

Seventh Edition



¡ARRIBA!

Comunicación y cultura

Zayas-Bazán | Bacon | Nibert

 Pearson

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¡Arriba! Seventh Edition

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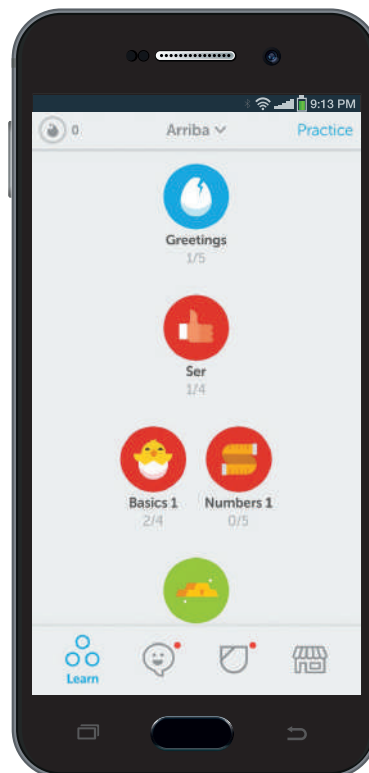
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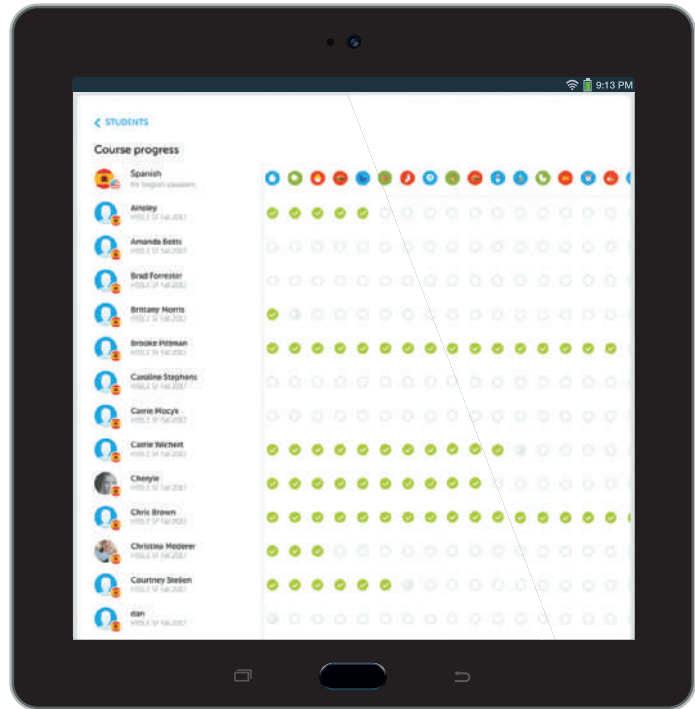
Relevant

Pearson created exclusive content for Duolingo to accompany our textbooks, so the work that students complete in Duolingo aligns with what they're learning and practicing in the classroom. Its variety of activity types provide opportunities for effective contextualized practice.



Simple

Intuitive, bite-sized lessons look and feel like games, to keep students engaged. Finely tuned algorithms evaluate learner responses and tailor the content through spaced repetition. In addition, the app lets instructors track student progress toward specific milestones.



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Duolingo lets students learn and practice on their mobile devices whenever they find the time and wherever inspiration strikes. This mobility, together with push notifications to remind students to practice, encourages consistent daily practice.

Fun

Duolingo uses elements of gamification—point scoring and social competition with others—to keep students engaged and moving forward as they acquire new language skills.



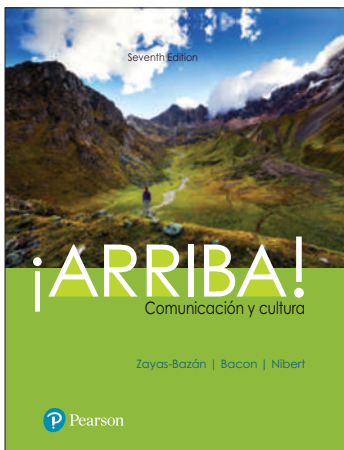
Dedicado a Manuel Eduardo Zayas-Bazán Recio (1912–1991)

Y a Mabel J. Cameron (1914–2004)

Y a Dorothy Marcella Kronk Nibert (1914–1994)

“Y aunque la vida murió, nos dejó harto consuelo su memoria”

—JORGE MANRIQUE



Every year thousands of adventurous travelers walk the Inca Trail to reach Machu Picchu, one of the Seven Wonders of the World. Some stretches of the trip are easier than others. The trail is unpredictable and ever-changing, but there is always something new to discover: a different vista, another stream, a new mountain to cross. Embarking on the discovery of a new language is a similar experience. As you develop your cross-cultural and language competence, you will discover, step after step, new products, practices, and perspectives that define the fascinating cultures of the Spanish-speaking world. We hope that by the end of this program, you will look back and realize how far you have traveled!

¡ARRIBA!

Comunicación y cultura

SEVENTH EDITION

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<p>14</p> <p>¡Seamos cultos! p. 444</p>	<p>14.1 Discuss music and dance</p> <p>14.2 Report how long something has been going on, and convince others to join you to do something</p> <p>14.3 Discuss types of dance, and learn about an eclectic Colombian band</p> <p>14.4 Talk about fashion</p> <p>14.5 Talk about what had happened before another past action or event</p> <p>14.6 Create an idea chart</p> <p>14.7 Identify and research some modern art in the Spanish-speaking world</p> <p>14.8 Draw a mental picture while you read</p> <p>14.9 Use words to paint a picture</p>	<ul style="list-style-type: none"> La música y el baile 14.1 p. 446 La moda 14.4 p. 458 <p>Letras y sonidos: The consonants <i>m, n</i>, and <i>ñ</i> p. 459</p>
<p>15</p> <p>¿Te gusta la política? p. 472</p>	<p>15.1 Discuss world problems and possible solutions</p> <p>15.2 Provide additional information about ideas, events, and situations</p> <p>15.3 Discuss politics, and learn about a popular border band</p> <p>15.4 Express political points of view, and identify types of government</p> <p>15.5 Talk about unexpected events, and make excuses</p> <p>15.6 Monitor your viewing strategies</p> <p>15.7 Identify and research indigenous heritage in Hispano-American culture</p> <p>15.8 Divide the task into chunks</p> <p>15.9 Use dictionaries wisely</p>	<ul style="list-style-type: none"> Las crisis políticas y económicas 15.1 p. 474 Cargos políticos y tipos de gobierno 15.4 p. 482 <p>Letras y sonidos: Linking and rhythm p. 483</p>
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Preface

Let ¡Arriba! guide you on your journey to learning Spanish

Welcome to the adventure of learning Spanish, and to *¡Arriba!, 7th edition*, your introduction to Spanish language and its rich and vibrant cultures. We offer the features that have made *¡Arriba!* a top-selling introductory college program, while remaining faithful to our promise to make it dynamic, flexible, and current.

For *¡Arriba!, 7th edition*, we have reenvisioned our content to perform more effectively in **MyLab Spanish** and we have partnered with **Duolingo**, an exciting language learning tool that makes language practice mobile, simple, and fun. We continue to offer the printed Student Edition, as well as the Annotated Instructor's Edition. Our goal is to deliver a flexible and highly personalized approach that will meet the varied needs of instructors and students, whether instruction is face-to-face, hybrid, or online. Moreover, with help from a core panel of reviewers, we have made many important and exciting changes to the Student program. Finally, you will see that the list of online supplements provides a simple, straightforward teaching and learning experience.

Make language practice fun with Duolingo!

More than 150 million people have used **Duolingo's** simple, game-like interface to help them learn a language.

Now Pearson has partnered with **Duolingo** to bring our market-leading content to their award-winning and fun mobile language learning app.



duolingo

Pair **Duolingo** with *¡Arriba!* and your students will have access to exclusive digital content that is aligned to the program and designed to help higher education language learners succeed in the classroom and beyond.

What's new with MyLab Spanish?

Part of the world's leading collection of online homework, tutorial, and assessment products, Pearson **MyLab Languages** is designed with a single purpose in mind: to improve the results for all higher education students, one student at a time.

Revolutionary and evolutionary. Created by and for language instructors and learners, and based on years of research and data collection from over one million users, **MyLab Spanish** brings together a wide array of language-learning tools and resources in one convenient, easily navigable site. The *¡Arriba! MyLab Spanish* course includes an interactive version of the student text, an online student activities manual, and all audio and video materials. Additional tools, including Vocabulary and Grammar tutorials, English Grammar Readiness checks, and practice tests personalize instruction to meet the unique needs of individual students. Instructors can use the system to create assignments, set grading parameters, review and create student synchronous video and asynchronous audio activities, and provide feedback on student work. For more information, visit us at www.pearson.com/mylab/languages.

NEW! Updated fresh look. The overall look and feel of **MyLab Spanish** was refreshed to give students and instructors a modern, clean, and user-friendly experience. No new course download is needed—simply log in and experience the new look and feel.

NEW! Enhanced course organization and delivery of materials. For *¡Arriba!*, 7th edition, we have thoroughly revised and organized the student component list to offer a more streamlined, straightforward learning experience. The supplement list includes:

- eText activities, including all audio and video content
- Integrated Performance Assessments and Can-Do Surveys. This brand new supplement appears at point of use, every two or three chapters.
- Student Activities with robust functionality to include audio, video, **MediaShare**, **LiveChat**, **WeSpeke**, and a variety of highly interactive activities. Using guided activities available in **MyLab Spanish**, students practice language, share cultures, and explore interests within **WeSpeke**, a social network for online practice and cultural exchange. Afterwards, they summarize their interactions.
- Flashcards and Tutorials
- Practice Tests
- Audio program
- *Club cultura* video program—both the select edited versions featured in the Student edition and the unabridged versions
- *Entrevistas* video program

Featuring Integrated Performance Assessments (IPAs) and Can-Do Statements in MyLab Spanish!

Driven by market research and with the help of experts from the field, we have incorporated **Integrated Performance Assessments (IPAs)** and **NCSSFL-ACTFL Can-Do Statements** into our program to help instructors guide and assess learner progress. As students progress through the course, instructors can assign IPA tasks to complete online every two or three chapters. The IPA tasks use authentic sources and focus on real-life contexts that students will find both engaging and meaningful. The ample activities, variety of comprehension and production strategies, and authentic text formats in the Student Edition direct students toward the communicative goals set out by the IPA tasks. To assist instructors with planning, the AIE indicates the activities in the Student Edition that target each of the three modes of communication: Interpretive, Interpersonal, and Presentational.

After each IPA task, students will complete a self-assessment based on the Can-Do Statements. This self-assessment is designed to help students track their own progress towards specific levels of proficiency. Both features will be available online in **MyLab Spanish** at specific points in the course.



LiveChat is the synchronous audio and video recording tool that provides students with the opportunity to speak with their classmates online in pairs or in groups.



With a fresh journalistic approach, the *Club cultura* video program brings the Spanish-speaking world to life through vibrant video episodes shot on location in 22 Spanish-speaking countries, including the United States.

What's new to the Student Program?

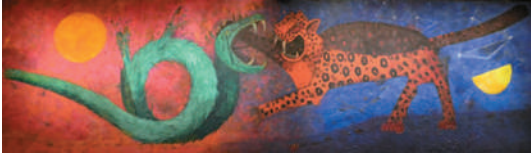
An exciting new design. The newly designed *¡Arriba!, 7th edition*, gives students and instructors a modern, clean, and user-friendly experience.

Vibrant new chapter openers. Each chapter opens up with a fine art image and a *Club cultura* video shot on location in the region of focus. Students can explore online details of the art piece and reflect on how the images relate to cultural products, practices, and perspectives.

Capítulo 3

¿Qué estudias?

«La educación no es para enseñar qué pensar, sino a pensar.»



Dualidad de Rufino Tamayo. The figures in the mural depict an ongoing struggle for the ancient Aztecs. Are they equally matched, or is one stronger than the other? Speculate what they represent.

Fuente: Museo Nacional de Antropología de México

Learning Objectives

- 3.1 Exchange information about classes and schedules
- 3.2 Talk about dates, possessions, obligations, and physical and mental states
- 3.3 Compare and contrast the UNAM with your school, and learn about an alternative rock band from Mexico
- 3.4 Talk about places and give directions on your university campus
- 3.5 Make plans to do something, and describe traits and states of being
- 3.6 Compile information from several sources
- 3.7 Identify and research some important cultural aspects of Mexico
- 3.8 Scan text for information
- 3.9 Outline your thoughts before writing

In this Chapter

3.1 Primera parte
Vocabulario Las materias académicas y la vida estudiantil
Estructuras The numbers 101–3,000,000
 Possessive adjectives
 Other expressions with tener

Perfiles
Mi experiencia Mi universidad: La UNAM
Mi música “Eres” (Café Tacvba, México)

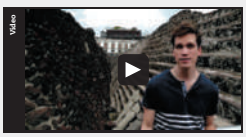
3.2 Segunda parte
Vocabulario Los edificios de la universidad
Estructuras The present tense of ir and hacer
 Summary of uses of ser and estar

Club cultura Vida universitaria

3.3 Nuestro mundo
Panoramas ¡México fascinante!
Páginas El Museo de Antropología de México
Taller Tu universidad

ENFOQUE CULTURAL: MÉXICO

Club cultura: Introducción a México



Indicate with **C (Cierto)** if Gerardo mentions this information in the video, or **F (Falso)** if he does not.

1. ____ el nombre oficial del país y de la capital
2. ____ la población
3. ____ el sitio arqueológico de Tenochtitlán
4. ____ el nombre del presidente
5. ____ dónde (where) está

76 setenta y seis

setenta y siete 77

Logical sequence of activities. Activities in both *Vocabulario* and *Estructuras* move consistently from meaningful, form-focused reception to communicative self-expression.

Simplified, easy to implement info-gap activities. *¡Necesito información!* activities have straightforward directions that quickly get students on task to problem-solve or role-play situations related to the chapter’s cultural and thematic focus.

Improved vocabulary presentations. Based on thoughtful feedback from instructors, the revised *Vocabulario* sections purposefully integrate and highlight key vocabulary into the introductory contextualized dialogues. In addition, the revised *Vocabulario* lists provide a more cohesive presentation of high-frequency expressions.

Revised grammar presentations. While keeping the same thoroughness of the previous edition, the streamlined and visually appealing grammar explanations in *Estructuras* help students grasp concepts more easily as they study on their own.

New self-assessment in presentations. *¿Comprendes?*, a quick self-check activity in each vocabulary and grammar presentation, helps students confirm that they are ready to move forward, or that they should review the presentation again. *¿Recuerdas?* activities, placed before appropriate grammar presentations, help students connect previous knowledge to what they are about to learn.

¿Comprendes? Complete the sentences with **por** or **para**.

Teníamos pasajes (1) ____ Nueva York. (2) ____ eso, caminamos (3) ____ la terminal y buscamos el mostrador de Avianca. Compramos un sándwich (4) ____ comer en el avión.

Respuestas: 1. **por**; 2. **por**; 3. **por**; 4. **para**

Updated cultural topics with a personal and authentic glimpse into the cultures of the Spanish-speaking world. While keeping our approach of weaving culture throughout the chapter, we have updated the following features:

- **Perfiles:** Updated *Mi experiencia* readings reflect current cultural practices in the Spanish-speaking world. *Mi música* artists represent diverse musical genres, and appeal to students' musical interests with award-winning artists, such as Calle 13 (Puerto Rico), Ana Tijoux (Chile), and Bebe (Spain).
- **Cultura en vivo** and **Presencia hispana:** These short cultural notes in English have been updated to present relevant information about related cultural topics, and Hispanics in the United States.
- **Club cultura video integrated into the Student Edition:** Based on your feedback, we now feature select short clips of the engaging, journalistic-style *Club cultura* video series. They appear first in the chapter opener as a cultural advance organizer, and later in the new *Club cultura* video section. The carefully designed activity sequence, including listening/viewing strategies, helps students access key points of the videos. These thematic videos explore contemporary cultural practices and aspects of daily life, such as university life at the UNAM, foods from Chile, and African influence in Cuban music.
- **Panoramas:** The cultural spread features new images, topics, and insights to both engage and inform students.

¡A divertímat! **doscientos cuarenta y uno 241**

Club cultura

7.6 Listen and watch for purpose
Cuba: La influencia africana

Estrategia para ver


Listen and watch for purpose. When you watch a video, one of your first tasks is to discover what its purpose is: To educate about a topic? To sell something? To report a news item? To entertain? To persuade? What is the presenter's tone of voice like: humorous, serious, formal, or informal? Recognizing the purpose of a video and the speaker's tone will help you understand the message.

ANTES DE VER EL VIDEO

7-35 La herencia africana. En este video vas a ver cómo la herencia africana se manifiesta en algunos aspectos de la cultura cubana. Haz una lista de cinco aspectos de la herencia y de la cultura que esperas ver.

MODELO: 1. la comida...

AL VER EL VIDEO



7-36 La cultura africana. Mira el segmento sobre Cuba para ver cuáles de los aspectos culturales que identificaste aparecen en el video.

DESPUÉS DE VER EL VIDEO

7-37 La influencia africana en Cuba. Indica cuáles de estos aspectos se mencionan o se ven en el video. ¿En cuál se ve la mayor influencia, según el video?

1. el arte	Sí	No
2. la música	Sí	No
3. el baile	Sí	No
4. el comunismo	Sí	No
5. la comida	Sí	No
6. los deportes	Sí	No

7-38 El propósito del video. ¿Cuál es el propósito del video: educar, persuadir, vender algo, entretener? ¿Cómo es el tono de voz de la presentadora: alegre, serio, sarcástico, formal, informal? ¿Qué imágenes del video te impresionan más? ¿Por qué?

7-39 Un viaje a Cuba. Imagínate que vas a hacer un viaje cultural a Cuba. ¿Cuáles de los aspectos del video esperas conocer? ¿Hay otros aspectos no mencionados en el video que también te interesan, por ejemplo, la economía, el transporte, la política, los deportes? ¿Por qué?


140 ciento cuarenta Capítulo 4

4.3 Nuestro mundo
Panoramas


4.7 Identify and research some important cultural aspects of Guatemala, El Salvador, and Honduras

En tierras de los mayas: Guatemala, El Salvador, Honduras


La población de Guatemala, El Salvador y Honduras es mayormente mestiza, una mezcla de las razas blanca e indígena, principalmente de origen maya. Estos países se sienten orgullosos (*feel proud*) de sus tradiciones indígenas que incluyen una cocina milenaria y expresiones de arte original.




La arena (*arenal*) blanca, las aguas cristalinas y la abundancia de vida marina atraen a miles de turistas a las islas a lo largo de (*along*) la costa caribeña de Honduras. Aquí en Roatan es popular bucear (*scuba diving*), pescar (*fishing*) y tomar el sol.




La preparación de las comidas diarias reflejan el amor por las antiguas tradiciones. Estas mujeres preparan tortillas de maíz en un comal (*hotplate*) grande.



El arte alegra la vida diaria de estas comunidades. Este mural está en San Juan Laguna (Guatemala), que se considera un auténtico museo al aire libre porque tiene más de 30 murales de artistas locales.



Estos autobuses multicolores, que antes transportaban (*transported*) a niños a las escuelas en Estados Unidos, cobran una nueva vida en las calles y rutas de América Central. Los autobuses, o *chicken buses* (un nombre que les dieron (*gave*) los estadounidenses que primero los importaron), son un medio de transporte esencial para muchas familias y comunidades rurales. Cada autobús es personalizado por el dueño (*owner*), quien también puede ser el chofer. Están decorados de una manera muy original y usualmente llevan el nombre de un santo o de una persona querida por el dueño. Llevan de todo: personas, equipaje (*luggage*), y hasta animales!




Los jóvenes son como en cualquier (*any*) parte del mundo. Tienen sus teléfonos inteligentes y acceso a Internet, y son activos en las redes sociales.

¿Cómo es tu familia? **ciento cuarenta y uno 141**

	Guatemala	Honduras	El Salvador
Adjetivo:	guatemalteco/a	hondureño/a	salvadoreño/a
Población:	14.5 millones	8.5 millones	6.1 millones
Índice de natalidad ¹ :	3.08 (niños/ mujer)	2.94	2
PIB ² per cápita:	\$5,300	\$4,700	\$7,600
Grupos étnicos:	mestizo: 64% indígena: 40%	mestizo: 90% indígena: 7%	mestizo: 86% europeo: 12% indígena: 1%

¹Birth rate. ²PIB: Producto Interno Bruto (GDP: Gross Domestic Product) is the market value of all final goods and services made within the borders of a country in a year. This figure is often positively correlated with standard of living.



4-43 Identifica. Select the correct option based on the information in **Panoramas**.

el autobús El Salvador hondureño Guatemala los murales tortillas

1. una comida típica _____
2. el tipo arte popular _____
3. el adjetivo de Honduras _____
4. un ejemplo del medio de transporte popular _____
5. el país con la menor población indígena _____
6. el país con el índice de natalidad más alto _____


4-44 Desafío. Use the map of Guatemala, El Salvador, and Honduras to identify these characteristics and places.

1. las capitales de estos tres países
2. el país que tiene frontera con México
3. el país más grande de los tres
4. los países con costa en el mar Caribe

4-45 Investigación: La historia maya en su arte. The Mayans chronicled their history and beliefs through painting and sculpture. Look online for photos of their art and write a paragraph describing some of the colors and themes, then present it to the class.

MODELO: Esta escultura maya representa un *muncicéago* (bat), símbolo de la muerte.

Busca: pintura maya; escultura maya



Revised *Páginas* section to develop reading skills. The revised *Páginas* section includes several new readings, and now features a reading strategy and an activity sequence to put it into practice.

Revised *Taller* section to develop writing with confidence. The revised *Taller* section includes several new writing tasks, and now features a writing strategy and an activity sequence designed to put it into practice.

What's new to the Instructor Resources?

Annotated Instructor Edition (AIE). Teacher annotations have been completely updated and continue to offer robust instructional support to instructors in a variety of categories, including the ACTFL standards and IPA preparation, pedagogy, culture, and additional activities.

The **Instructor Resources (IR)** provide additional teaching materials, available for download within **MyLab Spanish** and on our **Instructor Resource Center (IRC)**. The materials have been revised to ensure a straightforward presentation. The site also includes the *¡Arriba!* teaching philosophy, sample syllabi, full lesson plans, audio and video scripts, Testing Program, PowerPoint Presentations, and much more!

Testing Program. The fully online *¡Arriba!* **Testing Program** has been carefully edited to ensure close coordination with the main text and the **Student Activities**. Available within **MyLab Spanish** is a user-friendly test-generating program known as **MyTest** that allows instructors to select, arrange, and customize testing modules to meet the needs of their courses. Once created, tests can be printed on paper or administered online. The recordings in the **Audio Testing Program** that accompany the listening comprehension activities are also available within **MyLab Spanish**.

PowerPoint Presentations. These visual aids have been updated to reflect changes to the scope and sequence. They include visual materials from the textbook, together with dynamic presentations on each grammar point covered in the text.

Acknowledgments

The *¡Arriba!* program is the result of careful planning between ourselves and Pearson, and ongoing collaboration with students and you—our colleagues—who have been using each of our editions. We look forward to continuing this dialogue and sincerely appreciate your input. We owe special thanks to the many members of the Spanish teaching community whose comments and suggestions helped shape the pages of every chapter.

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