

Preface to Instructors

Welcome to the Third Edition of *¿Qué te parece? Intermediate Spanish!*

We have reshaped our previous editions with an eye to a changing demographic reality: More and more freshmen are placing into second-year programs, and thus we cannot rely on our second-year students to be products of our first-year programs. Our new edition contains the textbook, *¿Qué te parece? Intermediate Spanish*, and two workbooks, *Manual que acompaña ¿Qué te parece?: Primera parte* and *Manual que acompaña ¿Qué te parece?: Segunda parte*. Online versions of the workbooks are also available. The new edition also includes an optional literary reader, *¿Qué te parece esta lectura?*, and we have a CD-ROM that serves double duty: It complements the **Galería de arte** feature of the textbook and offers additional practice for the *¿Qué te parece esta lectura?* reader.

¿Qué te parece? is a unique intermediate program in that inherent in the pedagogical framework of the text are the five Cs of the National Standards for Foreign Language Learning: Communication, Cultures, Comparisons, Connections, and Communities. Each of these is easily found in *¿Qué te parece?*. Communication in this program is purposeful and goes beyond “practicing” the foreign language (FL) as an end itself. It moves into the realm of communicating in the FL to convey and exchange information. The information conveyed and exchanged is often for the purpose of comparing sociological, political, historical, educational, and psychological phenomenon (Connections) within the native language (NL) culture and then between the NL culture and the FL cultures (Cultures and Communities).

What’s New in the Third Edition

We are very thankful to the users of *¿Qué te parece?* for their comments and feedback on the previous edition(s) and the time they took to critique them. We also wish to acknowledge the feedback we have received from students. Putting all that together with our own experiences, we feel we are offering a “new” and “improved” *¿Qué te parece?*, while at the same time respecting the heart of what this program has always offered: content- and task-based communicative interaction.

If you have used a previous edition of *¿Qué te parece?* you will find the following features new to the Third Edition.

- ❖ Each **Ideas para explorar** string contains a set of thematically unified vocabulary activities followed by a grammar explanation and thematically unified grammar activities.
- ❖ A new and simplified structure for in-class activities identifies the students' **Tarea** and suggests a **Procedimiento** to the instructor.
- ❖ Grammar explanation and practice in the textbook is followed by grammar practice in the *Manual*.
- ❖ Vocabulary presentation and practice in the textbook is followed by vocabulary practice in the *Manual*.
- ❖ An expanded vocabulary presentation in the textbook offers students the vocabulary word, its definition in Spanish, a context in which to use the vocabulary word, and other forms of the word that may be useful in conversation.
- ❖ New unit-ending **¿Qué te parece?** activities require students to blend classroom interaction with outside investigation.
- ❖ The new **Composición** section offers a simplified framework for writing compositions.
- ❖ A new unit-ending **Proyecto cultural** can optionally be followed up by in-class presentations.
- ❖ A perfect correspondence between in-class material and follow-up material in the *Manual* facilitates students' out-of-class practice.
- ❖ An optional separate book that contains literary readings activities, *¿Qué te parece esta lectura?*, broadens students' language and cultural knowledge.
- ❖ A new online version of the *Manual* enhances the flexibility of the program's multimedia components.

Unit Organization of *¿Qué te parece?*

Each unit of *¿Qué te parece?* opens with a **Galería de arte**, has two parallel lessons, and ends with a **¿Qué te parece?**, a **Composición**, and a **Proyecto cultural** section.

Each lesson contains two **Ideas para explorar** strings. Each string of **Ideas para explorar** contains the following features:

- ❖ **Vocabulario:** Thematic vocabulary presented with its definition in Spanish, a context in which the word is used, and other forms of the word.

Lección 1 El español y tú

Ideas para explorar ¡Vamos a conocernos!

Vocabulario

Descripción del uso	Definición	Contexto	Otras formas de la palabra
aberrada	que no se detiene o que le falta freno en algo o alguien	La fiesta no se interrumpe. Sigue con el alcohol.	aberrante(s) aberradamente
aterrada	alguna, aterradora, con miedo	Las ideas espantosas me hacen aterrado.	aterrador aterrado
aplicados	atención, trabajador(a)	Los profesores están muy dedicados, serios, pacientes y hábiles. Entre otros muchos, para alcanzar estas calificaciones.	aplicar aplicación (f)
aterrada	que no tiene miedo de hacer o decir algo	Se dice que las personas atrevidas suelen aprender las lenguas extranjeras más rápidamente.	atrevida(s) atrevidamente
hermosa	que hace ver a la gente con chispa o gracia	Las fiestas más interesantes brindan momentos maravillosos.	hermosar hermosa
confundida	que no tiene claridad de mente o que parece no tenerla	La persona que está confundida debe tomar decisiones antes de salir a ciegas.	confundido confundida (f)
confuso	que tiene mucho miedo en algo o alguien	A veces, las personas confusas se atoran de cosas antes que lo demás.	confusamente confusidad (f)
dedicada	que presta mucho tiempo en algo	El estudiante dedicado suele recibir buenas notas.	dedicar dedicación (f)

- ❖ **Gramática:** A grammar explanation of the forms and functions of the grammar topic, presented concisely and with grammar tables.

Following the two lessons that comprise a unit are the following sections:

- ❖ **¿Qué te parece?:** A set of communicative activities that relates class content to investigation, as well as makes use of the fine art pieces displayed in the **Galería de arte**.

40 Unidad 1 El lenguaje y la comunicación

Future Tense

A. Form

To form the future tense, add the following endings to the infinitive of the verb. These endings are the same for *ser*, *ir*, and *ir* verbs.


INFINITIVE	ENDING	FUTURE TENSE FORM
-ar	-eré	comunicaré
-er	-eré	comunicaré
-ir	-eré	comunicaré
-er	-eré	comunicaré
-ir	-eré	comunicaré

A few common verbs have irregularities in the future tense. The stems of these verbs change but the endings are the same as those for regular future tense verbs. The verbs *haber* and *haber* have alternative changes in the stem.

41 Unidad 1 ¿Qué te parece?

Actividad A ❖ **Comunicación sin palabras**

Tarea Escribe un ensayo sobre lo que ves en las caras pero sin decir nada. Usa palabras y la frase representada en el dibujo de la página 37. Sugiere: Antes de comenzar repasa el vocabulario de las páginas 3-7.



Actividad D ❖ **¿Be qué aprendes español?**

Tarea Escribe un ensayo autobiográfico en el que le cuentas al profesor tu la primera vez que aprendiste español. Debes incluir suficiente información sobre tu mismo para que el profesor te entienda mejor.

Actividad C ❖ **El español y los Estados Unidos**

Tarea Busca los significados de los diversos estados y ciudades de los Estados Unidos como muestran una de estas tarjetas.

- **arizona:** Arizona, California, Colorado, Nevada, La Florida.
- **arizona:** El Paso, Texas, Las Vegas, Nevada, Paha Alto, California, Pueblo, Colorado, Sacramento, California, Santa Fe, Nuevo México.

42 Unidad 1 Composición


Tarea Escribe una composición de 100 palabras sobre el siguiente tema: ¿Es los Estados Unidos un país de habla española?

ideas para comenzar

1. ¿Qué puede considerar la inmigración de hispanos a los Estados Unidos una desventaja?
2. ¿La inmigración de hispanos a otros idiomas como el idioma oficial de los Estados Unidos en la Constitución?
3. ¿Cuáles son las razones de los Estados Unidos hablan español?
4. ¿Cuáles son las razones de los Estados Unidos era parte de México antes de la Guerra de 1848?

Predefinición

1. Responde el contenido de las actividades de la Unidad 1.
2. Haz una lista de ideas preliminares para tu composición.
3. Organiza las ideas utilizando un borrador.
4. Escribe un borrador. Escribe una segunda versión.
5. Verifica en tu borrador que el uso de la gramática presentada en la Unidad 1 sea el correcto.
6. el presentador de indicaciones
7. el futuro modificado con de, a, a, infinitivo
8. ser + estar
9. el futuro modificado



43 Unidad 1 Proyecto cultural

Tarea Prepara una presentación fotográfica del uso del español en la comunidad donde vives. Incluye diez fotografías.

Predefinición Con una abstracción se puede encontrar el español en muchos lugares. Busca fotografías e indica el lugar representado.



En la calle en la ciudad de Nueva York



Placa de señales en Mission Street, San Francisco

In the composition book, *¿Qué te parece* contains several sets of *¿Qué te parece?* and will lead a thematically-related reading.

- ❖ **Composición:** A thematically related composition section that includes suggestions for organizing and drafting a composition, as well as for using unit grammar and editing the draft.

- ❖ **Proyecto cultural:** An optional project that allows students to investigate and report on a cultural theme related to the unit content.

Additional Features

- ❖ **Así se dice:** Additional information on the Spanish language.

Así se dice

The following are some of the functions of the definite articles in Spanish.

- ❖ To indicate a specific person, place, or thing
Los estudiantes de esta clase trabajan mucho.
The students in this class work a lot.
- ❖ To refer to people, places, or things as a general group or in the abstract
Los ciudadanos de los Estados Unidos tienen muchos derechos.
U.S. citizens have many rights.
La libertad es algo muy apreciada en este país.
Liberty is highly valued in this country.
- ❖ To express seasons of the year, dates, time of day, and on with days of the week
Prefiero la primavera. *I prefer Spring.*
Hoy es el veintidós de marzo. *Today is March twenty-second.*
Son las cuatro y media. *It's four-thirty.*
El examen es el miércoles. *The exam is on Wednesday.*

❖ **Estrategias para la comunicación:** Communication strategies and tips.

Estrategía para la comunicación

We often listen to what other people have to say, then indicate whether we agree with them or not. Use the following expressions to indicate agreement and disagreement. After making a statement with one of these expressions, you will probably want to indicate what aspects of the other person's opinion you are (dis)agreeing with.

<p>AGREEMENT</p> <p>¡Claro que sí! ¡Definitivamente! Es cierto. Estoy de acuerdo. ¡Por supuesto! ¡Tiene(s) toda la razón! Ya lo creo.</p>	<p>DISAGREEMENT</p> <p>A cada cual lo suyo. ¡De ninguna manera! ¡Imposible! ¡No es cierto! No estoy de acuerdo. ¡Qué tontería! Te equivocas. Todo lo contrario.</p>
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❖ **¡Ojo!:** Additional explanations on the subtleties of the Spanish language.

¡Ojo!

It as a subject in English does not have a Spanish equivalent. **Lo** is the equivalent of *it* only as a direct object.

<p><i>It's raining.</i> <i>It's an excellent movie.</i></p>	<p>Llueve. Es una película excelente.</p>
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❖ **Consejo práctico:** Notes on various cultural aspects of the Spanish-speaking world.

Consejo práctico

You should soon get to know your classmates' names. An easy way to accomplish this is to introduce yourself to the people you work with. Since this is a Spanish class, try doing it in Spanish.

—¿Cómo te llamas?
—Me llamo Casey.
—Encantada. Soy Isabel.

Do this each time you work with people whose names you don't know.

Second-Year Spanish Courses: What Are They? What Can They Be?

If you have taught second-year courses before, or if you have tried to articulate the second-year curriculum with the rest of your instructional program, you know that the answers to these questions are complex. Second-year courses need to accomplish all the following goals—and perhaps more—at the same time:

- ❖ provide a continuation and expansion of first-year Spanish
- ❖ accommodate a variety of students placed into second year from different high school programs (some of these students may not have taken Spanish for two or three years)
- ❖ represent the “end of the line” for students fulfilling a language requirement
- ❖ act as a springboard to advanced Spanish courses and, as such, function as a critical course for students who will eventually become Spanish majors or minors

These issues force us to ask many questions when planning a second-year program. Can the transition from first year be a smooth one? Do students with high school preparation have the same skills as students coming from our own first-year courses? How many students will continue

on to third year and beyond? Can we help them make a smooth transition into those courses? What can we do to motivate students whose last Spanish course will be this one? What skills should we try to develop in this diverse student population? How much time do we have to get through the materials we choose? Should we juggle a set of books or use a single text?

How Does *¿Qué te parece?* Address These Issues?

The solutions to these problems will vary from institution to institution. The co-authors of *¿Qué te parece?* have faced them all, since we are all currently or have been language program directors in diverse settings. We asked ourselves the same questions as we were planning and writing the *¿Qué te parece?* materials.

Only you can decide if these materials are right for your program, but we believe that you will find the following features to be useful:

- ❖ manageable amount of material, organized according to class meetings of 50 minutes
- ❖ grammar and vocabulary practice leading to communicative activities
- ❖ strategies for communication and listening as well as strategies that will help students learn from and manage interactions with other students
- ❖ fine art from around the Spanish-speaking world, accompanied by art appreciation activities
- ❖ windows into contemporary Hispanic culture via photographs and realia

In addition, you will find that these linguistic and cultural features are presented in the context of traditional and contemporary topics and issues that have proven to be of high interest to students.

Here are some of the general and specific questions that students will explore in the six units of *¿Qué te parece?*

GENERAL

What are language and communication?

How universal are superstitions and popular beliefs?

Why isn't the issue of environmental protection as simple as it seems?

SPECIFIC

Why do you take Spanish? How prevalent is Spanish in this country?

How are Hispanic belief systems similar to others? How are they different?

Does the future of our environment depend on what happens to Latin American rain forests?

(continúa)

How have mass communications influenced modern society?	Is the Internet as important in the Spanish-speaking world as it is in this country? How prevalent is cell phone use?
What are basic human rights?	How prevalent are racism and sexism?
Must different cultures enter into conflict or can they coexist?	Did Columbus discover a new world or merely find one that already existed?

Some of these topics are fun and immediately engaging; others are more serious and challenging. What is important to note about *¿Qué te parece?* is that *it gives students the tools they need to talk about what they think*, not about what someone thinks they should believe.

What Is the Place of Spanish in a Humanities Curriculum?

Unfortunately, in today’s world all educated people do not have to speak more than one language. Many Spanish departments try to justify the study of Spanish on practical grounds, knowing that Spanish can be useful to students in their chosen profession. But how can we say that this is the case when most of our students will change jobs many times in their working lifetimes? Science or history departments don’t need to justify themselves on practical grounds.

The co-authors of *¿Qué te parece?* feel that the study of Spanish is more appropriately discussed in the context of an individual’s general education, or **formación**, to use the Spanish term. Studying Spanish can lead our students to explore different world views. Consider how many cultures and peoples speak, read, and write Spanish! Consider the many national and regional literatures, arts, artists, oral and folk traditions, and peoples, in contact and in conflict, that make up the Spanish-speaking world. In addition, language study can be linked with the development of students’ critical-thinking skills. Studying Spanish not only contributes to students’ **formación** as people but also as intellectuals.

We believe that *¿Qué te parece?* contributes to students’ **formación** as people and as intellectuals in many ways. Seen as a whole, the program offers integrated materials in the areas of basic language, cultural content, and critical-thinking skills.

BASIC LANGUAGE	CULTURE	CRITICAL THINKING
grammar	literature	rating and evaluating
vocabulary	popular figures	drawing conclusions
speaking	historical facts	note-taking
writing	art and artists	debating
reading	political figures	supporting opinions
listening	popular culture	drawing inferences

Organization of the Student Text and the *Manual*

The student textbook consists of six units. Each unit opens with a **Galería de arte**, followed by two **lecciones** of varying length. The units of the *Manual que acompaña ¿Qué te parece?* (workbook/laboratory manual) follow the organization of the student text section by section.

The chart on the following page summarizes the organization and content of the six units and indicates the amount of time (50-minute classes) suggested for each **lección**. Note that the main “organizer” of the student text is the section called **Ideas para explorar**, designed to be covered in two fifty-minute classes each. In addition to the content in the student text, the chart includes a schematic organization of the optional CD-ROM as it relates to each of the units of organization of the student text. The material in the CD-ROM could function as an introduction to each set of **lecciones**, as indicated in this chart.

Additional Features of the Student Text

The following features of the student text will also help you and your students have a rewarding experience in second-year Spanish. A more detailed discussion of them can be found in the bound-in section of the Instructor’s Edition.

- ❖ **Así se dice** boxes provide additional information about the Spanish language.
- ❖ **Estrategia para la comunicación** boxes help students be successful language learners.

A Few Words About Art in *¿Qué te parece?*

Although many textbooks feature fine art from different parts of the Spanish-speaking world, not all make use of the art to stimulate communication and interaction among students. Just as the co-authors of *¿Qué te parece?* want students to relate personally to the literature they are reading, we also want them to react to Hispanic art in a personal way. Thus, the **Galería de arte** sections feature artists from a wide range of countries, working in a wide range of styles.

Integrating the Proyecto Cultural into the Curriculum

The **Proyecto cultural** found at the end of each unit in the text contains a wealth of information that relates thematically to the content of each unit. The **Proyecto cultural** can be integrated into the second-year curriculum

<i>¿QUÉ TE PARECE?</i> HEADING	WHAT IS IN THE STUDENT TEXT?	WHAT IS IN THE CD-ROM?	DAYS ALLOTTED	WHAT IS IN THE <i>MANUAL</i> ?
unit table of contents Galería de arte	overview of unit content fine art from the Hispanic world	preview Galería de arte: art appreciation activities based on the Galería de arte section that opens the textbook unit		
LECCIÓN A Ideas para explorar Vocabulario del tema Gramática Actividades	basic unit of organization within the lesson; there are two per lesson presentation of vocabulary with definitions in Spanish; vocabulary practice activities complete grammar explanations with exercises in-class activities, organized into a Tarea and Procedimiento	geografía or literatura: biografía and vocabulario útil	4 days	vocabulary exercises grammar exercises
LECCIÓN B same as Lección A		historia or literatura: actividades de comprensión, lectura (leer y escuchar), prueba	4 days	
<i>¿Qué te parece?</i> Composición Proyecto cultural	in-class activities that may require out-of-class preparation process composition writing out-of-class activity that explores a cultural theme	literatura: preguntas	1 day 1 day or optionally assigned to be done out-of-class optionally students may present the results of their Proyecto cultural	

in several ways. Students can hand in their **Proyecto** twice, in the middle of the semester and toward the end of the semester, counting as a certain percentage of their grade. Alternately, the **Proyecto** might weave the content of a suggested video segment, film, television program, movie, song, or literary piece into an in-class, thematically related activity in the text. In the bound-in Instructor's Edition, you will find a correlation chart that indicates which activities within each unit relate culturally or thematically to suggested activities in the **Proyecto cultural**.

Additional Parts of the *¿Qué te parece?* Package

The supplements listed here may accompany *¿Qué te parece?* Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

- ❖ *¿Qué te parece esta lectura?* Since most major and minor programs in Spanish are primarily based on the study of literature, second-year courses must help students learn to read literature. Literary readings in *¿Qué te parece esta lectura?* are accompanied by pre- and postreading activities that help students become successful readers and explore their reactions to the selections. Selections were chosen with the unit theme in mind, as well as to represent a variety of authorial voices and countries.

UNIT	READING	AUTHOR
1 El lenguaje y la comunicación	“La novia ausente” (short story)	Marco Denevi (Argentina)
2 Las creencias populares	“Cirios” (narrative)	Marjorie Agosín (Chile)
3 El medio ambiente	“Kentucky” (poem)	Ernesto Cardenal (Nicaragua)
4 Los medios de comunicación y la globalización	“Telenovela” (poem)	Rosario Castellanos (México)
5 La libertad y la falta de libertad	“Una carta de familia” (short story)	Álvaro Menéndez Leal (El Salvador)
6 Perspectivas e imágenes culturales	“Balada de los dos abuelos” (poem)	Nicolás Guillén (Cuba)

- ❖ Complete **Audio CD Program** (free to adopting institutions or for purchase by students), coordinated with the *Manual*, that provides listening comprehension practice and structured activities that use the vocabulary and grammar of each unit.
- ❖ A **CD-ROM** coordinates with the literary selections in the *¿Qué te parece esta lectura?* reader and **Galería de arte** sections found in each unit. The interactive format of the CD-ROM includes audio and colorful visuals to engage students further in the world of Hispanic arts and letters.
- ❖ A text-specific **video on CD** contains authentic footage coordinated with the six unit themes in *¿Qué te parece?* **Proyecto cultural**

sections at the end of each unit in the text. These sections contain, among other things, ideas for brief writing assignments or projects related to the video episode(s) for each unit.

- ❖ The new *¿Qué te parece?* Online Learning Center offers abundant material and information for students and instructors alike to get the most out of their intermediate Spanish instruction. Visit the site at www.mhhe.com/queteparece3.
- ❖ A bound-in **Instructor's Edition** with the following features:
 - expanded discussion of the program's features, with suggestions for implementation
 - biographical information on the artists featured in the **Galería de arte** sections
 - suggestions for organizing a syllabus for three- and four-day-a-week programs
 - suggestions and guidelines for testing
 - suggested criteria for grading compositions
 - an overview of the CD-ROM to identify its sections and features
 - a correlation chart to help instructors link **Proyecto cultural** activities with other activities in the text
- ❖ **Audioscript** of the materials on the audio program

Premium Content on the *¿Qué te parece?* Website

Students who purchased a *new copy* of *¿Qué te parece?* have access free of charge to premium content on the Online Learning Center website at www.mhhe.com/queteparece3. This includes, among other items, the complete audio program that supports the accompanying Workbook/Laboratory Manual. The card bound inside the front cover of this book provides a registration code to access the premium content. *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 the book.

Students who purchased a *used copy* of *¿Qué te parece?* but would also like to have access to the premium content, may purchase a registration code for a nominal fee. Please visit the Online Learning Center website 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 website. Please contact your local McGraw-Hill sales representative for your password to the Instructor's Edition.

Holding Students Accountable for Content on the CD-ROM

Students can be held accountable for the content of the optional CD-ROM in several ways. You might assign activities from the CD-ROM on the course

syllabus, using the CD-ROM activities as homework. The content of the CD can be used in short, in-class quizzes or integrated into the major exams during the semester. Specific exercises on the CD, such as the essay tasks, could be used as extra credit or as replacement grades for homework. The content of the CD-ROM can also be integrated into the compositions. You might award additional points to compositions that include references to information from the CD. Finally, you might integrate exercises and information from the CD into class activities on days that you cover the specific lesson.

Making the Transition from First- to Second-Year Spanish Courses

¿Qué te parece? can be used in any second-year course that is communication or proficiency oriented; it serves as a follow-up to any first-year text.

If your first-year program has the following emphasis . . .	<i>¿Qué te parece?</i> offers the following strengths:
❖ grammar foundation	❖ balance of skill development
	❖ cultural panorama
	❖ systematic review and recycling of grammar
❖ comprehension approach	❖ comprehension-based materials
	❖ student production and interaction
	❖ grammar presented as needed for communication
❖ controlled, contextualized exercises and activities	❖ task-based, open-ended production activities
	❖ engaging themes
	❖ useful grammar highlighted
❖ four-skills approach	❖ four-skills approach
❖ task-based approach	❖ task-based approach

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From Jim to Max Ehlsam, our development editor: I truly appreciate the care you took with the manuscript to be sure that our vision made it into print.

Preface to Students

What's in a Name?

We named this book *¿Qué te parece?* (*What Do You Think?*) because it invites you to say what you think. This book does not intend to impose any beliefs on you. Rather, the activities are structured so that many points of view can and will emerge, and the final decision about what to think, feel, or believe with regard to the topics and questions you will explore in this course is yours.

¿Qué te parece? was written with students in mind. It will help you be successful in second-year Spanish courses and make you want to use Spanish to explore a variety of topics that we hope are of interest to you.

Topics of Interest

As you work through the exercises and activities in the textbook (the book you are reading right now) and the companion workbook/laboratory manual (*Manual*) that accompanies the textbook, you will learn about and express yourself on topics such as the following:

- ❖ Who are César Chávez and Rigoberta Menchú, and what has been their impact on this country's culture?
- ❖ What belief systems organize your world? And how similar are your belief systems to those of Hispanics, regardless of where they live?
- ❖ Why isn't protecting the environment as simple an issue as it seems to be on the surface? And why is everybody talking about the Latin American rain forests?
- ❖ Is Columbus a hero? How do people in Latin America view him?

Some of these topics will be fun to discuss, and others will be more challenging. In either case, *¿Qué te parece?* will give you the tools you need to express yourself.

Organization of This Text and the Manual

This text contains six units organized in the following way:

- ❖ **Galería de arte:** fine art from the Hispanic world
- ❖ first **Lección:** grammar, vocabulary, and communicative activities

- ❖ second **Lección**: more grammar, vocabulary, and communicative activities
- ❖ **¿Qué te parece?**: activities that explore cultural themes
- ❖ **Composición**: for writing practice
- ❖ **Proyecto cultural**: for investigating a topic in the Hispanic world

If you want to learn more about the text's organization and about its many features, you may wish to read pages xxiv–xxv of the Preface to Instructors. The *Manual* is coordinated with the text, section by section, so it will be easy to understand.

Special Features Designed to Help You Be Successful

The basic unit of organization of *¿Qué te parece?* is called **Ideas para explorar**. Each of these sections contains the following features:

- ❖ **Vocabulario**: words and expressions you will want to use to talk about the lesson's theme
- ❖ **Gramática**: a brief grammar chart and explanation that will give you what you need to complete the activities on each topic.
- ❖ **Actividades**: organized by a **Tarea** and a **Procedimiento**

In addition, the following features will help you learn better, speak more easily, understand more, and appreciate Spanish more in general.

- ❖ **Estrategia para la comunicación** offers suggestions to help you express yourself better.
- ❖ **Así se dice** boxes offer additional information about the Spanish language.

Premium Content on the *¿Qué te parece?* Website

If you have purchased a *new copy* of *¿Qué te parece?* you have access free of charge to premium content on the Online Learning Center website at www.mhhe.com/queteparece3. This includes, among other items, the complete audio program that supports the accompanying Workbook/Laboratory Manual. The card bound inside the front cover of this book provides a registration code to access the premium content. *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 the book.

If you have purchased a *used copy* of *¿Qué te parece?* but would also like to have access to the premium content, you may purchase a registration code for a nominal fee. Please visit the Online Learning Center website 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 website. Please contact your local McGraw-Hill sales representative for your password to the Instructor's Edition.

One Last Point

It is likely that your Spanish class will include a wide variety of people: students who took Spanish in high school, students who started Spanish at this university, people who are finishing up their language requirement, and individuals who want to major or minor in Spanish. Whether or not you plan to continue with Spanish after this course, we hope that you will enjoy using the *¿Qué te parece?* program and that you will say what you think about a variety of topics as well as listen to what others have to say about them. With this program, you will see a wonderful panorama—via art, literature, cartoons, newspaper and magazine articles—of the many cultures and people that make up the Spanish-speaking world here in this country and abroad.