

Preface

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 learns 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.

Such is the story of the exciting new movie, *Sol y viento*. Follow Jaime “James” Talavera on his unexpected journey of self-discovery. Along the way meet Mario, the talkative personal driver who becomes Jaime's first friend in a new land. Meet Carlos, the secretive administrator of the winery who is eager to sell his family's lands—and those of others. Meet doña Isabel, the matriarch of the *Sol y viento* winery, and don Paco, the friend of the

family who travels from Mexico to aid doña Isabel as she faces a crisis that threatens to alter an entire community's way of life. Finally, meet the high-spirited María, the young woman who captures Jaime's heart and mind. However, their mutual attraction may prove to be fleeting if Jaime does not grapple with the moral issues that confront him. As events unfold and the forces of nature conspire to draw the characters together, Jaime is forced to make the most difficult decision of his life.

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 Instructional Version of the film, approximately five hours long, on-screen activities facilitate instruction and learning.

Sol y viento: The Textbook

Equally innovative and as interesting as the movie, the *Sol y viento* textbook, now in its Second Edition, 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.

In short, *Sol y viento* provides the instructor with a refreshing approach to grammar instruction and practice that fits well within the tenets of communicative language teaching. The materials allow instructors to maintain a simultaneous focus on both meaning and formal properties of

language as students are engaged in learning about their classmates, their instructor, and the world around them. 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.

For a more detailed description on using the film and textbook together, please refer to the Instructor's Manual and Testing Program on the Online Learning Center Website at www.mhhe.com/solyviento2.

New to the Second Edition

Based on user feedback, we have made the following changes in the new edition of the textbook:

- activities are now clearly marked as input or output activities in the annotations of the Instructor's Edition;

Cast of Characters



Jaime

A successful businessman from San Francisco, California, who travels to Chile to finalize a deal with the Sol y viento winery



María

A Chilean university professor and anthropologist, who has always let her head rule over her heart



Carlos

Proprietor and administrator of the Sol y viento winery, who is working on the deal with Jaime's company

- more pair-work activities have been included to allow students to communicate with each other in Spanish;
- we've developed a new activity type called **¿Qué leíste?** and **¿Qué escuchaste?** in which students work in small groups to recreate a short narration that focuses on a particular grammar point;
- we have added **Una historia** activities in which students make up a story based on four or five cartoon-like drawings;
- some larger vocabulary presentations have been pared down to a more manageable size;
- we have revised several grammar presentations to make them clearer and more concise, and some grammar points have been relocated in the text (see the Instructor's Manual for details);
- for a number of complicated grammar points, we have added an appendix in the Instructor's Manual, along with student self-tests;
- we have revised and updated many **Vistazo cultural** readings and have added instructor annotations for use in class (see the Instructor's Manual for details);
- we have written all new **Entremés cultural** sections with shorter, more manageable readings that present interesting facts about the Spanish-speaking world.



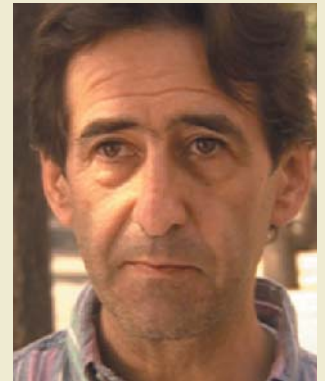
Isabel

Carlos' ailing mother and, with her now-deceased husband, original proprietor of Sol y viento



Paco

An old family friend of Isabel's, who is called away from his native Mexico to help his friend in a time of need



Mario

A taxi driver in Jaime's employ during his stay in Chile



Traimaqueo

The longtime foreman of the Sol y viento winery



Yolanda

Traimaqueo's wife and Isabel's primary caregiver



Diego

María's student assistant at both the university and at anthropological dig sites

Who are the Mapuches?

Throughout the course of the film, *Sol y viento* touches upon the plight of the Mapuche people and their struggle to retain their ancestral lands and maintain harmony with the Earth. The Mapuches are an indigenous people whose roots are found in southern and south central Chile and date back to thousands of years before the Europeans' arrival in the western hemisphere. In Quechua, the language of the Mapuche, **mapu**

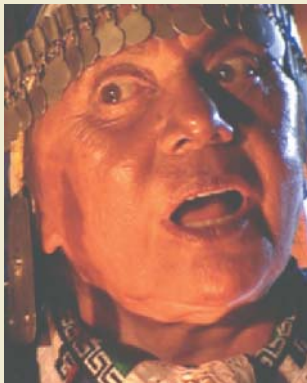
means *land* and **che** means *people*, essentially making them "people of the land." This connection to the Earth is deeply rooted in the spirit and culture of the Mapuche people.

Since the 1880's, when the nations of Chile and Argentina began to appropriate ancestral Mapuche lands, the Mapuches have strived to retain these lands and, later, to make their struggles known to the world at large. In *Sol y viento*, this struggle is shown by the attempt of outsiders to purchase

Mapuche lands in order to build a large dam to flood the region and produce cheap hydroelectric power.

In her book *Mi país inventado*, the acclaimed Chilean writer Isabel Allende relates a real-life struggle that echoes this theme in the film:

*Nuestros indios no pertenecían a una cultura espléndida, como los aztecas, mayas o incas; eran hoscos, primitivos, irascibles y poco numerosos, pero tan corajudos, que estuvieron en pie de guerra durante trescientos años, primero contra los colonizadores españoles y luego contra la república. Fueron pacificados en 1880 y no se oyó hablar mucho de ellos por más de un siglo, pero ahora los mapuches —“gente de la tierra”— han vuelto a la lucha para defender las pocas tierras que les quedan, amenazadas por la construcción de una represa en el río Bío Bío.**



One of the Mapuche characters in the film, the **machi**, is a spiritual leader of her tribe. At the beginning of the film, we see her telling a tale to a group of adults and children. As her tale unfolds, we witness how the lives of Jaime, María, and others are intricately woven into her story and how the forces of nature conspire to bring resolution to the conflicts with which they are faced.



The figurine seen here is a representation of a protective spirit in the beliefs of the Mapuche people. This spirit also plays an important role in the film, as you will see.

*Our Indians didn't belong to a grand culture, like the Aztecs, Mayas, or Incas; they were gruff, primitive, irritable, and few in number, but so brave that they waged war for 300 years, first against the Spanish settlers and then against the republic. They were pacified in 1880, and for more than a century you didn't hear a lot about them. But now the Mapuches —“people of the earth”— have renewed their fight in order to defend the few lands they have left, threatened by the construction of a dam on the Bío Bío River.

(Isabel Allende, *Mi país inventado* [Buenos Aires: Sudamericana, 2003], p. 56.)

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.

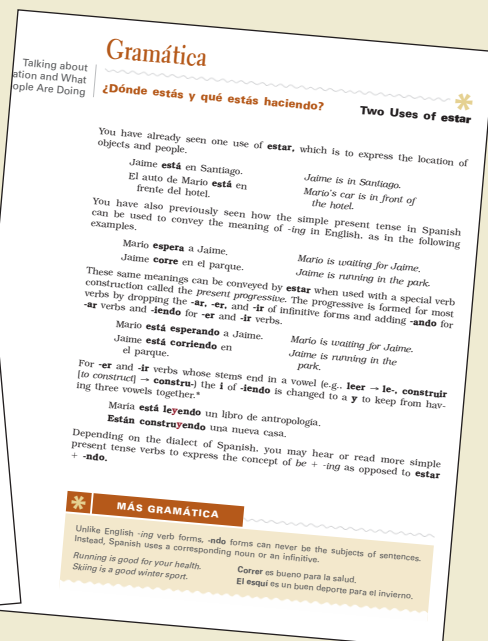
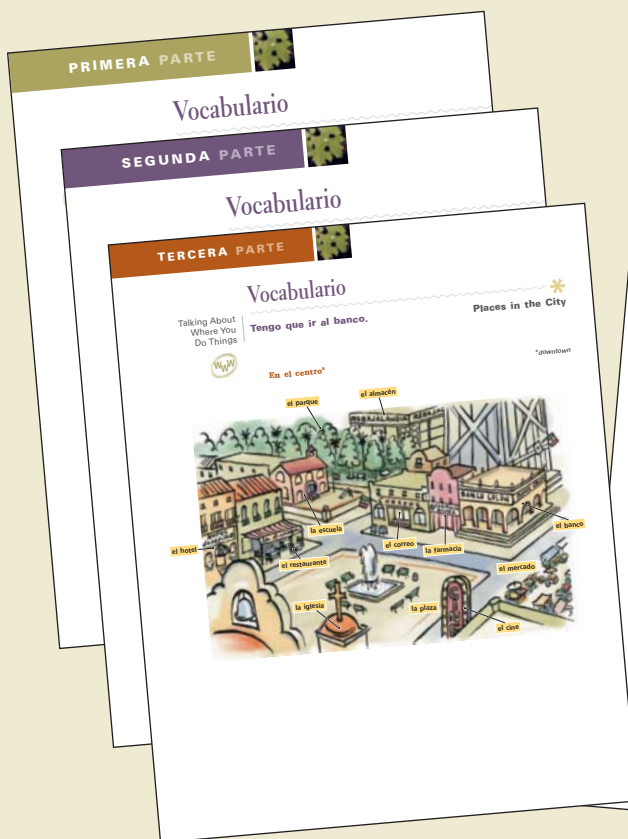
Lesson Opener

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.

***Lecciones 9A** and **9B** contain 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

Después de ver el episodio

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

El amor es...
a. un torbellino sin salida (with out an end)
b. algo difícil
c. un dolor (ache, pain) que no se puede curar
d. como un accidente. No sabes (You don't know) cuándo va a ocurrir.

Actividad B ¿A escuchar!
Listen as your instructor replays the scene from **¡A escuchar!** on the previous page. Fill in the missing information based on what you hear.

Actividad C ¿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...

divertida divertida introvertida
 alegre enojada reservada
 tímida tímida reservada
 desconfiada entusiasta

Paso 2 Your instructor will survey the class to discover the most frequent adjectives used to describe María. Write the three most common adjectives in the blanks below.
Creemos que María es _____ y _____.

Actividad D ¡Te toca a ti!

Paso 1 Do you remember what Jaime, María, and María were wearing in **Episodio 2?** Write down the clothes and the colors that each wore last year.

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.

Entremés cultural

España: Diversidad geográfica, histórica y lingüística

VISTAZO
Situada en la península Ibérica, en el suroeste del continente europeo, España tiene una extensión total de 506.782 km² (posteriormente cuatro mil seiscientos ochenta y dos mil ochocientos treinta y cinco kilómetros cuadrados). El país es más grande que California pero no tan grande como Texas. Dividida en diecisiete comunidades autónomas, España se caracteriza por su diversidad geográfica, climática, histórica y lingüística. En general existen cuatro climas diferentes que se corresponden con la geografía física de la península. La costa del norte del país (Galicia, Asturias, Cantabria y el País Vasco) tiene un clima húmedo. Lluere mucho y por eso es la zona más verde de España. El centro del país es mucho más árido y llueve poco. En el sur predomina un clima muy seco* con unas temperaturas máximas durante el verano que pueden llegar a 40 grados (104° Fahrenheit). En la costa del Mediterráneo el clima es más templado* y llueve poco.

*tem... se llama "dry" /moderate

DATO INTERESANTE: La variedad lingüística
Dentro del estado español existen varias regiones geográficas que son oficialmente bilingües. En Cataluña son oficiales el español y el catalán. En el País Vasco, el español y el vasco (o el vasco-navarro) son las dos lenguas oficiales. En Galicia, el español y el gallego, son lenguas más antiguas* al portugués que al español.

Dato: Busca información en el Internet sobre cómo se dicen los números del uno al cinco en catalán, gallego y vasco. Trae la información a clase.

La merquillo (compuesto en Córdoba) es un ejemplo de la influencia árabe en el sur de España.

DATO INTERESANTE: El modernismo catalán
La ciudad de Barcelona tiene fama mundial* por un estilo de arquitectura que se llama el modernismo catalán. Este estilo se caracteriza por el uso de elementos decorativos inspirados en la naturaleza y en el pasado medieval. Por ejemplo, en el exterior de las edificios se pueden encontrar "logias" de plantas, flores, frutas y animales de jardín* o edificios que combinan los elementos arquitectónicos de la época medieval.

Dato: Busca fotos de Barcelona que demuestren* el modernismo catalán, concentrándose en las obras de Antoni Gaudí como la Sagrada Familia, el Parque Güell, Casa Batlló y La Pedrera.

*famoso, reconocible como "famoso" / "famoso" "famoso" "famoso" "famoso" together with "famoso" / "famoso"

Entremés cultural

New to the Second Edition are completely revised **Entremés cultural** sections. Each set of brief readings focuses on a country or region of the Spanish-speaking world, presenting interesting information on history, geography, the people, personalities, and other aspects of that place. Each reading is accompanied by **Idea**, an optional research-based project that encourages students to find out more about that country or region and to report their findings to the class.

Other Cultural Features

- Each regular lesson contains three **Vistazo cultural** sections that focus on a cultural topic of interest related to the lesson theme. Topics range from “big C” culture (art, literature, and so forth) to “little c” culture (everyday life, customs, and so forth).
- Sol y viento: Enfoque cultural** sections explore a cultural point illustrated in the *Sol y viento* film.

Diseñadores* hispanos

For decades, a number of Hispanic designers for their elegant, high-end fashion design created a world-renowned fashion house success on both sides of the Atlantic. Ven can Óscar de la Renta have been at the f than two decades. In addition to creating known for creating designs described a Cuban-American Narciso Rodríguez gained for Carolyn Bessette Kennedy in 1996. Hi such as Salma Hayek and Sarah Jessica In terms of popular fashion, perhaps th born entrepreneur Amancio Ortega. What in provincial Galicia in the early sixties has turned into an empire of more than one thousand stores worldwide and the third-largest clothing company in the world (after Gap and the Swedish HM). Ortega's flagship store is Zara, which can be found in many Spanish cities, as well as in major cities in Europe, the United

SOL Y VIENTO: Enfoque cultural

City parks abound in Spanish-speaking countries, as they do in this country. However, they are often used in different ways. In **Episodio 2** you will watch Jaime as he jogs through the Parque Forestal in Santiago. However, using a public park as a place to exercise is not the norm for most Spanish-speaking people. Instead, parks are often places to socialize, and on Sundays they may flourish with couples and families of all ages out for an old-fashioned Sunday afternoon stroll (**el paseo**). It is also typical to find vendors of all types in these parks selling everything from cotton candy to balloons, as well as entertainers working for donations, such as the organ-grinding fortune teller with his parrot that you will see in this episode. Some well-known parks in Spanish-speaking cities include the Retiro (Madrid), Lazema (Buenos Aires), and Chapultepec (Mexico City), among others.



▲ El parque Chapultepec (México, D.F.)

Additional Features

- De Sol y viento** boxes highlight portions of dialogue from the film that illustrate grammar points presented in the text. In this way, students are able to view the grammar in context in the film. In addition, they offer “previews” of scenes that will aid student comprehension of the episode.
- Enfoque lingüístico** features help students understand the nature of language in general. Although Spanish and English are often compared, for students to fully capture how languages work, contrasts with languages such as Chinese, Arabic, and Nahuatl also appear.
- Más vocabulario** and **Más gramática** boxes are found in **Vocabulario** and **Gramática** sections, respectively, and present additional vocabulary and grammar that students need to know to complete the accompanying activities.
- ¡Exprésate!** boxes highlight a key element of language, whether vocabulary, useful phrases, or structures, that students will need to complete accompanying activities.
- Comunicación útil** features present useful phrases and other tips for successfully communicating in Spanish.
- Detrás de la cámara** boxes are found in **Sol y viento** sections and provide additional information not presented in the film, such as the characters' background, motivation, personalities, and so forth.
- Icons** highlight partner/pair or group work, activities that require listening to the instructor for information, writing activities that require an additional sheet of paper, and content provided on the Online Learning Center.

DE SOL Y VIENTO

Remember the scene from **Episodio 2** of *Sol y viento* in which Jaime returns a business card that María has dropped? Part of their exchange appears in the dialogue.

JAIME
¡Señorita Sánchez!

MARÍA
¿Viene a chocarse conmigo?

JAIME
Eh, no. Creo que

MARÍA
¡Ah! Por eso sabe mi nombre, la guarda.^d

Selecting from the following demonstrative pronoun belongs

1. esto 2. eso 3. ad

^achocarse... bump into me ^byours

Enfoque lingüístico

Más sobre las inflexiones

You may recall that *inflexions* are forms that are added to words that provide the listener with certain information. For example, you learned in **Lección 1A** that one way in which Spanish is an inflectionally rich language is that its verb inflections are unique for each person (e.g., *I, you, he/she, we, and they*). In the last few lessons, you've learned the present-tense inflections for Spanish **-ar, -er, and -ir** verbs. Later in *Sol y viento* you will learn other verb inflections to express various meanings and speaker perspectives. All of the Spanish verb inflections that you will learn are *suffixes*; that is, they are forms that are attached to the *end* of a word or stem. (Remember in **Lección 1A** you read that you will have to get used to listening to the ends of verbs to find out who is being talked about.)

However, not all languages use suffixes for verbal inflections. Some Native American languages like Navajo use *prefixes* (forms attached to the *beginning* of a word or *naal* (roughly equivalent to form *naalnish*. Instead inserted in the *middle* of ones, uses inflixes to form

MÁS VOCABULARIO

buscar	to look for	de compras	shopping
comprar	to buy	la marca	brand name
encontrar (ue)	to find	el precio (fijo)	(fixed) price
gastar	to spend	la talla	size
quedar bien/mal	to fit well/poorly	grande	large
regatear	to bargain	mediano/a	medium
vender	to sell	pequeño/a	small
barato/a	inexpensive		
caro/			

MÁS GRAMÁTICA

Although **bien** is usually translated into English as *well* when used with the it is usually translated as *to be OK/fine*.

Está bien. It's OK. / That's fine.

Estoy bien, gracias. I'm fine, thanks.

¿Necesitan algo más? Do you all need anything else?

No, gracias. Estamos bien. No, thank you. We're fine.

COMUNICACIÓN ÚTIL

To say to *get dressed* or to *dress oneself*, use the verb **vestir** with reflexive pronouns, just like the verbs **despertarse** and **acostarse** that you learned in **Lección 5A**. For now, learn more about reflexive pronouns and verbs in **Lección 5A**. For now, common expressions with **vestirse**.

Me visto rápidamente. I get dressed quickly.

¡Vístete!

¿Cómo nos vestimos?

Get dressed!
How do/should we dress?

Detrás de la cámara





If you watch María carefully, you may have noticed that she has a determined walk. Even when she's in the park, she never strolls leisurely. What might that say about her personality? María is very goal-oriented, and


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Supplements


As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks to your students. We create and publish an extensive array of print, video, and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill representative to learn about the availability of the supplements that accompany *Sol y viento*, Second Edition.

For Students and Instructors

-  Available for purchase in VHS or DVD formats, the *Instructional Version* of the *Sol y viento* film contains on-screen pre- and post-viewing activities for each episode (written by Isabel Anievas-Gamallo and Scott Tinetti). The DVD version also contains film clips of the **De Sol y viento** features in the text, as well as additional features such as interviews with the cast and crew, a behind-the-scenes look at the filming of *Sol y viento*, and much more.
-  The *Director's Cut* is also available for those who wish to purchase it. This version of the film (in VHS or DVD formats) contains the complete, uninterrupted movie, with or without Spanish subtitles (DVD only). The DVD also contains individual episodes of the film, without any on-screen activities, as well as special features.
-  Introducing the new *Sol y viento* Learning Management System with integrated digital textbook, powered by Quia™. McGraw-Hill has partnered with Quia™, the leading developer of online tools for foreign language instruction and learning, to create a comprehensive learning management system that allows you to manage your course with robust communication tools, record keeping that can be imported to Blackboard and other CMS platforms, integration of instructor resources such as digital transparencies and PowerPoint slides, as well as the ability to customize or add your own content. Last but certainly not least, it includes a fully interactive digital version of the textbook that has a real-time voice chat feature, integrated audio and video, and many other resources that make this a truly integrated online system for the teaching and learning of Spanish. Please contact your local McGraw-Hill sales representative for more information.
- The *Manual de actividades*, Volumes 1 and 2, offers additional practice with vocabulary, grammar, and listening comprehension. Two distinguishing features of the *Manual* are the **¡A escuchar!** section at the end of every “A” lesson and the **Para escribir** section at the end of every “B” lesson. **¡A escuchar!** provides in-depth listening comprehension practice, accompanied by listening strategies. **Para escribir** guides students through the process of writing, from jotting down ideas, to creating outlines and rough drafts, and finally to the reviewing and editing of the final written piece. Verb charts and an Answer Key provide excellent reference materials for students.
-  McGraw-Hill is also proud to partner with Quia™ in the development of the *Online Manual de actividades*, Volumes 1 and 2. Carefully integrated with the textbook, this robust digital version of the printed *Manual* is easy for students to use and great for instructors who want to manage students' coursework online. Identical in practice material to the print version, the *Online Manual* contains the complete audio program and provides students with automatic feedback and scoring of their work. The Instructor Workstation contains an easy-to-use gradebook and class roster system that facilitates course management.
- The *Audio Program* to accompany the *Manual* provides additional listening comprehension practice outside of the classroom.

-  The Student Edition of the Online Learning Center Website (www.mhhe.com/solyviento2) provides even more practice with the vocabulary and grammar presented in the textbook. It also contains useful resources such as interactive verb charts, grammar tutorials, and the laboratory audio program.
- The *Student Viewer's Guide* is ideal for those courses in which the *Sol y viento* film is used as a supplement to another core text. The *Student Viewer's Guide* offers a variety of pre- and post-viewing activities for use with the film, as well as cultural information and a process writing activity that accompanies each episode of the film.

For Instructors Only

- The annotated *Instructor's Edition* contains detailed suggestions for carrying out activities in class. It also offers options for expansion and follow-up.
-  The instructor's section of the Online Learning Center Website (www.mhhe.com/solyviento2) contains many digital resources to assist instructors in getting the most out of the *Sol y viento* program. Such resources include:
 - The combined *Instructor's Manual and Testing Program* expands on the methodology of the *Sol y viento* materials. Among other things, it offers suggestions for carrying out the activities in the textbook. It also contains the complete script of the *Sol y viento* film and information on using *Sol y viento* for distance learning courses. The *Testing Program* includes sample quizzes for each lesson and a comprehension quiz for each episode, as well as quarter and semester final exams.
 - The *Audioscript* contains the transcript of the material on the *Audio Program* that accompanies the *Manual*.

- The *Picture File* contains fifty images from the film that may be used as a springboard for student discussion about the film or related topics.
- *Digital Transparencies* include vocabulary presentation art from the textbook as well as many of the art pieces that accompany textbook activities.
- New cultural PowerPoint™ presentations, available on the Online Learning Center, cover all of the Spanish-speaking countries in the world, including Equatorial Guinea. Each individual photo-based slideshow provides a visual introduction to the country and presents cultural information ranging from festivals and holidays to art, dance, and musical traditions. Presentation notes for the instructor are included in each slideshow.
- *EZ Test*, McGraw-Hill's own test generator, provides a wealth of testing questions that instructors can use to create customized and randomly-generated tests to suit their needs.

Because the instructor's side of the Online Learning Center is password-protected, please contact your local McGraw-Hill sales representative to obtain a login name and password.

- Available for instructors only, a brand new music CD titled *Ritmos y sonidos* is a collection of contemporary music from around the Spanish-speaking world. The music showcases a wide variety of styles, from traditional salsa, merengue, and son, to today's Latin-influenced pop. Featuring a variety of well-known and lesser-known artists and groups, *Ritmos y sonidos* is a great resource for instructors who want to bring the musical traditions of the Spanish-speaking world into the language classroom.

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Course Survey Participants

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Symposia Attendees

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