

Dear Professor

How often have you tried to integrate Spanish-language films into your first-year Spanish course and found the language too difficult for your students to comprehend? How many times have you been disappointed by the Spanish videos offered with other textbooks? Would you like your students to watch a Spanish-language film that they can actually understand, one that will help them learn about the Spanish language and Hispanic cultures? Would you like for that film to be fully integrated into a program of print and media materials ideal for beginning language learners? If so, then the *Sol y viento* program is for you!

Sol y viento: The Film

A successful young businessman gets orders to travel abroad to secure a land deal. Occupied with other matters and unwilling to go at first, he finally accepts the assignment and soon finds himself in Chile, a country far from his native California. Here, in this Andean nation—land of fertile valleys and soaring mountains, home to the condor, a place exotic and familiar all at once—this young man regains and embraces values he had set aside years ago. He rediscovers the importance of loyalty to family and friends and that a person's past is part of his or her soul. He rediscovers the meaning of community and how people and their land may share a bond as strong as that between any two people. Most importantly, he comes to understand that from love, forgiveness is possible—but it is not easily dispensed. Forgiveness must be earned.

Dramatic and engaging, the *Sol y viento* film serves as the centerpiece for the textbook of the same name. Divided into ten “episodes” consisting of a prologue and nine segments of approximately ten minutes each, the movie is easily managed for viewing in class and is fully integrated into the textbook. Students see each episode multiple times with varied accompanying activities, thus maximizing their exposure to language and greatly increasing their comprehension skills. Language is taken directly from the movie to illustrate grammar points, and the movie also provides points of departure for readings and discussions on cultural themes. In the Instructor Version of the film, approximately six hours long, on-screen activities facilitate instruction and learning.

Sol y viento: The Textbook

No less innovative and interesting than the movie, the *Sol y viento* textbook is firmly framed in communicative-

oriented language teaching. Completely meaning-based and drill-free, it presents the grammatical points that most instructors expect to cover in a first-year college level Spanish course. How does it do this? *Sol y viento* borrows from the most recent innovations and research in instructed second language acquisition. Using an input-to-output approach for the presentation of vocabulary and grammar, *Sol y viento* provides instructors and students with a clear focus on the language without sacrificing meaning; or, to look at it another way, it provides a clear focus on meaning without sacrificing a focus on the language.

Paired with an exciting movie, the *Sol y viento* textbook provides students with a complete and effective beginning Spanish course that will lead them to higher levels of proficiency in comprehension and production than they might achieve with other materials. However, *Sol y viento* is not a set of learning materials focused on vocabulary and grammar alone. As a complete learning package, it presents abundant information on cultural topics relevant to the Spanish-speaking world, as well as opportunities for students to develop their reading and writing abilities.

Coming Soon!

Sol y viento will publish in winter 2004 and will be available for classes in fall 2005. For more information, please contact your local McGraw-Hill sales representative, call (800) 338-3987, or visit our website at www.mhhe.com.

For a sneak preview of this exciting new Spanish program, a demo CD and preliminary copy of **Lección 2B** are enclosed in this Preview Guide. We hope that you enjoy the film and print materials.

Sincerely,

Nick Agnew
Executive Marketing Manager
McGraw-Hill World Languages
nick_agnew@mcgraw-hill.com

William R. Glass, Ph.D.
Publisher
McGraw-Hill World Languages
william_glass@mcgraw-hill.com

Sol y viento

Beginning Spanish

Bill VanPatten

University of Illinois at Chicago

Michael J. Leeser

Florida State University

Gregory D. Keating

University of Illinois at Chicago

Esperanza Román-Mendoza

George Mason University

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Annotated Instructor's Edition: 0-07-296571-1

Available for use in Fall 2005 classes

The *Sol y viento* Online Learning Center Website: www.mhhe.com/solyviento

A wide range of exciting media and print supplements are available with *Sol y viento*. Please contact your McGraw-Hill Sales representative for more information and for examination copies. (Restrictions may apply.)

For Students

0-07-296572-X	<i>Manual de actividades</i> , Volume 1
0-07-296573-8	<i>Manual de actividades</i> , Volume 2
0-07-296574-6	Online <i>Manual de actividades</i> , Volume 1
0-07-296575-4	Online <i>Manual de actividades</i> , Volume 2
0-07-286298-X	<i>Sol y viento</i> on VHS (Director's Cut)
0-07-313583-6	<i>Sol y viento</i> on DVD (Director's Cut)
0-07-297220-3	Audio CD Program, Volume 1
0-07-297221-1	Audio CD Program, Volume 2
0-07-297222-X	Interactive CD-ROM
0-07-296578-9	Student Viewer's Guide (when using the film as a supplement)

For Instructors

0-07-286297-1	Instructor Version of <i>Sol y viento</i> (VHS)
0-07-313584-4	Instructor Version of <i>Sol y viento</i> (DVD)
0-07-296599-1	Instructor's Manual and Testing Program
0-07-298138-5	Adopter's Audio CD Program
0-07-296600-9	Audioscript
0-07-296603-3	Picture File
0-07-297486-9	Institutional CD-ROM Set
0-07-297058-8	Instructor's Resource CD (includes the Instructor's Manual and Testing Program, Audioscript, Picture File, Digital Transparencies)



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San Francisco St. Louis Bangkok Bogotá Caracas Kuala Lumpur
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Santiago Seoul Singapore Sydney Taipei Toronto

Contents

Lección preliminar: ¡Aquí estamos!

Primera parte

- Vocabulario: Introductions
- Gramática: Introduction to **ser**
- Vistazo cultural: Los saludos

Segunda parte

- Vocabulario: School Subjects
- Gramática: Articles, Gender, and Number

Tercera parte

- Vocabulario: Objects in the Classroom
- Gramática: Introduction to **estar**

Sol y viento

- Prólogo: Los espíritus

Episodio 1: La llegada

Lección 1A: Sobre los horarios

Vocabulario

- Numbers 0–30
- Days of the Week
- Telling Time

Gramática

- Regular **-ar** Verbs
- Verb + *infinitive*
- Unstressed Possessive Adjectives

Vistazos culturales

- Los cursos y los créditos
- Los calendarios
- De 0:00 a 24:00

Sol y viento: A primera vista

Lección 1B: Más sobre las actividades

Vocabulario

- Summary of Interrogative Words
- Months, Weather, Seasons
- Adjectives

Gramática

- Present Tense of Regular **-er** and **-ir** Verbs
- Ir** + **a** + *infinitive*
- Adjective Placement and Agreement

Vistazos culturales

- Los dialectos
- Los días festivos
- La personalidad y la cultura

Sol y viento: A segunda vista

¡A leer! Vamos al cine

Episodio 2: El encuentro

Lección 2A: En la universidad y la ciudad

Vocabulario

- Numbers 31–100

- Prepositions of Location
- Places in the City

Gramática

- Verbs that End in **-go**
- More on **estar** + *location*; **quedar** + *location*
- e** → **ie**, **o** → **ue** Stem-Changing Verbs

Vistazos culturales

- La esperanza de vida
- Las universidades en el mundo hispano
- Los mercados y supermercados

Sol y viento: A primera vista

Lección 2B: ¡Vamos de compras!

Vocabulario

- Clothing
- Colors; Numbers 100–1,000
- Shopping

Gramática

- e** → **i** Stem-Changing Verbs
- Demonstrative Adjectives and Pronouns
- More on **ser** and **estar**

Vistazos culturales

- Diseñadores hispanos
- La moneda de los países hispanos
- Los precios y el regateo

Sol y viento: A segunda vista

Entremés cultural: España y México

Episodio 3: A la viña

Lección 3A: La familia

Vocabulario

- Members of the Immediate Family; Pets
- Extended Family Members
- Physical Traits

Gramática

- Saber** and **conocer**; Verbs that End in **-zco**
- Direct Object Pronouns
- Comparisons of Equality and Inequality

Vistazos culturales

- Dos apellidos
- El habla popular
- El mestizaje

Sol y viento: A primera vista

Lección 3B: ¡A comer!

Vocabulario

- Breakfast
- Lunch and Snacking
- Dinner

Gramática

- Indefinite and Negative Words
- Ser** Versus **estar** with Adjectives
- Indirect Object Pronouns and **gustar**

Vistazos culturales

- El horario de las comidas
- Las palabras préstamo
- Las comidas regionales

Sol y viento: A segunda vista

¡A leer! Congela tus alimentos...

Episodio 4: Otro encuentro

Lección 4A: Cuando no trabajo...

Vocabulario

- Leisure Activities
- Sports and Fitness
- Special Occasions and Holidays

Gramática

- Preterite Tense of Regular **-ar** Verbs
- Preterite of Regular **-er** and **-ir** Verbs
- Irregular Preterite Forms

Vistazos culturales

- Las fiestas
- El fútbol y otros deportes
- Los días festivos en el mundo hispano

Sol y viento: A primera vista

Lección 4B: En casa

Vocabulario

- Dwellings and Buildings
- Furniture and Rooms
- Domestic Chores and Routines

Gramática

- **e** → **i**, **o** → **u** Preterite Stem Changes
- Double-Object Pronouns
- Introduction to **por** Versus **para**

Vistazos culturales

- ¿Primer piso?
- Hogar, dulce hogar
- Ayudar a mamá

Sol y viento: A segunda vista

Entremés cultural: Sudamérica

Episodio 5: Un día perfecto

Lección 5A: La tecnología y yo

Vocabulario

- Computers and Computer Use
- Electronic Devices
- Typical Childhood and Adolescent Activities

Gramática

- Verbs like **gustar**
- True Reflexive Constructions
- Introduction to the Imperfect Tense

Vistazos culturales

- Periódicos hispanos en el Internet

- El uso de los teléfonos celulares en Latinoamérica
- Las muñecas Barbie: populares y problemáticas en toda América

Sol y viento: A primera vista

Lección 5B: Érase una vez...

Vocabulario

- Numbers 1,000 and Higher
- Important Events and Occurrences
- Personal Events, Triumphs, and Failures

Gramática

- Contrasting the Preterite and Imperfect
- More on Using the Preterite and Imperfect Together
- Summary of the Preterite and Imperfect

Vistazos culturales

- Fechas importantes en el mundo hispano
- ¿Un descubrimiento?
- Las bodas en los países hispanos

Sol y viento: A segunda vista

¡A leer! Para ejecutivos ocupados

Episodio 6: Confrontación

Lección 6A: Vamos al extranjero

Vocabulario

- Travel Vocabulary
- Giving and Receiving Directions
- Dining Out

Gramática

- Affirmative Formal Commands
- Negative Formal Commands
- Introduction to the Present Perfect

Vistazos culturales

- Las propinas
- ¿A cuántas curvas está?
- En los restaurantes hispanos

Sol y viento: A primera vista

Lección 6B: La naturaleza y el medio ambiente

Vocabulario

- Geography and Geographical Features
- Environmental and Ecological Matters
- Activities to Do While on Vacation

Gramática

- Affirmative Informal Commands
- Negative Informal Commands
- Superlatives

Vistazos culturales

- Los volcanes
- Las islas Galápagos
- El ecoturismo

Sol y viento: A segunda vista

Entremés cultural: Centroamérica y el Caribe

Episodio 7: Bajo el sol

Lección 7A: ¿Cómo te sientes?

Vocabulario

- Describing Emotions
- Parts of the Body and Physical Health
- In the Doctor's Office

Gramática

- Pseudo-Reflexive Verbs
- Review of the Imperfect
- **Hacer** in Expressions of Time

Vistazos culturales

- Las telenovelas
- Los hospitales y las clínicas
- Las recetas

Sol y viento: A primera vista

Lección 7B: Los demás y yo

Vocabulario

- Feelings
- Describing People
- More on Relationships

Gramática

- Reciprocal Reflexives
- Introduction to the Subjunctive
- Obligatory Subjunctive

Vistazos culturales

- Pablo Neruda y los sonetos de amor
- Don Juan
- Más sobre el engaño

Sol y viento: A segunda vista

¡A leer! Cinco días para blindar tu corazón

Episodio 8: Sin alternativa

Lección 8A: El dinero y las finanzas

Vocabulario

- Your Personal Finances
- More on Personal Finances
- Local and World Markets

Gramática

- The Present Progressive
- Introduction to the Conditional
- Hypothetical Statements; Introduction to the Imperfect Subjunctive

Vistazos culturales

- Los cajeros automáticos
- El seguro médico
- El producto nacional bruto

Sol y viento: A primera vista

Lección 8B: Los medios de comunicación

Vocabulario

- Talking About Current Events
- Functions of the Media
- Civic Duty and Citizenship

Gramática

- **Por** and **para**: A Summary
- Subjunctive of Doubt, Denial, and Uncertainty
- Subjunctive of Volition and Desire

Vistazos culturales

- La programación en español en los Estados Unidos
- Los realities
- El voto obligatorio

Sol y viento: A segunda vista

Entremés cultural: Los hispanos en los Estados Unidos

Episodio 9: Un brindis por el futuro

Lección 9A: Obligaciones, responsabilidades y expectativas

Vocabulario

- Pets and Other Animals
- Work Behaviors
- Friends' Expectations

Gramática

- Subjunctive with Indefinite and Nonexistent Antecedents
- Impersonal and Passive **se**
- Subjunctive Versus Indicative or Infinitive

Vistazos culturales

- La llama
- El contacto físico
- Celebrando con los amigos

Sol y viento: A primera vista

Lección 9B: Lo que nos espera

Vocabulario

- Professions
- Future Aspirations

Gramática

- Introduction to the Future Tense
- Subjunctive with Future Time Events

Vistazos culturales

- Las mujeres y las profesiones
- Los hispanos y la tasa de graduación

Sol y viento: A segunda vista

¡A leer! Cartas al editor

Sol y viento

A Guided Tour of the Textbook

Episode Opener

The text is divided into nine units (**Episodios**) with two lessons each (**A** and **B**), for a total of 18 regular lessons. Thus, **Lecciones 1A** and **1B** correspond to **Episodio 1** of the film, **Lecciones 2A** and **2B** correspond to **Episodio 2**, and so forth.

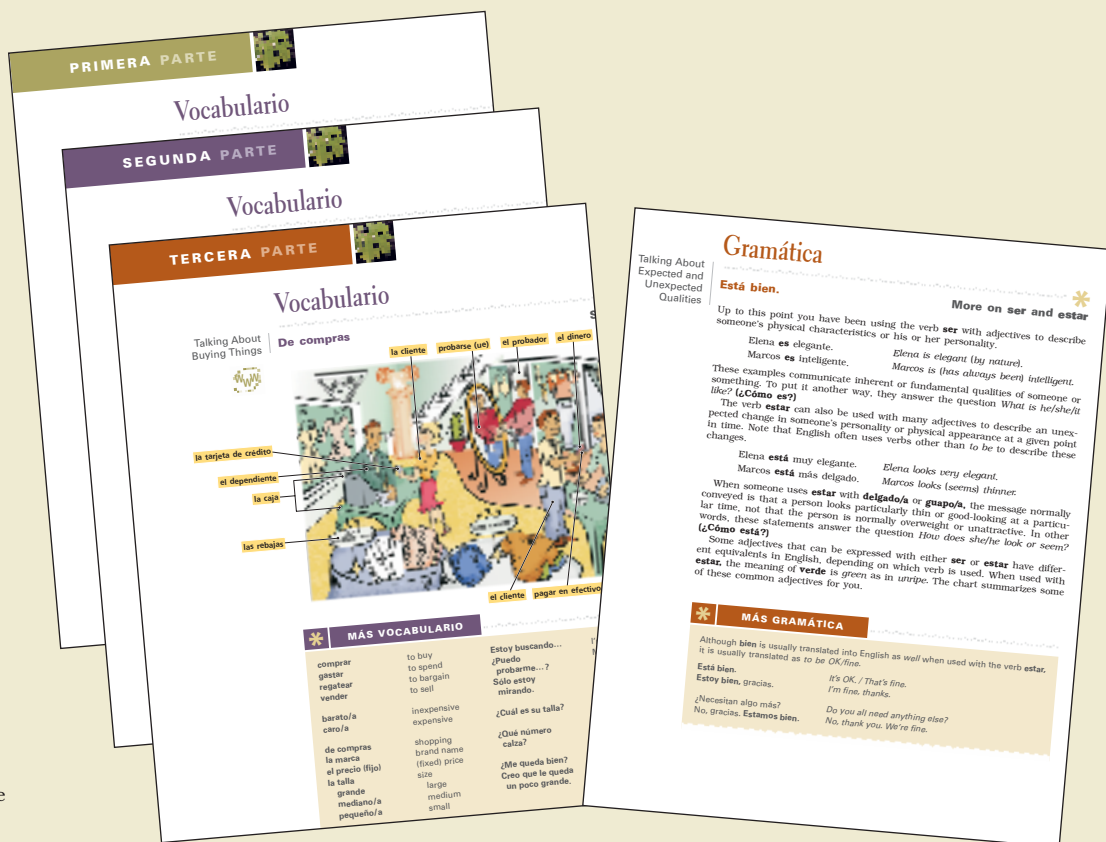
Lesson Opener

Lesson openers provide a list of goals that prepare students for what they will learn in the lesson.

Lesson Organization

Each lesson is organized into three parts (**Primera parte**, **Segunda parte**, **Tercera parte**),* each of which contains a **Vocabulario** and **Gramática** presentation and accompanying activities. An audio recording of the **Vocabulario** presentations can be found on the Online Learning Center.

***Lección 9B** contains just the **Primera parte** and **Segunda parte**.



Sol y viento

Every lesson concludes with a two-page **Sol y viento** section that focuses on the story line and characters of the film with pre- and post-viewing activities. “A” lessons contain the section **Sol y viento: A primera vista**, for a first viewing of each episode. “B” lessons contain **Sol y viento: A segunda vista**, in which students watch the episode again for review and further exploration of the plot, characters, and themes of the film.

SOL Y VIENTO

A segunda vista

Antes de ver el episodio

Actividad A ¿Qué recuerdas?

Based on what you remember from your previous viewing of **Episodio 2**, determine whether Jaime or María said each of the following lines. You will be asked to verify your answers when you watch the episode again.

- ¿Le pido sus disculpas?
- ¿Por eso sabes mi nombre. Si quiere, la guarda.
- ¿Vine a charlar contigo otra vez?
- ¿Y qué tal que nos veamos de nuevo?
- ¿Está de vacaciones o tiene negocios en Maipo?

Actividad B ¡A escuchar!

In a moment you will watch **Episodio 2** once again. Familiarize yourself with the following excerpt from the scene in which Jaime talks with a young boy (callejero) in the park. You will be asked to listen closely and write the missing words in the blank. Do not look back at any previous excerpts from this episode!

JAIME: ¿Cómo se llama?

CALLEJERO: ¡Chist! ¡_____ porras así, señor! ¡_____ porras!

JAIME: Ah, espere.

CALLEJERO: _____ y _____.

JAIME: Ah, y _____ con sus para ti.

CALLEJERO: ¡Gracias, señor!

Actividad C El episodio

Now watch the episode again. Don't forget to verify your answers to **Actividad A** as you watch. Also remember to pay close attention to the scene in which Jaime talks with the young boy in the park and to write down the missing words for **Actividad B**.

Después de ver el episodio

Actividad A Para pensar...

In this episode Jaime reads that love is a whitewash (El amor es un torbellino). With which of the following statements about love would you agree?

El amor es...

- un limpión sin salida (without an exit).
- cargo (burden).
- un dolor fácil (pain) que no se puede curar.
- como un accidente. No sabes (You don't know) cuándo te va a ocurrir.

Actividad B ¿Cómo es María?

Paso 1 How would you describe María, based on what you've seen of her in this episode?

Cree que María es...

<input type="checkbox"/> aburrida	<input type="checkbox"/> divertida	<input type="checkbox"/> introvertida
<input type="checkbox"/> alegre	<input type="checkbox"/> tímida	<input type="checkbox"/> reservada
<input type="checkbox"/> ambiciosa	<input type="checkbox"/> simpática	<input type="checkbox"/> seria
<input type="checkbox"/> desconfiada	<input type="checkbox"/> inteligente	

Paso 2 Your instructor will save the class to discuss the most frequent adjectives used to describe María. Write the three most common adjectives in the blanks below.

Creeamos que María es _____ y _____.

Actividad C ¡Te toca a ti!

Paso 1 Do you remember what Jaime, María, and María were wearing in **Episodio 27**? Write down the clothes and the colors that each one had on.

	JAIME	MARÍA	MARÍA

Paso 2 In this lesson you talked about how clothing can reflect the personalities of the people who wear it. Do any of the clothes that Jaime, María, and María wear represent their personalities in any way? Write brief descriptions of each character's personality based on his or her clothing. Compare your answers with those of three other classmates.

76 semana y seis ¡A leer!
¡A leer! semana y seis 77

¡A leer!

Vamos al cine

Actividad A Antes de leer (Before reading)

Paso 1 In a moment you will begin to look at a listing of movies for a theater in Spain. Before you do, think about what kind of information such a listing normally has. What do you expect to find?

Estrategia

Before reading anything in another language, it is always a good idea to make sure you know what it is that you are reading about and to find out about the topic. Is it fiction? Nonfiction? Is it a self-help? Or is it something like a movie listing? By asking what you already know about either the type of reading or the possible content of the reading, you will maximize your comprehension as you explore the text.

Paso 2 There will be some words you don't recognize as you look at the movie listing, just as in watching episodes of *Sol y viento*, it is fine to skip over anything you can't group at first, especially if it's not important to the task at hand.

Actividad B A leer

Paso 1 Now look at the movie listing. Normally, you would be looking for particular information in this kind of printed material. So, it's do that first! As you look it over:

- find a movie title that sounds interesting to you
- find out what days of the week it is being screened
- zero in on a particular day and find out at what times the movie is playing
- find out the name of the theater and where it is located

Paso 2 Use the following model to report to another person what you found.

MODELO: ¿Dónde se va la película _____? Se presenta (It is showing) las _____ de _____ de _____ a las _____ de _____.

¿Dónde es el cine (the theater)?

Sobre la lectura

This reading comes from the *Guía del ocio* (Entertainment Guide) from Barcelona, Spain. As with other authentic materials written by and for native speakers of Spanish, there will be many words and phrases in it that you don't understand. However, you'll be pleasantly surprised that you do recognize and understand more things than you think!

Actividad C Nota cultural

Look at the movie times once again. Do you notice anything about the later movie showings? What does this suggest to you about the night life in Barcelona?

Actividad D Un poco sobre el lenguaje (A little bit about language)

Reading is a good way to learn new vocabulary and also to notice things about language. For example, find the following words in the movie listing and indicate whether they are masculine or feminine. How do you know? (Don't worry that you don't know their meanings yet, although some you might guess because they look like English words.)

	MASCULINO	FEMENINO
ángulos	<input type="checkbox"/>	<input type="checkbox"/>
hazte	<input type="checkbox"/>	<input type="checkbox"/>
reyna	<input type="checkbox"/>	<input type="checkbox"/>
gorla	<input type="checkbox"/>	<input type="checkbox"/>

NAVEGANDO LA RED

Find a website in Spanish for a theater or cinema. At what times and days are they offering a show or a movie? How does the website compare with the one you just read?

¡A leer!

Following each odd-numbered “B” lesson is a two-page reading section called **¡A leer!** Each reading is realia-based—and contains pre- and post-reading activities as well as reading strategies to help students focus on key information.

Entremés cultural

Following each even-numbered “B” lesson is a two-page cultural reading called **Entremés cultural**. These sections focus on countries and regions in the Spanish-speaking world. Activities for these readings can be found on the Online Learning Center Website.

Entremés cultural

España y México

Antes de leer

Here is a list of some new words and phrases you will encounter in the reading. Familiarize yourself with them before starting to read.

Vocabulario del

<ul style="list-style-type: none"> las autonomías se caracterizan por la gastronomía los monumentos parecidos/a el vecino las comidas las costumbres las raíces indígena diversos los rasgos 	<ul style="list-style-type: none"> individual political entities or regions in Spain is characterized by gastronomy, cuisine Monuments similar neighbor foods customs, traditions roots indigenous, native diversified traits
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Cataluña, tiene una larga tradición de rivalidad con Madrid, la capital del país. Andalucía tiene una gran influencia árabe en su arquitectura y costumbres tradicionales debido a la ocupación de los musulmanes entre 711 C.E. y 1492 (mil cuatrocientos noventa y dos) d.C. Es más, en España varias autonomías son oficialmente bilingües. En Cataluña son oficiales el español y el catalán. En el País Vasco, el español y el vasco (una lengua no románica cuyo origen todavía es un misterio) son las dos lenguas oficiales. En Galicia, el español coexiste con el gallego, una lengua más parecida al portugués que al español. En Valencia, las islas Baleares y Navarra también son oficiales otras lenguas además del español.

México, nuestro vecino al sur

También lleno de contrastes, México tiene mucho en común con los Estados Unidos, su vecino al norte. Está dividido en treinta y un estados y un distrito federal (México, D.F., o la Ciudad de México). El nombre oficial del país es los Estados Unidos Mexicanos. Sin embargo, el adverbio *señale* no refleja la diversidad que existe en el país. Por ejemplo, las comidas y costumbres de los estados de Oaxaca, Veracruz y Jalisco son tan diferentes como las de Nueva York, Luisiana y Nuevo México. A diferencia de España, en México todavía se conservan importantes raíces indígenas, especialmente en el centro y sur del país, es decir, en las regiones donde florecieron las grandes culturas mesoamericanas. La población indígena constituye un 10% (por ciento) de la población en total y contiene más de cincuenta grupos con rasgos culturales que los diferencian del resto de la población. (En México se hablan más de sesenta y dos lenguas diferentes.)

Las más extendidas son el *sauhaiki* (con un millón de hablantes), el *maye*, el *zapoteco*, el *mixteco*, el *otomí* y el *tehuatl*. Para muchos de los hablantes de estas lenguas, el español es su segunda lengua. Sin duda, la influencia indígena se manifiesta en numerosos aspectos de la cultura de todas las regiones mexicanas como, por ejemplo, en sus fiestas religiosas, la gastronomía y las costumbres populares.

*Náhuatl, «de la» «Templo de Ciudad (A.C.) del»... «de la» «de la» «de la»

