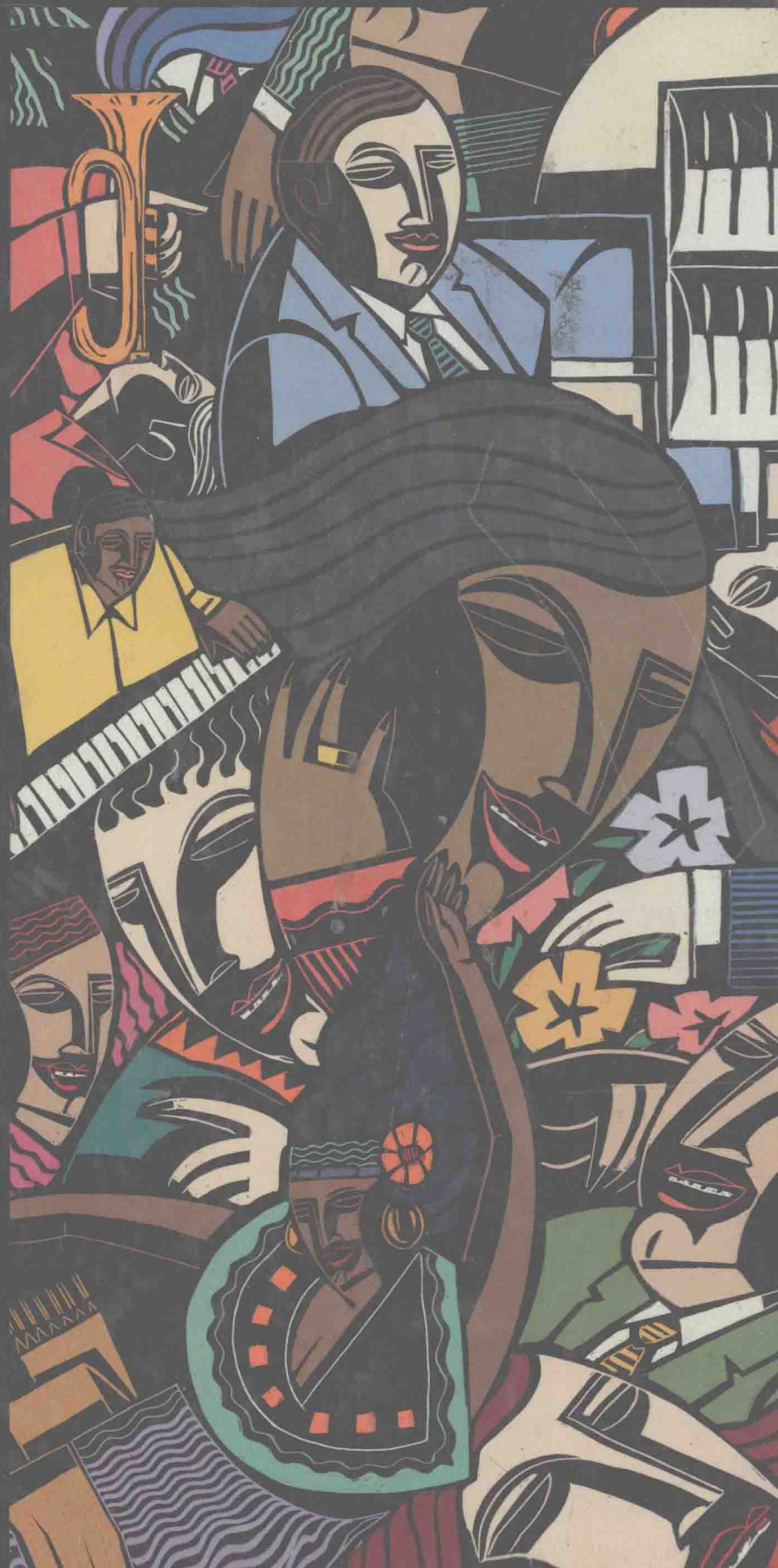
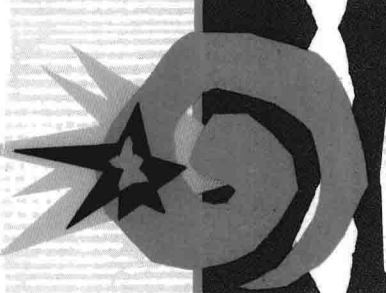


¡ARRIBA!

comunicación y cultura





¡Arriba!

Comunicación y cultura

Eduardo Zayas-Bazán

EAST TENNESSEE STATE UNIVERSITY

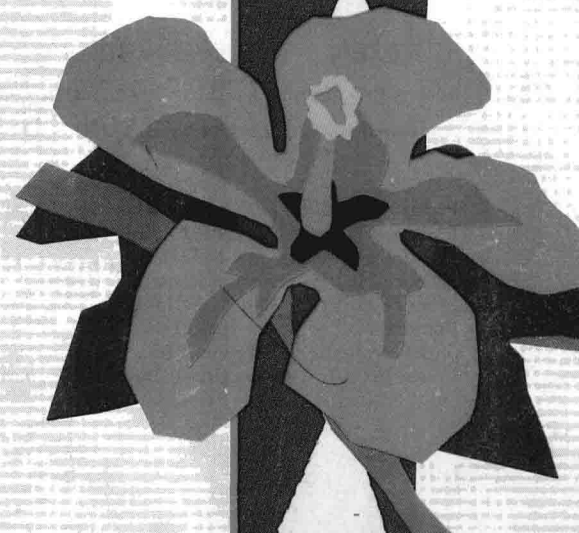
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UNIVERSITY OF CENTRAL FLORIDA



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DEDICADO A

Aida, Roli y Sancho



Manuel Eduardo Zayas-Bazán Recio

(1912–1991)

*Y aunque la vida murió,
nos dejó hartos consuelo
su memoria.*

Jorge Manrique



Preface

¡Arriba! is a complete and versatile first-year Spanish program designed to offer a balanced approach to language and culture. Rich in pedagogy and supported by carefully integrated supplementary materials, the program is a result of years of market research, development, class testing, and revision.

¡Arriba! is necessarily eclectic in its design and approach. Its highly flexible format and broad ancillary package offer instructors and students a range of choices to suit individual goals, curricula, interests, and methodological preferences.

Features of the *¡Arriba!* Program

Design

As you review the *Annotated Instructor's Edition* and *Student Edition* of *¡Arriba!*, you will notice a less cluttered, lighter, and breezier format than other texts. Student evaluators, in particular, found the book more accessible and less intimidating than other books with which they were familiar.

Photographs and Illustrations

The photographs and illustrations in *¡Arriba!* set a new standard for foreign language textbook publishing. The illustrations are central to the instructional format of *¡Arriba!* and are therefore placed within the running text, rather than being used as supplementary marginal material.

High quality photographs by specialists in Hispanic culture have been used throughout *¡Arriba!* especially in chapter openers and the *Mundo hispánico* cultural readings. Designed to follow the format of magazine articles, the photographs of the *Mundo hispánico* greatly enhance the reading experience of the student.

In-text Video Program

Prentice Hall and *Univision*, the nation's premier Spanish-language television network, have entered into an exclusive agreement that integrates international, national, and local news programs, talk shows, *novelas*, sports programming, and other TV specials into the *¡Arriba!* program. Written by Douglas Morgenstern (*Massachusetts Institute of Technology*), viewing activities for each in-text video segment are available in the *Instructor's Resource Manual*.

In order to round out your curriculum at the intermediate and advanced levels of instruction, *Prentice Hall* and *Univision* can make additional video materials available on a case-by-case basis.

Engaging Readings

The development of systematic reading skills is accomplished through serial readings and the *Mundo hispánico* magazine collages. Each of the first seven chapters contains one episode of *Tirofijo va a Málaga*, an ongoing detective story with postreading strategies, exercises, and discussion activities.

The second half of *¡Arriba!* features a unique introduction to literary and magazine selections suitable for first-year students. Material has been carefully screened and selected to appeal to students' interests. The prereading and postreading activities that accompany these selections help develop reading skills in an easy-to-follow, step-by-step approach.

Interviews with Business Professionals

Beginning with *Lección 3*, *¡Arriba!* spotlights current and former undergraduates whose job placement and career development have been influenced positively by their knowledge of Spanish language and culture.

Chapter Organization and Pedagogy

¡Arriba! contains fourteen *lecciones*, topically organized and designed to encourage communication and insight into the language and culture of over 300 million people. Each *lección* is divided into three equivalent sections: *Primera parte*, *Segunda parte* and *Síntesis*. Each *lección* maintains the following consistent structure:

¡Así es la vida! (*That's life!*) Each *parte* opens with a combination of lively conversations, drawings, photos, realia, or readings that sets the stage for the communicative functions, grammatical structures and culture in the *lección*.

¡Así lo decimos! (*That's how we say it!*) The vocabulary lists are grouped functionally wherever possible. Active vocabulary is listed within each section. Translations are aligned so that students may cover English during self-tests. Supplementary word sets appear in an appendix to facilitate the development of an active, personalized lexicon.

¡A escuchar! (*Let's listen!*) *¡Arriba!* features both in-text and laboratory audio components. The in-text *¡A escuchar!* sections contain recordings of each *¡Así es la vida!* Students are encouraged to complete accompanying listening comprehension activities at home.

Estructuras (*Structures*) The grammar explanations in *¡Arriba!* are clear and concise, heavily illustrated and contrast English and Spanish with clear examples wherever possible. The *Práctica* and *Práctica comunicativa* sections range from contextualized drills to guided, more communicative practice. *Study Tips* are included to assist students with structures that non-native speakers of Spanish often find particularly difficult.

A propósito... (*By the way...*) The authors have carefully designed each chapter within a culturally authentic framework. Key contrasts are highlighted in the

A propósito... sections, which also provide insightful questions as points of departure for classroom discussion.

El español en acción (*Spanish in Action*) Appearing in each *lección*, *El español en acción* columns feature the careers and interests of current and former Spanish students. A variety of student backgrounds and interests are represented, including those of community college students, adult learners, and traditional university students.

Síntesis (*Synthesis*) The contents of each *lección* come together in the *Síntesis*. Through a variety of activities in *¡A repasar!* and *¡A conversar!* students recombine structures, vocabulary, and cultural topics in open-ended situational, communicative contexts.

¡Lengua viva! (*Living language*) The video program to *¡Arriba!* is integrated into the body of the *Síntesis*. Each clip offers authentic or near-authentic video with pre- and postviewing activities. These sections are optional, as time and equipment vary from institution to institution.

Lectura (*Reading selection*) Each of the first seven *lecciones* concludes with an episode of an ongoing detective story, *Tirofijo va a Málaga*, whose plot gradually unfolds. The comic strip tells the saga of two university students who have mysteriously disappeared. The second half of *¡Arriba!* features a unique introduction to literary and magazine selections suitable for first-year students. Pre- and post-reading activities accompany each selection.

Mundo hispánico (*The Hispanic World*) Ten *Mundo hispánico* collages provide brief introductions to Spanish-speaking countries, including the United States. Lavish collages are intended to motivate discussion and communicative interaction.

Components of *¡Arriba!* _____

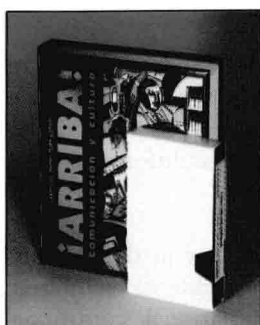
Student Text or Student Text/Cassette Package



The student text is available for purchase with or without two sixty-minute cassettes that contain recordings of the in-text *¡A escuchar!* sections. Because each version of the text and text/cassette package has its own ISBN, please be sure to request the correct number when ordering *¡Arriba!*

Student Text: 0-13-044306-9
Text/Cassettes: 0-13-089830-9

Annotated Instructor's Edition and Teacher Training Video

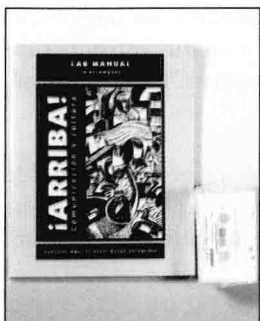


Marginal annotations in the *Annotated Instructor's Edition* include warm-up and expansion exercises and activities, background cultural information for the *A propósito...* and *Mundo hispánico* sections, reading strategies and pre-reading activities (included as annotations in both the student text and the *Annotated Instructor's Edition*), and an array of tips and ideas specifically designed for novice teaching assistants or adjunct faculty who may be teaching Spanish for the first time in many years.

Customized Components

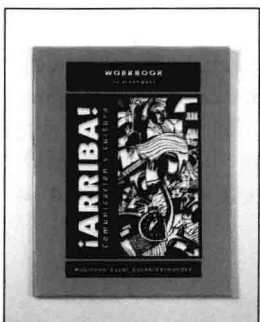
Each of the following print components can be custom published to your individual specifications. The **Prentice Hall Customized Components Program** permits departments to add syllabi, extra readings, activities and exercises, and other print materials to any of its supplements at a nominal cost.

Lab Manual, Cassettes, and Tapescript



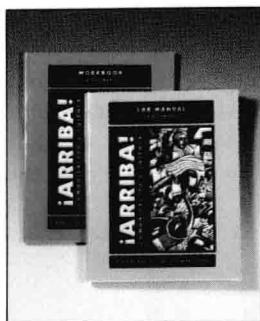
The organization of the *Lab Manual* parallels that of the main text. Written by María González-Aguilar of Tufts University, this comprehensive manual contains scripted and semi-authentic recordings and has been designed to challenge the student to move beyond the in-text *¡A escuchar!* activities to guided, more realistic listening texts and contexts. One set of the cassettes that accompany the *Lab Manual* are made available to departments that adopt *¡Arriba!* for duplication and distribution to each student or for use in the language lab. The *Tapescript* is included in the *Instructor's Manual*.

Workbook



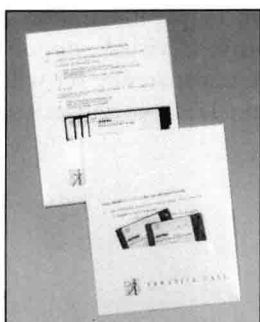
Each chapter of the *Workbook* features a variety of exercises including reading comprehension activities, sentence building and completion exercises, fill-ins, and realia- and picture-cued activities. The *Workbook* is completely integrated with the student text and recycles vocabulary, cumulative grammar topics, cultural information, and communicative goals.

Lab Manual/Workbook Combo



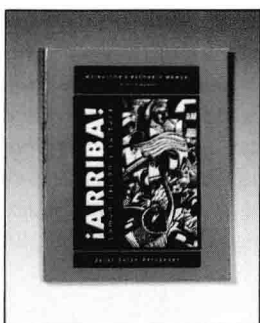
Students receive a ten percent discount on both items when they are ordered together from the Publisher in their shrinkwrapped package.

IBM and MacIntosh Tutorial Software



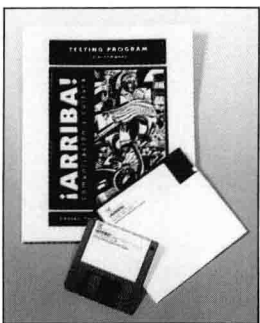
Completely integrated with *¡Arriba!*, both software packages have been designed for students with little or no computer experience. These full color software programs consist of 160 tutorial screens and over 500 screens of practice material including annotated screens with grammar tutorials. The practice material is supported by detailed hints, reference files, a Spanish-English, English-Spanish dictionary, and scoring machine.

Instructor's Resource Manual



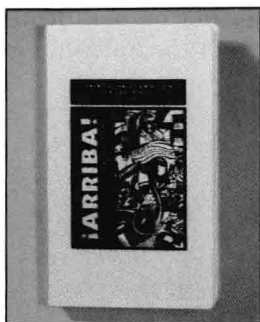
The *Instructor's Resource Manual* is especially useful for schools offering multiple sections of first-year Spanish. It includes chapter-by-chapter lesson plans, ideas for additional classroom activities, bibliography of Hispanic organizations, embassies and cultural centers for countries, video tips and activities, the *Tapescript*, and general guidelines and hints for novice teaching assistants.

Testing Program, IBM-Testing and MacIntosh-Testing



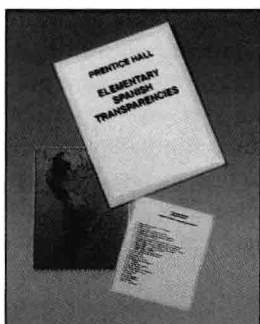
The *Testing Program* for *¡Arriba!* consists of quizzes and tests for each chapter, and alternative midterm and final examinations. Prepared by Jorge Febles (*Western Michigan University*) and edited by a board of consultants of nationally renowned testing experts, the program utilizes a variety of techniques to address the skill areas of listening, reading, writing, and culture. The *Testing Program* is available in both IBM and MacIntosh formats.

Prentice Hall—Univision In-Text Video



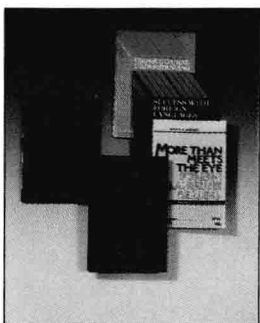
Prentice Hall and Univision have collaborated to provide timely, comprehensive, and authentic video materials to enhance your presentation of language and culture. Written by Douglas Morganstern (Massachusetts Institute of Technology), optional, in-text ¡Lengua viva! sections are supported with pre- and postviewing activities in the Instructor's Resource Manual.

Transparencies



Forty beautiful transparencies with maps, illustrations, grammatical charts, and realia provide visual support materials for the student text. The transparency set will be expanded periodically as additional transparencies are requested and developed.

The Prentice Hall Library for Graduate Assistants



In recognition of the rising costs of books, shrinking departmental budgets, and continuous requests by supervisors to photocopy our publications, *Prentice Hall* offers complimentary copies of its methods and applied linguistics titles to departments adopting *¡Arriba!* Among our best selling titles: *Video in Action*, *More than Meets the Eye*, *Reading for Meaning*, *Crosscultural Understanding*, *Language Anxiety*, and *Success with Foreign Languages*.



Acknowledgments

¡Arriba! is the result of years of discussion, planning, and ongoing collaboration between our students, our publisher, you—our colleagues—and us. We sincerely hope that you will continue to tell us what you and your students need and want in a college language program.

We wish to express our gratitude and deep appreciation to our editors Steve Debow and José Blanco. When Steve first approached us, we were not contemplating a first-year text, but he persuaded us to do so. His energy, enthusiasm, and ability to engage students and colleagues in meaningful conversation about their teaching and learning materials have provided us with challenging ideas and suggestions. Steve understands the goals and needs of our profession and has an uncommon ability to inspire and create materials that reflect those goals and needs. He has gained our respect, the respect of his colleagues, and of Prentice Hall management, which has resulted in seemingly inexhaustible resources for the *¡Arriba!* program.

In addition to designing the concept and writing *Tirofijo va a Málaga*, José Blanco expertly guided us through every stage of *¡Arriba!* José's teaching experience, understanding of the essence (or *hispanicity*, as he calls it) of Hispanic culture, writing and editing talents grace every page of our exciting program. We also thank Ray Mullaney who provided much appreciated advice and counsel from the perspective of a seasoned editor as he offered insightful comments during the many drafts of *¡Arriba!*

We extend our heart-felt thanks to María García who has assisted us graciously throughout the development of *¡Arriba!* Many colleagues looked forward to her calls and to her pleasant and polite manner, and made time in their hectic schedules to closely review the second, third, and final draft of *¡Arriba!* We also thank Mark Tobey, Gina Russo, Tracey McPeake and Helene Capparelli who guided many of the ancillaries to completion and timely publication.

The production group at *Hispanex* deserves special thanks for seeing the project through its final phase. Bob Hemmer skillfully guided the project through all phases of production and was instrumental in helping us prepare the final draft of the manuscript. Bob's levelheadedness and expertise steered us through difficult waters with ease and unparalleled professionalism.

The Prentice Hall production team also deserves high praise for this, its first elementary Spanish text in twenty-five years. We would especially like to thank Jan Stephan, who can finally return to the tranquil life she led prior to her association with *¡Arriba!* and its many ancillaries; Christine Gehring-Wolf for her management of the design, art, and illustration program; Andrew Lange whose pens lend flair and whimsy to the many pages of the book; and Kenny Beck for his vivid interior design. We also recognize the contributions of Lori Morris-Nantz,

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We are indebted to Rolando Hernández for his inspiring marketing campaign. His style, humor, instinct and commitment to the foreign language profession are welcome relief in any department. We thank Joe Sengotta and Miguel Ortiz for the design of the extraordinary advertising materials.

Our collaboration with *Univision* has made it possible to integrate authentic, lively, high quality video materials with the *¡Arriba!* program. We gratefully acknowledge the assistance of Alison Reeves, Executive Editor for English texts at Prentice Hall, who first suggested the idea of an alliance with a Spanish television station. At *Univision*, we thank Mary Padilla and Dale Bills for their assistance and understanding of the needs of today's foreign language student.

Though we have taken our colleagues' comments into consideration in revising the *¡Arriba!* program, we placed our greatest emphasis on comments made by the hundreds of first-time Spanish students who used *¡Arriba!* in its pre-publication formats. We especially thank instructors and administrators at East Tennessee State University, Johnson City, TN; Prince Georges Community College, Largo, MD; San Antonio College, San Antonio, TX; William Paterson College, Wayne, NJ; and University of Central Florida, Orlando, FL for struggling through sometimes confusing copies in order to improve the book for future students.

We recognize that aspects of *¡Arriba!* may not perfectly fit every individual's teaching situation, but we hope that the program contains new or improved ideas and materials for everyone. Many colleagues contributed comments and reactions to the *¡Arriba!* program. We gratefully acknowledge their participation and candid commentary:

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Finally, our love and deepest appreciation go to our families: Carolyn, Melinda, John Thomas, Eddy, Elena, Mimi, Denyse, and Rosie.

E.Z.-B. and J.B.F.

LECCIÓN 1

Hola, ¿qué tal?

COMUNICACIÓN

- Introducing yourself to others
- Saying your name
- Greeting and saying good-bye to friends
- Talking about classroom objects
- Classroom expressions

CULTURA

- Introductions and greetings among Spanish-speaking peoples and cultures
- Regional variations in Spanish

ESTRUCTURAS

Primera parte

- The Spanish Alphabet

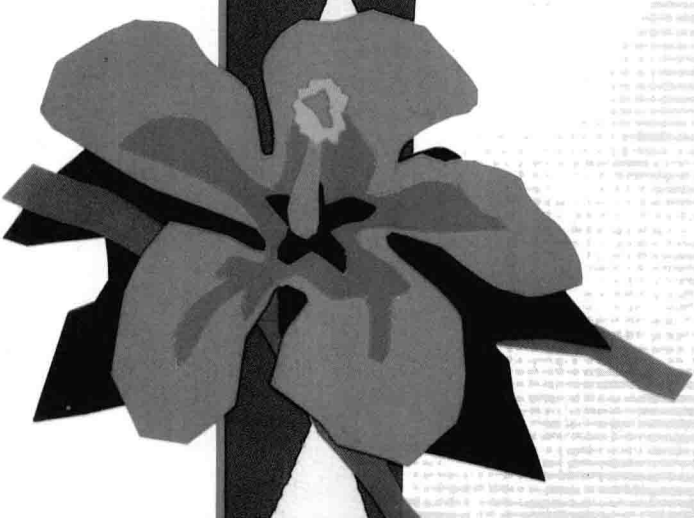
Segunda parte

- Definite and Indefinite Articles
- Gender and Number of Nouns
- Form, Position, and Agreement of Adjectives

¡Lengua viva! *Univision, a Growing Spanish-Language Network*

Lectura: *Tirofijo va a Málaga*
Episodio 1: Una llamada urgente

Mundo hisánico: *Introducción a los países hispanos*



Contents



LECCIÓN 1

Hola, ¿qué tal? 1

Personal introductions, greetings and good-byes • The classroom • The alphabet • Definite and indefinite articles • Gender and number of nouns • Form, position and agreement of adjectives

Lectura: Tirofijo va a Málaga *Episodio 1: Una llamada urgente*

Mundo hispánico: Introducción a los países hispanos

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Mundo hispánico: España, tierra de Don Quijote

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Lectura: *Una carta a Dios* (Part 2) — Gregorio López y Fuentes

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Technology • Environment and language • The present perfect and imperfect subjunctive • The subjunctive in *if*-clauses

Lectura: *Origen de las raíces culturales hispanas* (from *Más* magazine)

Mundo hispánico: Los hispanos en los Estados Unidos (II): Los mexicanoamericanos