

PREFACE

Welcome to the Second Edition of *¡Avance! Intermediate Spanish*, an exciting program for second-year students of Spanish. McGraw-Hill is pleased to publish the Second Edition of this single volume version of the highly acclaimed *Pasajes* series, which distills the very best of *Pasajes: Lengua, Cultura, and Literatura*. The result is a comprehensive yet manageable program that enriches students' language foundation in thematic vocabulary and grammatical structures with a broad selection of literary and cultural readings. To those of you who have used *¡Avance!* in the past, we hope that you'll find this new edition even more exciting and interesting than the First Edition. To those of you using *¡Avance!* for the first time, we hope that you and your students will find teaching and learning Spanish with *¡Avance!* to be a rewarding experience. We've been especially heartened by the enthusiasm of instructors who have told us that *¡Avance!* has increased not only their satisfaction in teaching Spanish but also their students' enjoyment in learning Spanish.

The overall goal of *¡Avance!* is the development of functional, communicative language ability, accomplished through reinforcement, expansion, and synthesis. Contextualized activities that review language and foster skill development provide the core of *¡Avance!* At the same time, the growing interest in cultural competence coupled with the desire to introduce students to literature at the intermediate level motivate the inclusion of cultural and literary texts in alternate chapters. As a result, *¡Avance!* meets the professional demand that instructional materials be not merely contextualized but also content-rich and interesting to today's students.

CHANGES IN THE SECOND EDITION

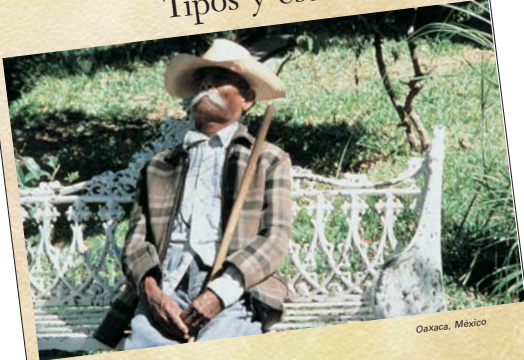
In response to extensive feedback from instructors, a number of changes to the Second Edition has been implemented without altering the essence of *¡Avance!*

- Colorful new drawings in the **Describir y comentar** vocabulary sections serve to keep the materials contemporary and culturally accurate for today's learners.
- **Imágenes**, a new, short reading with accompanying photo, has been added to each chapter to highlight a cultural point related to the chapter themes.
- **Autopruebas**, new, short self-quizzes, allow students to check their understanding of grammatical structures before proceeding to the communicative activities in **Intercambios**.
- Activities and photos have been updated and revised.
- The redesigned *Video to accompany Pasajes* also serves as a supplement to *¡Avance!* and is now available on CD as well as in VHS format.
- The new ActivityPak, available on the *Online Learning Center*, replaces the First Edition's *Interactive CD-ROM* and offers students a variety of interactive activities and games to practice the grammar and vocabulary presented in each chapter.
- Finally, a brand new interior design improves the pedagogy of the materials through features such as special color coding in the grammar sections and within certain activity types.



CAPÍTULO 1

Tipos y estereotipos



Oaxaca, México

En este capítulo:

IMÁGENES
■ No somos los únicos que estereotipamos

LENGUA I
1. Gender and number of nouns
2. Basic patterns of adjective agreement
3. Equivalents of to be: *ser, estar*

CULTURA
■ Contrastes entre culturas

LENGUA II
4. Subject pronouns and the present indicative
5. Direct objects

Review CD
Video: Medellín, capital industrial de Colombia

Describir y comentar*



En el dibujo A, ¿cómo es la apariencia física de la estudiante de la izquierda? En su opinión, ¿dónde va ella en su tiempo libre?

En el dibujo A, ¿qué rasgos de personalidad asocia Ud. con la estudiante de la derecha? ¿Qué hace ella en su tiempo libre? ¿Cree que estas estudiantes van a tener problemas como compañeras de cuarto? Explique.

En el dibujo B, ¿hay varios grupos de estudiantes. ¿Dónde están? ¿Qué hacen? En su opinión, ¿cómo es la apariencia física de estudiantes los muchachos de la izquierda? ¿Cómo son?

En el dibujo B, describa al estudiante que está a la derecha. ¿Qué hace? ¿Con quién está? ¿Qué tipo de persona parece ser? ¿Hay estudiantes coquetos o coquetones en este dibujo? ¿Dónde? Imagínese qué dicen.

*Use the Vocabulario para conversar on the next page to discuss the drawings.

<p>asocia</p> <p>pertenece</p> <p>la apariencia appearance</p> <p>el/la atleta athlete</p> <p>un tipo muy atlético a very athletic person</p> <p>el/la bromista joker</p> <p>de la clase class clown</p> <p>la característica characteristic</p> <p>la costumbre custom, habit</p> <p>el/la deportista sportsman/sportswoman</p> <p>el estereotipo stereotype</p> <p>el/la estudiosa bookworm</p> <p>la imagen image, picture</p> <p>el rasgo trait, feature</p>	<p>coquetón, coqueta flirtatious</p> <p>estudioso/a studious</p> <p>extrovertido/a extroverted, outgoing</p> <p>introverso/a introverted, shy</p> <p>listo/a bright, smart</p> <p>perezoso/a lazy</p> <p>pesado/a dull, uninteresting</p> <p>preconcebido/a preconceived</p> <p>sensible sensitive</p> <p>serio/a serious</p> <p>típico/a typical</p> <p>tonto/a silly, dumb</p> <p>torpe clumsy, awkward</p> <p>trabajador(a) hard-working</p>
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GUIDED TOUR

Although the look of *¡Avance!* has been updated, the chapter organization of the Second Edition remains fundamentally the same as that of the First Edition. To enhance the utility of *¡Avance!*, we have made changes in some sections and features and have renamed them to reflect the new look and fresh content. Please browse through the fully illustrated Guided Tour of the Second Edition of *¡Avance!* on the following pages.

Chapter Opener

Each of the twelve chapters opens with a beautiful, evocative photograph that illustrates the larger chapter theme. A list of objectives previews the grammatical structures to be covered, as well as the literary and cultural readings to be presented. In addition, the thematic video segment is also highlighted.

Describir y comentar

Describir y comentar opens with a new, large full-color drawing and concludes with a series of activities to help students practice the vocabulary in a more personalized manner. The vocabulary in **Vocabulario para conversar** is organized according to part of speech (verbs, nouns, adjectives, adverbs/expressions) for easier identification and reference.

Lengua I and II

The core of each chapter, **Lengua** (split into two sections separated by a cultural or literary reading) contains communicative activities developed around three to five grammar points. Each main grammar explanation is followed by **Práctica**, one or two form-focused activities that check students' comprehension of the grammar point, and by **Intercambios**, a set of communicative activities that provides meaningful contexts in which students use the grammatical structures and vocabulary they have just learned.

Each **Intercambios** section begins with **Auto-prueba**. This discreet-point quiz, new to the Second Edition, allows students to check their understanding of the grammar point one last time before proceeding to the communicative activities.

Cultura and Literatura

In odd-numbered chapters, a cultural reading separates the two **Lengua** sections, thus allowing a brief pause in the grammatical coverage and providing engaging content related to the chapter theme. In even-numbered chapters, a literary text serves this same function. Useful guidance and strategies for how to approach literary and cultural texts precede the readings, and a variety of post-reading activities assess comprehension and encourage student interpretation and application of content. Answers to the **Comprensión** activities are found in Appendix 9 at the back of the book.

Enlace

Each chapter culminates with **Enlace**, a section designed to review the chapter structures and vocabulary as well as to advance and develop critical thinking and linguistic skills.

The **¡Ojo!** section practices word discrimination and teaches common and useful idiomatic expressions. Each **¡Ojo!** section also contains a **Volviendo al dibujo** activity in which students review chapter vocabulary and structures as they revisit part of the large color drawing first encountered in **Describir y comentar**.

The **Repaso** section consists of one activity that reviews material from previous lessons and another that focuses on the grammatical points presented in the current chapter. Answers to the first activity of each **Repaso** section are in Appendix 8 at the back of the book.

Several recurring features and special activities appear in each chapter of *¡Avance!*

Lengua I

LENQUAJE Y CULTURA

Las siguientes expresiones se utilizan con bastante frecuencia cuando se trata de la experiencia familiar norteamericana. ¿Puede Ud. explicar cada una en español?

- to be grounded
- allowance
- crybaby
- tattletale
- teenager

¿Qué otras expresiones usaría Ud. (would you add) a la lista?

16 Imperatives: Formal Direct Commands

The imperative (**el imperativo**) is used to express direct commands (**los mandatos directos**). It has four basic forms in Spanish: singular/plural formal Ud./Uds. commands and singular/plural informal tú/vosotros commands.*

A. Forms of formal commands

To form singular formal (**Ud.**) commands, start with the **yo** form of the present indicative. Change the **-o** ending to **-e** for **-ar** verbs and to **-a** for **-er** and **-ir** verbs. To form plural formal (**Uds.**) commands, add the **-n** ending to the singular command.

	Present Indicative		Commands	
	Yo	Ud.	Uds.	Uds.
-ar verbs	hablo →	hable	hablen	
	pienso →	piense	piensen	

16 INTERCAMBIOS

AUTOPRUEBA Los médicos les dan consejos a sus pacientes todos los días. Cambie los siguientes consejos del médico por mandatos formales directos.

- Señor, debe dejar de fumar.
- Señora, debe dormir siete u ocho horas por noche.
- Señor, no debe comer menos dulces.
- Señor, no debe tomar tanto.
- Señora, debe evitar el estrés.
- Señor, debe consultar conmigo más frecuentemente.

Enlace

¡OJO!

	Examples	Notes
soportar mantener apoyar sostener	No puedo soportar su actitud. <i>I can't stand her attitude.</i> Mi tío rico mantiene a toda la familia. <i>My rich uncle supports the whole family.</i> La apoyo en la campaña política actual. <i>I'm supporting her in the current political campaign.</i> Él sostiene al niño en sus brazos. <i>He holds the child in his arms.</i>	Soportar means to tolerate or to put up with. Mantener means to support financially. Apoyar means to support in the sense of to back or to favor.
cercano/a cerca/a intimo/a unido/a	Nuestra casa está muy cerca de la playa. <i>Our house is very close to the beach.</i> La ciudad más cercana es Albuquerque. <i>The closest city is Albuquerque.</i> Mi pariente más cercano es mi padre. <i>My closest relative is my father.</i>	To support in the physical sense of hold or hold up is expressed by sostener . When close refers to the physical proximity of people or objects, Spanish uses cerca (adverb), cercas de (preposition), or cercanía (adjective). Cercanía can also describe the degree of blood relationship between relatives.

REPASO

A Complete la siguiente historia, dando la forma apropiada del verbo. Cuando se dan varias palabras entre paréntesis, escoja la palabra apropiada.

Los paseos con mi abuelo

Durante los últimos años de su vida, mi abuelo vivió con mi tía Georgina, su única hija soltera. Cuidar a mi abuelo (**ser**) una labor difícil y mi tía siempre (**mirar/parecer**)¹ cansada. Un día, los dos (**llegar**)² a mi casa con una maleta, tome unas vacaciones. Por favor, cuida a papá durante esta semana. No olvides darle su medicina. También es importante que salga a caminar todos los días —(**decirle**)³ mi tía a mi madre.

Sin mucho entusiasmo, mi madre (**recibir**)⁴ a mi abuelo, con yo (**tener**)⁵ no se llevaba muy bien. Mi madre (**decidir**)⁶ darle mi cuarto y (**guistarme**)⁷ la idea.

A la mañana siguiente, después del desayuno, mi madre (**decirme**)⁸, ser un paseo (**hacer/corto**)⁹.

Yo no (**querer**)¹⁰ salir con un anciano (**que/quien**)¹¹ me era prácticamente desconocido, pero (**ponerme**)¹² la chaqueta y (**salir**)¹³ con él.

Esa mañana, (**hacer**)¹⁴ sol y el parque (**ser/estar**)¹⁵ lleno de vida. Al principio, (**combinar** nosotros)¹⁶ en silencio, pero después, mi abuelo (**comenzar**)¹⁷ a hablarme de sus viajes y experiencias y (**preguntarme** él)¹⁸ sobre mis amores. Descubrí con sorpresa que él (**ser/estar**)¹⁹ más comprensivo¹⁸ que (**escucharme**)²⁰ con interés. Además, siempre (**tener** él)²¹ una historia interesante que se relacionaba con mis propias experiencias.

Durante esa semana, salí de paseo todas las mañanas con mi abuelo, mi nuevo amigo. Después, cuando (**volver** él)²² a casa de mi tía, yo (**visitarlo**)²³ con frecuencia.

—Abuelo, ¡enénteme una historia! —yo (**pedirle**)²⁴ cada (**tiempo/vez**)²⁵ que salíamos a caminar.

^awalks ^bunderstanding

B **¡NECESITO COMPAÑERO!** Trabajando en parejas, háganse preguntas con el subjuntivo para averiguar qué tipo de padres/madres Uds. serán (*may be*) en

COMPONENTS

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 *¡Avance!*, Second Edition.

For Instructors and Students:

Cuaderno de práctica

This combined workbook and laboratory manual is coordinated thematically with *¡Avance!* and provides students with various controlled and open-ended opportunities to practice the vocabulary and grammatical structures. The laboratory section promotes listening comprehension through many short narrative passages and speaking skills through a variety of activities, including pronunciation practice. The **Voces** section includes authentic interviews with men and women from different areas of the Hispanic world. The chapter organization of the *Cuaderno* follows that of *¡Avance!* The workbook section provides guided writing practice to help students develop expository writing skills. The **Pasaje cultural** section contains video-based activities for individual viewing of the Video Program.

Online Cuaderno de práctica

The updated *Online Cuaderno de práctica*, produced in collaboration with **Quia™**, offers the same outstanding practice as the printed *Cuaderno* with many additional advantages such as on-screen links to corresponding audio files, 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.

Audio Program

Corresponding to the laboratory portion of the *Cuaderno*, the *Audio Program* contains activities for review of vocabulary and grammatical structures, passages for extensive and intensive listening practice, guided pronunciation practice, and interviews with men and women from different areas of the Hispanic world.

Online Learning Center



The *Online Learning Center* brings the Spanish-speaking world directly into students' lives and into their language-learning experience by means of vocabulary and grammar practice quizzes and cultural resources and activities. Many resources are also available for instructors. The *Online Learning Center* can be accessed at www.mhhe.com/avance2.

ActivityPak



New to the Second Edition, the *ActivityPak* includes Flash™-based activities that provide interactive review and practice for *¡Avance!* in an online format. These fun yet practical activities take the place of the First Edition's *Interactive CD-ROM* and provide a unified language experience for students online, thus eliminating the need for multiple components. Diverse activity types (many that are art-based) and interactive games engage students as they review vocabulary and grammar. Students who would like to have access to the *ActivityPak* may purchase a registration code for a nominal fee. *This code is unique to each individual user.*

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

For Instructors Only:

Instructor's Edition

This special edition of *¡Avance!*, specifically designed for instructors, contains a twenty-five page insert with helpful hints and suggestions for working with the many features and activities in *¡Avance!*

Instructor Resources on the Online Learning Center

New for the Second Edition, the MS Word files of the *Instructor's Manual* (with sample tests), Videoscript, and Adobe PDF files of the *Audioscript* are available on the Instructor's Edition of the *Online Learning Center*. As with the *ActivityPak*, instructors have full access to this content. Please contact your local McGraw-Hill sales representative for your password to the Instructor's Edition.

Instructor's Manual

This useful manual, now available electronically in the Instructor's Edition of the *Online Learning Center*, includes suggestions for using all components of the *¡Avance!* program, sample lesson plans and syllabi, and sample chapter tests.

Audioscript

This complete transcript of the material recorded in the *Audio Program* is now available electronically in the Instructor's Edition of the *Online Learning Center*.

Video and Video on CD



The Video Program to accompany *Pasajes*, Sixth Edition, now available in VHS and on CD also serves as a supplement to *¡Avance!* It consists of authentic footage from various Spanish-speaking countries.

Topics are coordinated with the chapter themes, and accompanying activities can be found in the **Pasaje cultural** section of each chapter of *¡Avance!* and the *Cuaderno*.

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We are extremely grateful to be publishing the Second Edition of *¡Avance!*, something we could not have predicted when we first began working on these materials many years ago. Various people have helped shape the *¡Avance!* program, keeping it contemporary and of interest to students and instructors. Michael Morris (Northern Illinois University), informed by his expertise in the field of second language acquisition and his classroom teaching experience, was instrumental in the revision of the Second Edition. His expertise and creativity can be found in the new **Imágenes** cultural readings throughout the book as well as in the new **autopruebas**. In addition, Dr. Morris brought a fresh perspective to the revision of many activities throughout, and we are grateful for his contributions.

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