

PREFACE

Welcome to *A otro nivel*, a complete program for intermediate Spanish. This program is the product not only of several years of intensive work by the authors and the editorial team at McGraw-Hill, but, most importantly, it is the result of many years of teaching. *A otro nivel* is, by and large, the textbook we always wanted to use in the classroom but could not find, and it includes activities we have created over the years to supplement the texts that we were using. As teachers, we wanted a text in which thoughtful attention is given to the development of all skills—including reading and writing—and most importantly, where the cultural content is present in every section of the chapter and lends itself to a discussion at a level appropriate for college students. What you have in your hands now is a textbook that we, our students, and our fellow instructors have used, tested, and critiqued.

Why *A otro nivel*?

Recognizing that learning a language is much more than memorizing vocabulary and grammatical rules, we have created a communication-oriented program that stresses the importance of culture and open-ended conversation while also offering a review and expansion of language structures appropriate for intermediate-level students of Spanish. We have long known that students learn and enjoy Spanish most when they are fully engaged. For most students, being engaged implies having material and activities that are thought-provoking and that naturally elicit spontaneous and meaningful responses. We had been increasingly dissatisfied with the topics and activities that appear in many intermediate textbooks, because they often do not seem to take into account the maturity level of a typical college student, whatever the age. Moreover, we wanted to present culture in a way that would provide information about the Spanish-speaking world while prompting students to reflect on their own culture, mores, and values. In other words, we believe a Spanish course should match the whole of students' college experience, providing them with new information as well as new perspectives on old contexts and helping them to be critical thinkers.

We believe that an intermediate language program should have the following attributes, all of which you will find in *A otro nivel*.

- **Age- and education-appropriate themes.** Topics should represent the reality of traditional college-age students as well as that of the increasing population of nontraditional students found in our classrooms.

- **A solid grammar component.** Students often have the impression that there is nothing new in the second year of Spanish instruction, that they have “done it all” in the first year. While we must stress the cyclical nature of learning a language, we believe second-year students are ready to see linguistic patterns that are not so obvious during the first year. For this reason, the grammar presentations in *A otro nivel* tend to outline major points together instead of in small chunks. One example is that in *A otro nivel* all object pronouns are presented in one grammatical point. Another is that we devote an entire chapter to the review and expansion of the preterite and imperfect tenses. We also wanted *A otro nivel* to be useful as a grammar reference for students, should they go on to more advanced content courses.
- **In-depth cultural content.** In accordance with the National Standards, with their explicit emphasis on the integration of connections and comparisons with culture and communication, we believe that it is essential to present students with information that exposes them to a diversified view of the cultures of the Spanish-speaking countries, including the United States. Cultural information should also aim to establish comparisons with students’ own culture, to allow them to become aware of their particular biases. Using cultural content that goes beyond traditional unrelated tidbits also allows for these important themes to be better integrated into activities and discussions, which is another one of our goals.
- **Abundance of authentic readings.** It is important that second-year students be exposed to an abundance of authentic readings, provided that they are sufficiently guided. Most readings in *A otro nivel* are authentic and include newspaper and magazine selections, essays by important writers or political figures, and literary short stories and poetry. (Note also that twelve additional literary readings are found on the optional interactive CD-ROM.)
- **Activities that lead to in-depth conversations.** We know how hard and yet essential it is to develop communicative activities and conversation topics that coordinate well with the chapter’s theme and that are truly thought-provoking and engaging for the students. *A otro nivel* contains a wealth of activities that promote open-ended conversation, several with authentic visual components. Discussion activities designated as **tertulias** recur throughout each chapter and provide a topic to link the theme with the cultural content. The title **tertulia** reflects the importance of free-form conversation, which is a common component in many intermediate Spanish programs. We understand how beneficial it is to guide students into a serious discussion of ideas—not just chit-chat—and how difficult it is to come up with the topics! *A otro nivel* includes traditional pair and group activities, such as polls, interviews, guided conversations, situations, and so forth.
- **Chapters that progress and evolve around a topic.** Considerable attention has been devoted to the themes in *A otro nivel* and to their treatment within each chapter. Chapters cover various aspects of a given topic, creating a variety of interconnected subtopics to explore and resulting in content- and theme-based language learning.
- **Presentation of historical information.** The theme of Unit 4 (**Historia de un imperio**) in *A otro nivel* focuses explicitly on the history

of Latin America and Spain, including the pre-Columbian period. We hope to provide students with some basic exposure to why twenty-one countries, which are so far apart and so richly different, have so much in common.

- **Abundant information on Hispanics in the United States.** Throughout the book we stress how Hispanics in this country belong to a larger community of Spanish-speaking people, prompting students to reflect on the unique circumstances that this community encounters in an English-dominant country.
- **Writing assignments that are meaningful and sufficiently guided.** We consider writing to be a process, and therefore reinforce in each chapter the need for students to think about their intended readership, the various styles of writing they may bring to the process, the elaboration of provisional and final drafts, the importance of the order in which ideas are expressed, and other writing techniques. The *Cuaderno de práctica* offers additional advice to help the students prepare their writing assignments.

A otro nivel: In Step with the National Standards

A otro nivel completely subscribes to the vision of language learning outlined in the *National Standards for Foreign Language Learning in the 21st Century* (1999), which resulted from a collaborative project funded by the U.S. Department of Education and the National Endowment for the Humanities, and was led by all major associations in the language-teaching profession, such as ACTFL and AATSP. The National Standards establish what language learning should aim for, presented in five interconnected areas—often referred to as the “5 C’s”: Communication, Cultures, Communities, Comparisons, and Connections.

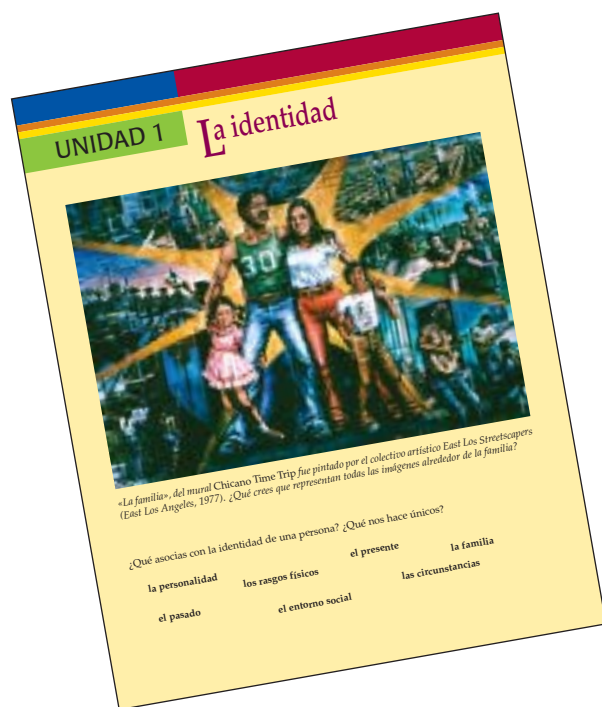
In *A otro nivel*, the treatment of culture is consistently linked to communication, and comparisons, since many activities, the readings, and especially the **tertulias** require the students to compare their own language structures and cultural practices or situations to those that they study. *A otro nivel* attempts to assist students in connecting the book’s themes to other areas of study, such as art, history, economics, and government. Finally, while many of the activities and **tertulias** already encourage students to step out of their own community and gain information about the world, in each chapter the **Proyectos en la comunidad** activity is designed to ensure that students establish a clear connection, either personal or via the Internet, with the Spanish-speaking world. This connection may be within the student’s own local community or with another country or region of the world.

Language Study and Content-Based Learning

While information in language textbooks may include content that is not linguistic per se, we believe that such content (i.e., cultural content) is often treated as an addendum to a chapter, and hardly ever actively integrated in what happens in the classroom. In *A otro nivel*, we use culture sections not only to present information to the students, but for students to use that

information as the basis for discussion and even guided practice. To that end, the approach in *A otro nivel* is informed by content-based language learning, influenced, among others, by Stephen Krashen, who, more than twenty years ago, proposed that learning a language is more productive when the focus is also on meaning and not just on form. We believe that culture sections in an intermediate Spanish course, together with authentic readings and videos, should be used as content for the vocabulary and grammar practice, and more importantly, for the open-ended discussions that are essential at this level. We trust that college students can handle college-level topics if sufficiently guided, and, therefore, cultural sections should be designed to open connections between the study of Spanish and other disciplines. This is, after all, one sure way to acknowledge the overwhelming reason why students learn Spanish: because it is so useful in every area of life!

THE ORGANIZATION OF THE *A OTRO NIVEL* PROGRAM: A GUIDED TOUR



A otro nivel is designed for a two-semester or three-quarter intermediate (second-year) Spanish language program, or an equivalent one-semester intensive course that concentrates on the four language skills—reading, writing, listening, and speaking. The main textbook offers an integrated-skills approach to language learning. It is divided into four units of three chapters each for a total of twelve chapters. This structure provides opportunities for revisiting topics and, subsequently, creating natural contexts for recycling vocabulary and other content. However, chapters are fully independent, so as to allow flexibility in coverage.

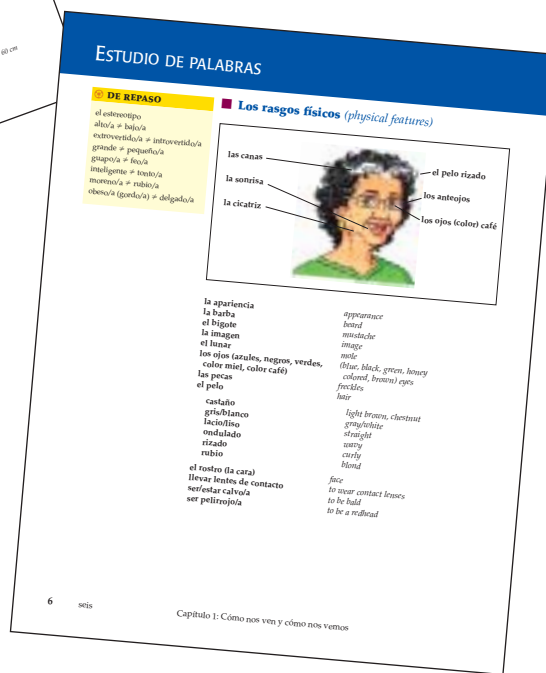
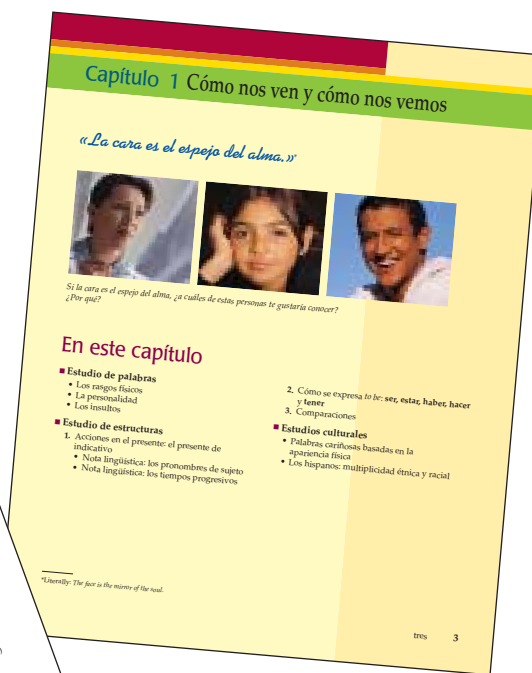
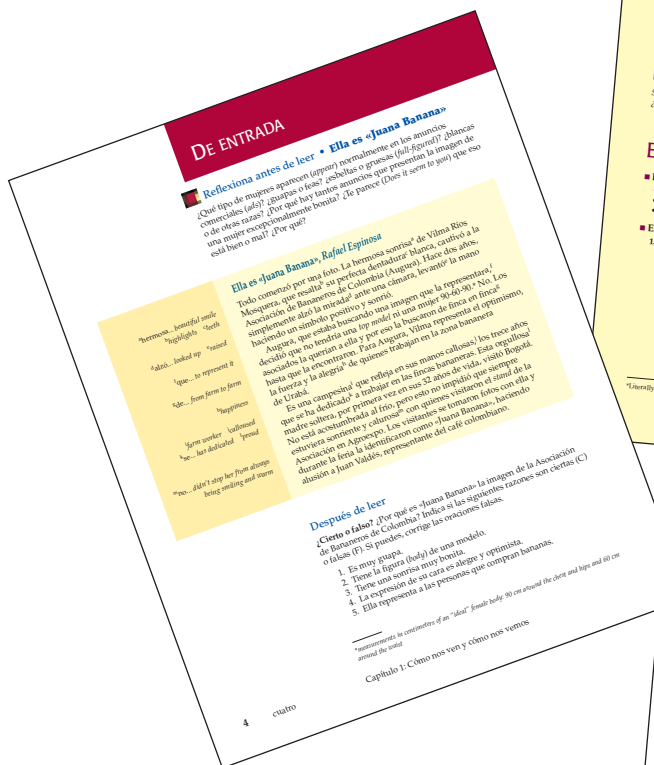
Each chapter includes the following main parts.

Unit opener

Every three-chapter unit begins with a unit opener page that includes a visual and a brainstorming activity and links the three chapters and their topics.

Chapter opener

The first page of each chapter introduces the theme using visually based materials (realia and photographs) and a **refrán** (a common saying or expression in Spanish) or a quote in the last unit. It also includes a list of the vocabulary, culture, and grammar topics that appear in the chapter.



De entrada

Divided into a reading section and a video section, **De entrada** sets the chapter theme and provides additional vocabulary for recognition. The readings in this section are deliberately brief and include pre- and post-reading questions. The **Discovery en español™** video section also offers pre-viewing questions (**Reflexiona antes de mirar**) and a quick post-viewing control activity. More extensive activities for each video segment appear on the optional CD-ROM, which also includes the complete video program.

Estudio de palabras

This vocabulary section is always introduced by **De repaso**, a brief list of words that students have learned at the elementary level or in previous chapters. The core thematic vocabulary is generally

introduced via bilingual lists, often with visuals. The activities that follow progress from simply activating the core vocabulary list to having students expand the list by making connections with familiar words, and finally to using words in conversation.

Redacción

This section offers writing strategies and topics to assist students in a variety of writing tasks that students can use in their daily life, such as a personal note, curriculum vitae, an essay, and a research paper. (The chapters of Unit 4 help students develop the process of writing a research paper, with each chapter's writing activity focusing on one of the major steps of the process.) This section is linked to a section with the same title in the *Cuaderno de práctica*, where students receive extra guidance in developing the writing assignment.

REFLEXIONES

Gramática en contexto: el Censo de los Estados Unidos del año 2000

Los siguientes datos están basados en la información del Censo 2000 de los Estados Unidos. Completalos con las palabras correctas. Copia los verbos en el presente de indicativo. Cuando haya dos opciones, escoge la opción correcta. Si son verbos, escoge el verbo correcto. Cuando no haya opciones, escribe la palabra comparativa para completar la idea.

En este capítulo _____ (estar / ser) nosotros estudiando la población hispana en los Estados Unidos. _____ (de / que) 25 millones de este país _____ (vivir) más _____ (de / que) no _____ (podrá) hispanos, según el censo del año 2000. Esa _____ (estar / ser) un Estado libre la población de Puerto Rico, que _____ (haber / ser) de casi 4 millones de personas. Asociado y que _____ (haber / ser) grande en los Estados Unidos. El grupo de hispanos _____ (haber / ser) por ciento. Es _____ (haber / ser) los puertorriqueños (9.6 por ciento). _____ (de / que) hispanoamericanos. La población hispana en general _____ (haber / ser) _____ (haber / ser) joven que la población no hispana. La edad media* de los hispanos es 25,9 años, y 25,3 la de los no hispanos.

*number *average

Porcentaje de distribución de la población hispana por origen, 2000

OTRO HISPANO	28,4
Castellano otro hispano	17,3
Hispano	6,3
Salvadorense	3,8
Centroamericano	4,8
Dominicano	2,2
CUBANO	1,1
PUERTORRIQUEÑO	9,6
MERICANO	58,5

*En español, los decimales aparecen después de una coma y los millares (thousand) van separados por un punto, pero al compararlo que en inglés.

Reflexiones treinta y cinco 35

REDACCIÓN Descripción personal

Tema
Una carta de presentación para una familia latinoamericana con quien vas a pasar el verano

Antes de escribir

- Piensa en lo que tu lector(a) puede desear saber y haz una lista de estas cosas. También considera cómo quieres tu mostrarlo. Describe tanto lo físico como lo referente a tu personalidad.
- Haz un borrador (*draft*) en español con todas las ideas que tengas. No te preocupes ahora por la gramática, el vocabulario o el orden. Si no sabes algunos palabras, deja un espacio en blanco o haz un símbolo.

Mientras escribes

- Ordena las ideas de tu borrador usando un párrafo diferente para cada idea importante. Por ejemplo, para esta composición puedes describirte físicamente en un párrafo y en el siguiente describir tu personalidad.
- Asegúrate de que tu composición tenga los elementos importantes de la estructura de una carta: saludo, motivo por el que escribes, cuerpo, despedida. Cada opción requiere convenciones diferentes.
- Busca en el diccionario y/o en tu libro de texto las palabras y expresiones que tengas duda.

Después de escribir

- Repasa los siguientes puntos:
 - el uso de los verbos que expresan *te le*
 - la concordancia entre sujeto y verbo
 - la concordancia de género y número entre sustantivos, adjetivos y pronombres
 - la ortografía (*spelling*) y los acentos
 - el vocabulario: asegúrate de que no repites ideas o palabras; busca sinónimos cuando sea necesario.
 - el orden y contenido: asegúrate de que tu composición está estructurada en párrafos con ideas diferentes que apoyan el tema que has elegido.
- Finalmente, prepara tu versión para entregar.

No olvides mirar el Apéndice L. No te equivoques, para evitar los errores típicos de los estudiantes de español. Para esta actividad de escritura, se recomienda que prestes atención a cómo se expresan *to know* (página 33).

Consulta tu Cuaderno de práctica para encontrar más ideas y sugerencias que te ayuden a redactar tu composición.

Capítulo 1: Cómo nos ven y cómo nos vemos

34 treinta y cuatro

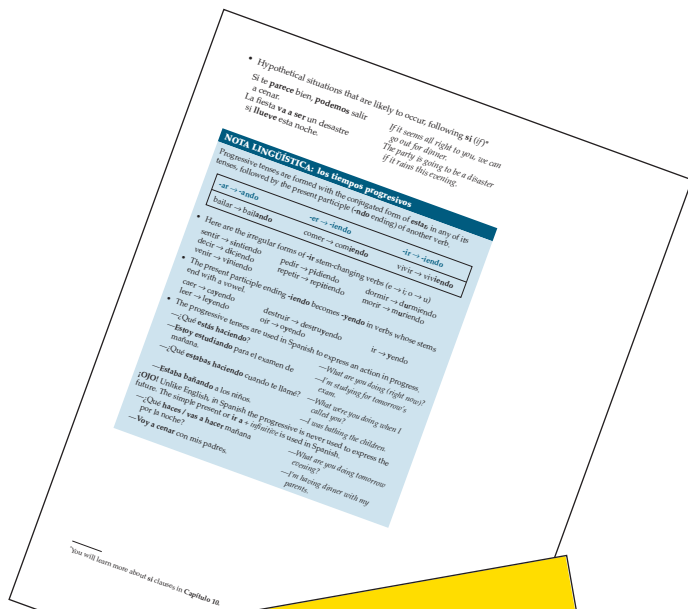
Reflexiones

This end-of-chapter section opens with **Gramática en acción**, a cloze activity that combines practice for all of the grammar points treated in the chapter and often introduces another cultural topic. **Proyecto en la comunidad** offers ideas for an out-of-class research or interview-based project. The last activity, **Tertulia**, presents a series of talking points that promote a more sophisticated dialogue among students.

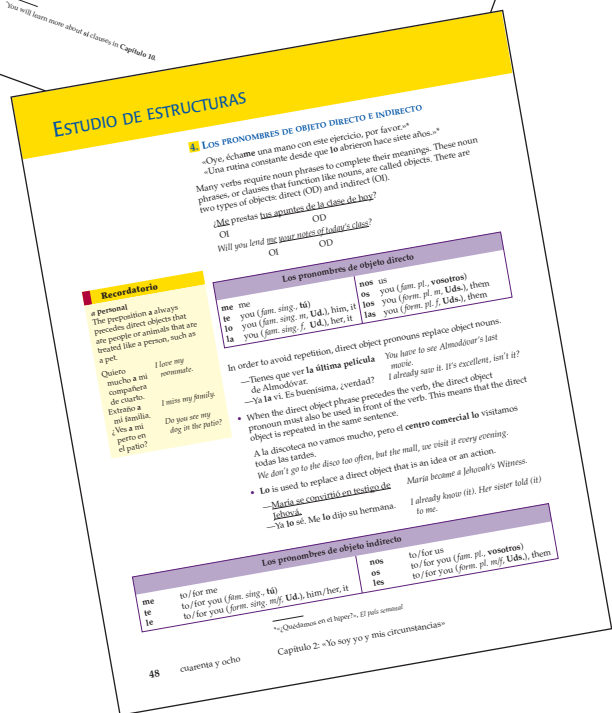
The following are recurrent features throughout the book.

Notas lingüísticas

These grammatical notes present information already familiar to students and/or offer an advanced linguistic commentary for recognition only.



You will learn more about all elements in Capítulo 10



Recordatorios

These notes remind students of grammar information that is familiar but still may present challenges at the intermediate level.

Supplements

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks. 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 McGraw-Hill representative to learn about the availability of the supplements that accompany *A otro nivel: Intermediate Spanish*.

For Instructors and Students:

- The *Cuaderno de práctica* offers additional practice with vocabulary, grammar, listening comprehension, and writing.
- The *Online Cuaderno de práctica*, developed in collaboration with Quia™, offers the same outstanding practice as the printed *Cuaderno de práctica* with many additional advantages such as a fully integrated audio program, immediate feedback and scoring for students, and an easy-to-use gradebook and class roster system for instructors. To gain access, students purchase a unique *Student Book Key* (passcode). Instructors should contact their local McGraw-Hill sales representative for an *Instructor Book Key*.
- The Audio Program on CD to accompany the *Cuaderno de práctica* provides additional listening comprehension practice outside of the classroom. The Audio Program is available for student purchase and is provided free of charge to adopting institutions for use in the laboratory.
- The *Interactive CD-ROM and Video on CD*, produced in collaboration with the **Discovery Channel™**, includes twelve Spanish language video segments called from **Discovery en español™** programming. These rich documentary segments, supported by pre- and post-viewing activities, are thematically tied to the chapters of the textbook. The CD-ROM also includes twelve literary selections that introduce students to the literary heritage of the Spanish-speaking world. These selections are:
 1. *Epitafio*, Nicanor Parra (Chile)
 2. *Cabra sola*, Gloria Fuertes (Spain)
 3. *Los dos reyes y los dos laberintos*, Jorge Luis Borges (Argentina)
 4. *El desafío*, Josefina Aldecoa (Spain)

5. *Aquí nace la inocencia*, Luisa Valenzuela (Argentina)
 6. *Son número 6*, Nicolas Guillén (Cuba)
 7. *Convocación de palabras*, Tino Villanueva (United States)
 8. *Hombre planetario*, Jorge Carrera Andrade (Ecuador)
 9. *El recado*, Elena Poniatowska (Mexico)
 10. *Mi tierra*, Rigoberta Menchu (Guatemala)
 11. *La Razón y la Fuerza*, Adela Zamudio (Bolivia)
 12. *Los astros y vos*, Mario Benedetti (Uruguay)
- The Student Edition of the *A otro nivel Online Learning Center* provides additional vocabulary and grammar practice for students. (Please see the note about Premium Content on the Online Learning Center later in this Preface.) *The Instructor's Edition* contains resources to assist instructors in getting the most out of the *A otro nivel* program.
 - *Sin falta*, developed in partnership with Ultra Lingua, Inc., is a Spanish writing software program on CD-ROM that includes the following features: a word processor, a bilingual Spanish-English dictionary with more than 250,000 entries, an online Spanish grammar reference, and basic grammar and spell-checking functions.

For Instructors Only:

- The *Annotated Instructor's Edition* contains detailed suggestions for executing activities in class. It also offers options for expansion and follow-up.
- The *Instructor's Resource CD-ROM* contains the *Instructor's Manual and Testing Program*, including sample syllabi and lesson plans as well as sample chapter exams, which instructors can edit and customize to meet the testing needs of their particular program. The *Audioscript* for the Audio Program is also included on the IRCD.
- The Video on VHS includes the twelve video segments from the **Discovery en español**TM programming. (These same segments are also on the *Interactive CD-ROM and Video on CD*, as noted earlier.) The segments are approximately three to five

minutes in length, and are related to the topics in the corresponding chapter in the book. The segments include:

1. La población cubana de Miami
2. Fútbol: deporte y pasión
3. El misterio de los Reyes Magos
4. Perú: un país de contrastes
5. Agricultura de precisión en la Argentina
6. La música caribeña
7. La emigración japonesa a Latinoamérica
8. Radiación ultravioleta en Bolivia
9. Tecnología para la prevención de violencia contra mujeres
10. Las momias chiribayas del Desierto de Atacama
11. La Guerra Hispano-Americana
12. Gabriel García Márquez

Premium Content on the Online Learning Center

If you have purchased a *new* copy of *A otro nivel: Intermediate Spanish*, you have access free of charge to Premium Content on the Online Learning Center at www.mhhe.com/aotronivel. This includes the complete audio program that supports the *Cuaderno de práctica*. The card bound inside the front cover of this book provides a registration code to access the Premium Content. *Note: This code is unique to each individual user.* Other study resources may be added to the Premium Content during the life of the edition of this book.

If you have purchased a *used* copy of *A otro nivel: Intermediate Spanish* but would like to have access to the Premium Content, you may purchase a registration code for a nominal fee. Please visit the Online Learning Center for more information.

If you are an instructor, you do not need a special registration code for Premium Content. Instructors have full access to all levels of content via the *Instructor's Edition* link on the homepage of the Online Learning Center. Please contact your local McGraw-Hill Sales representative for your password to the *Instructor's Edition*.