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iAvance!

INTERMEDIATE SPANISH

TERCERA EDICIÓN





¡AVANCE! INTERMEDIATE SPANISH, THIRD EDITION

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trabajar / funcionar

bajo / corto / breve

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pensar / pensar en / pensar de / pensar que

consistir en / depender de

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pagar / prestar atención /
hacer caso (de) / hacer (una)
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soportar / mantener / apoyar /
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cerca / cercano/a / íntimo/a /
unido/a

importar / cuidar (se)



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ya que / como / puesto que /
porque / por

cuestión / pregunta

fecha / cita

los/las dos / ambos/as /
tanto... como...



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dato / hecho

realizar / darse cuenta (de)

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perder / faltar a / echar de menos / extrañar

ahorrar / salvar / guardar

llevar / tomar / hacer un viaje / tardar en

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pero / sino / sino que / no solo

intentar / tratar de / tratar /
probar(se)

preguntar (hacer una
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PREFACE

As one of the best-selling intermediate Spanish titles, the Third Edition of *¡Avance! Intermediate Spanish* continues to develop students' communicative language skills through reinforcement, expansion, and synthesis of the concepts learned in the introductory course sequence. A natural pairing to *Puntos de partida*, 9th edition, and other similar introductory Spanish titles, *¡Avance!* Third Edition offers contextualized activities that foster continuous skill development, while at the same time, prepares students for Spanish major or minor coursework and for real-life communicative tasks required of them as they move through the ACTFL intermediate proficiency levels, laying a strong foundation for advanced-level proficiency. Additionally, this new edition offers McGraw-Hill's Connect™ and LearnSmart™ with their continuously adaptive learning tools and numerous digital learning resources specifically designed for intermediate Spanish.

What does this mean? Your intermediate Spanish course can now effectively address the challenges of reaching and teaching all your intermediate students and no longer will you need to choose which audience to focus on: the strongest or weakest students in your mixed-ability classroom. As you're likely experiencing, intermediate Spanish classrooms typically contain a mix of continuing students from the introductory Spanish sequence, several students who test in from their high school experiences, and even heritage speakers all in the same classroom. Based on our extensive research, we know that the varying levels of language proficiency among students represent the single greatest course challenge for the majority of intermediate-level Spanish instructors. To address this, the Third Edition of *¡Avance!* offers a powerful, super-adaptive learning system called LearnSmart, which allows students to identify grammatical structures and vocabulary words they haven't yet mastered and to receive an individualized study program for mastering them. No matter what level of understanding they have when they enter the course, they can all benefit from using LearnSmart, which includes built-in reporting and a competitive scoreboard that keeps learning fun for students.

The modern Spanish classroom is changing, as are the teaching and learning experiences we all want to provide our students. Our extensive research shows that Spanish professors seek technological tools to extend learning outside of the classroom in truly effective ways. As such, they seek more types of homework tools, better reporting features, and cutting-edge technology to meet the demands of their courses and the needs of their students. Connect Spanish, McGraw-Hill's digital platform, which accompanies this edition of *¡Avance!*, offers interactive Workbook/Lab Manual content, eBook with integrated tutorials and **Práctica** activities, LearnSmart, as well as oral skills practice, all available from outside of the classroom.

Recognizing other course goals and challenges such as the need for cultural competence development and an introduction to literature at the intermediate level, *¡Avance!* now includes cultural and literary texts in every chapter. The end result is a program that meets instructors' demands for intermediate-level instructional materials that are contextualized as well as content-rich and motivating to today's students, creating a program that better prepares your students for success and retention in the intermediate level and beyond.

What's New for the Third Edition?

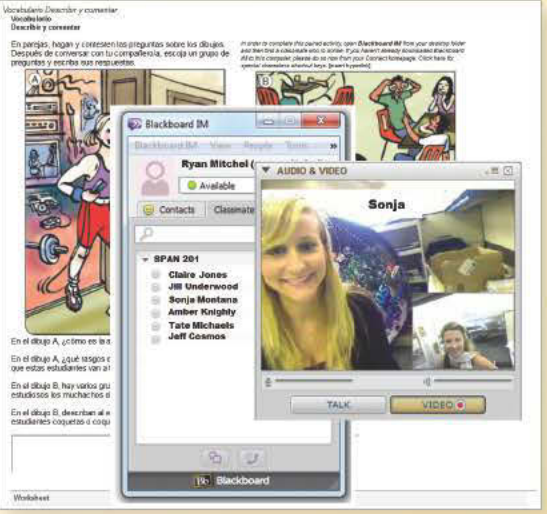
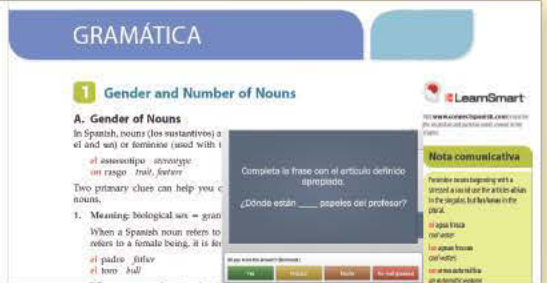
There have been many changes made for this edition. However those changes were not made lightly, nor without extensive feedback and confirmation from you, our customers, as evidenced by the lists of reviewers presented earlier in this front matter.

Here are some of the highlights of this revision. For specific details, including a complete list of chapter-by-chapter changes, please see the Instructor's Manual (IM), available online at www.connectspanish.com.

General Details

- Exciting new technology, including:
 - Connect Spanish**—McGraw-Hill's digital platform housing the Workbook/Lab Manual activities, the eBook, LearnSmart, and other new, digital resources—makes the out-of-classroom experience more effective than ever before.
 - LearnSmart**, the only super-adaptive learning tool on the market, is proven to significantly improve students' learning and course outcomes. With LearnSmart modules, students receive targeted feedback, specific to their individual mistakes, and additional practice on areas where they most need help. As students work on each chapter's grammar and vocabulary modules, LearnSmart identifies the main grammatical structures and vocabulary words that warrant more practice based on each student's performance. In addition, LearnSmart provides an individualized study program that is unique for every student and that pinpoints each student's strengths and weaknesses.
 - Voice Board** and **Blackboard IM** are two powerful tools integrated into Connect for use no matter which Learning Management System your campus uses (Moodle, D2L, and so on), to promote communication and collaboration outside of the classroom. Voice Board activities allow your students to leave voice messages in a threaded oral discussion board, while Blackboard IM activities facilitate real-time interaction via text instant messaging and/or voice- or video-chat. The white board and screen sharing tools provide opportunities for collaboration, and virtual office hours allow you to meet online with your students either one-on-one or in groups. Whether for an online or hybrid course, or a face-to-face course seeking to expand the oral communication practice and assessment, these tools allow student-to-student or student-to-instructor virtual oral chat functionality.
 - Blackboard** integration and our additional MH Campus resources simplify and streamline your course materials from right within your campus Learning Management System, no matter which LMS your campus uses, through features such as single sign-on for students and instructors, grade book synchronization, and access to all of McGraw-Hill's content, even from other market-leading titles not currently adopted for your course.

- The new interior design offers color for all image, better use of white space to make the material easier for students to follow and digest, and an overall more colorful and lively design.
- The new **A leer** section provides cultural and literary readings in every chapter and replaces the alternating offering in the previous edition. See the **Culture** and **Literature** paragraphs for more information.
- The new **Cinemateca** section provides pre- and post-viewing activities to accompany scenes from selected Spanish-language films.



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VOCABULARIO		
		Vocabulario para conversar vocabulario, conversación, describir, comentar, familia, educación, comunidad hispana, estereotipo, familia, educación, comunidad hispana, estereotipo, familia, educación, comunidad hispana, estereotipo...
Conversación 1. ¿Qué es un estereotipo? (What is a stereotype?) 2. ¿Cómo se describe y se comenta? (How do we describe and comment?) 3. ¿Qué es la familia? (What is family?) 4. ¿Cómo se describe y se comenta? (How do we describe and comment?)		

GRAMÁTICA		
1 Gender and Number of Nouns A. Gender of Nouns B. Number of Nouns C. Subjunctive of Ir to the Future D. Subject Pronouns and the Personal Indefinite E. Direct Objects F. Reflexive Pronouns and Reflexive Structures		Práctica 1. ¿Qué es un estereotipo? 2. ¿Cómo se describe y se comenta? 3. ¿Qué es la familia? 4. ¿Cómo se describe y se comenta?

UN POCO DE TODO		
¡OJO! 1. ¿Qué es un estereotipo? 2. ¿Cómo se describe y se comenta? 3. ¿Qué es la familia? 4. ¿Cómo se describe y se comenta?	¡OJO! 1. ¿Qué es un estereotipo? 2. ¿Cómo se describe y se comenta? 3. ¿Qué es la familia? 4. ¿Cómo se describe y se comenta?	¡OJO! 1. ¿Qué es un estereotipo? 2. ¿Cómo se describe y se comenta? 3. ¿Qué es la familia? 4. ¿Cómo se describe y se comenta?

Organizational Changes

- A newly-designed Table of Contents offers an improved, easy-to-navigate chart so that users will easily see how the book is organized and which grammar points are covered within each chapter.
- Chapters are organized in five principle sections:
 - **Vocabulario:** visual **Describir y comentar** activity to jump start the theme, vocabulary list, **Conversación** activities
 - **Gramática:** three to five grammar points with **Práctica** and **Conversación** activities
 - **Un poco de todo:** ¡OJO! targeted vocabulary presentation and practice, and two to three additional culminating activities
 - **A leer:** two readings, **Lectura cultural** (culture) and **Del mundo hispano** (literary)
 - **Cinematica:** pre- and post-viewing activities for a scene from a Spanish-language film

Culture

- Seventy-five percent of the cultural readings (**Lectura cultural**) in this edition are new to the *¡Avance!* program, offering fresh cultural perspectives in each and every chapter.
- All-new comprehension questions offer a follow-up to each cultural passage to gauge students' comprehension and promote deeper understanding of the cultural information while simultaneously improving their communication skills.

Del mundo hispano
La conciencia (Parte 2)
Aproximaciones al texto
Conversación (Parte 1)

Many types of literature follow similar rules that lead to typical or common patterns. This is especially true of the short story and the novel. These rules, however, are not absolute. Some authors break them and create new patterns. This is especially true of the modernist and postmodernist writers. Some of these authors are discussed in this section.

Nota literaria
El modernismo literario se caracterizó por el uso de un lenguaje rico y elaborado, por el uso de metáforas y símiles, y por el uso de un lenguaje que buscaba ser más poético y más elevado que el lenguaje cotidiano.

¿Sabes más?
El modernismo literario se caracterizó por el uso de un lenguaje rico y elaborado, por el uso de metáforas y símiles, y por el uso de un lenguaje que buscaba ser más poético y más elevado que el lenguaje cotidiano.

Comprensión

- ¿Cuál es el tema principal de este texto?
A. El uso del lenguaje en la literatura.
B. El uso del lenguaje en la vida cotidiana.
C. El uso del lenguaje en la poesía.
D. El uso del lenguaje en la prosa.

Interpretación

- ¿Qué efecto tiene el uso de metáforas y símiles en el texto?
A. Hace que el texto sea más interesante.
B. Hace que el texto sea más fácil de entender.
C. Hace que el texto sea más difícil de entender.
D. Hace que el texto sea más largo.

Aplicación

- ¿Qué efecto tiene el uso de metáforas y símiles en el texto?
A. Hace que el texto sea más interesante.
B. Hace que el texto sea más fácil de entender.
C. Hace que el texto sea más difícil de entender.
D. Hace que el texto sea más largo.

Literature

- Seventy-five percent of the literary readings (**Del mundo hispano**) have been updated and are new to this edition of *¡Avance!* Literary readings are now included in every chapter.
- The **Vocabulario para leer** feature has been significantly updated to reflect the new readings and current vocabulary usage.
- The activity sequences that accompany the literary selections include the following steps:
 - Aproximaciones al texto** (reading strategy and one activity)
 - Vocabulario para leer** (vocabulary list and one activity)
 - Sobre el autor/la autora** (information about the author, with a map)
 - the reading (with one to two drawings)
 - Comprensión** (three activities)
 - comprehension check
 - Interpretación**
 - Aplicación**

A LEER

Lectura cultural *No somos los únicos que estereotipamos*

Many people have a preconceived idea of what a Hispanic person is like. They think of them as being lazy, poor, and uneducated. However, this is not true. Hispanics are a diverse group of people with many different backgrounds and abilities. They are hardworking, intelligent, and successful in many fields. This passage discusses the stereotypes that are often placed on Hispanics and how they can be harmful.

Comprensión y expansión

- ¿Cuáles son algunos estereotipos que se le atribuyen a los hispanos?
A. Son perezosos y pobres.
B. Son inteligentes y exitosos.
C. Son trabajadores y educados.
D. Son ambiciosos y exitosos.

Interpretación

- ¿Qué efecto tiene el uso de metáforas y símiles en el texto?
A. Hace que el texto sea más interesante.
B. Hace que el texto sea más fácil de entender.
C. Hace que el texto sea más difícil de entender.
D. Hace que el texto sea más largo.

Aplicación

- ¿Qué efecto tiene el uso de metáforas y símiles en el texto?
A. Hace que el texto sea más interesante.
B. Hace que el texto sea más fácil de entender.
C. Hace que el texto sea más difícil de entender.
D. Hace que el texto sea más largo.

Vocabulary

Vocabulary lists and activities have been reviewed and updated, as needed, in the **Vocabulario** sections.

Grammar

¡Avance! continues to offer grammar structure explanations with embedded practice (**Práctica**), followed by the **Autopueba**, and then the **Conversación** activities, designed for communicative practice. The **Práctica** activities are now available in Connect Spanish, allowing students to complete form-focused practice at home. These can be easily assigned and auto-graded so that you and your students can confirm their understanding and initial production accuracy after reading the presentations at home.

Oral Proficiency

Using the new speaking prompts provided in Connect for this new edition of *¡Avance!* or by customizing your own, you'll be able to evaluate and gauge students' developing oral proficiency or provide additional out-of-class practice to monitor and promote your students' advancement in this critical skill area.

Professors who have been using *¡Avance!* in its previous editions asked us not to make drastic changes to the scope and sequence of the text because, simply put, it works well. And we listened! This edition of *¡Avance!* continues to offer instructors the necessary tools to help their students develop communicative proficiency with a thorough, tried-and-true scope and sequence and numerous opportunities for students to practice and improve from both in and out of the classroom. The new features added to the program in this revision, namely the tools available within Connect Spanish and LearnSmart, enhance an already strong program and allow students to advance and succeed in their language studies like never before.

We invite you to take a closer look at *¡Avance!* Third Edition, and envision a course where your students understand their strengths and weaknesses more accurately, are more engaged, and achieve the course outcomes you and your program desire. Prepare your students for the next level of their language development with *¡Avance!*

Boxed features

Nota comunicativa boxes point out important aspects of Spanish grammar that will be helpful to students not only as they work through the **Conversación** activities but throughout their study of Spanish.

Nota cultural emphasizes the interconnectedness of language and culture, thereby helping students develop their appreciation of the Spanish language.

¿Recuerda Ud.? boxes serve as reminders for language and structures students learned in earlier chapters and/or in previous courses.

Nota literaria in the **Del mundo hispano** section of **A leer** provides a note about a literary convention or term that is relevant to the reading.

Recurring Activities

Intercambios activities, identifiable by their icon, are specifically designed for partner or pair work.



Entre todos are activities designed for whole-class discussion.

Improvisaciones are role-playing activities that provide contextualized practice in grammatical structures and vocabulary as well as in conversational strategies.

Guiones activities allow students to create extended descriptions of drawings and narration for characters and stories.

The collage displays several pages from the textbook. One page shows a 'Conversación' activity with a list of questions and a 'Nota comunicativa' box. Another page features a 'Nota literaria' box next to an illustration of a person in a landscape. A third page shows a 'Nota cultural' box with a small image of a person. The pages illustrate the placement and design of these educational features.

Nota comunicativa

No todas las palabras de una lengua se pueden traducir con exactitud a otra, especialmente cuando se trata del lenguaje popular o coloquial. Por ejemplo, imagínese que un amigo hispano* no encuentra las siguientes palabras en su diccionario bilingüe.

¿Puede Ud. explicarle en español lo que significan?

¿Cuáles son algunas características que se asocian con cada tipo?

- jod
- laser
- greñ
- moxoch
- andabá

¿Recuerda Ud.?

These nouns are feminine, although their popular, shortened forms do not end in -a.

la bicileta → la bici
Móyde

la fotografía → la foto
photograph

la motocicleta → la moto
motorcycle

Nota cultural

In some parts of Central and South America, but most notably in Argentina, tú is replaced by the pronoun vos. The vos verb endings for present tenses (indicative, subjunctive, and some commands) differ from the tú endings.

vos hablás ↔ tú hablas
Sontáta (vos) ↔ Siéntate (tú).

There is often variation within the vos verb forms. For example, the following negative commands are both possible vos forms, depending on the region and sometimes the social class of the speaker:

No lo plainsis. ↔ No lo plainsis.

Nota literaria

el género literario = la forma literaria (como el poema, cuento, novela, drama, ópera, periodismo, etcétera), caracterizada por su propio léxico, estilo o contenido

Components

For Instructors and Students:

Workbook / Laboratory Manual

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 activities of the *Workbook / Laboratory Manual* are also available on Connect Spanish. 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 *Workbook / Laboratory Manual* follows that of *¡Avance!* The workbook section provides guided writing practice to help students develop expository writing skills.

Audio Program

Corresponding to the laboratory portion of the *Workbook / Laboratory Manual*, 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.

For Instructors Only:

Instructor's Edition

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

Instructor Resources on the Online Learning Center

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*. 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 guidelines for using Connect Spanish, 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*.

Acknowledgments

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BIENVENIDOS



San Miguel de Allende, México

At the beginning of an intermediate language course some of you may be intimidated by a grammar book—“You mean after all those tenses we learned the first year, there are still *more*?!” The Spanish language is indeed rich in verb forms, but one of the purposes of this book is to help you review what you have already learned and then expand on it, while at the same time helping you see that the numerous bits and pieces of grammar—the rules and the exceptions—do in fact form a single, coherent system. *¡Avance!* explains each grammar point carefully and gives numerous examples. **Nota comunicativa** boxes throughout each grammar section provide more information on various points. At the end of each chapter is an **¡Ojo!** section that will help you recognize and learn to avoid common vocabulary errors. It is unlikely that you will acquire a perfect or even near-perfect command of grammatical structures at this stage of language learning. Such command comes slowly. Over time, we hope that exercises, explanations, and activities in this text and in the *Workbook / Laboratory Manual* will help you attain greater grammatical accuracy.

Review, expand, synthesize: This threefold goal is the purpose of many intermediate textbooks. *¡Avance!* wants this and something more. We want you not only to *understand* the system, we want you to *use* it. For us this second goal is actually the first and most important, since the desire to speak, read, or write Spanish is the main reason that many of you sit patiently through grammar lessons in the first place. *¡Avance!* was written to help you make the leap from conjugating to communicating.

Developing the ability to communicate is fun, but also challenging. It requires more than memorization or passive participation. It requires your active, involved participation in *real* communication with your instructor and fellow students. In real communication, people ask questions because they really want to know something about a topic or person. They follow up with more questions to discover in

full detail whatever it is they need or want to know. Also, the person who is asked a question doesn't respond with a disinterested "yes" or "no"; he or she shows interest and adds information to keep the conversation going. If some participants in the conversation have a native language other than English, they don't lapse into their native language when they don't understand what is going on; they ask questions, or reword their statements, or draw pictures to clear up the confusion.

At this point, and probably for some time to come, your Spanish may seem "babyish" in comparison with the complexity of the ideas and opinions you want to express. Don't give up on your ideas or on your Spanish. Think of other ways to say what you mean. Simplify, give examples, use whatever you *do* know to bridge the gap. From the **Vocabulario** section that begins each chapter to the **Un poco de todo** section at each chapter's end, there are activities designed to encourage you to think, react, and share your ideas with your instructor and your classmates.

Don't be afraid to make mistakes; don't think that they indicate some failure on your part. Mistakes are a normal, perhaps inevitable, part of language learning. Many of the activities in *¡Avance!* are deliberately designed to challenge you and to make you use all of your Spanish knowledge. We know you will make mistakes, and we want you to learn from them. You won't always be able to say exactly what you want to say, but you *can* learn to deal with that frustration creatively and effectively.

To communicate successfully in Spanish, you will need a strong desire to communicate as well as certain basic skills. We have tried to provide interesting activities and numerous hints to help you acquire those skills. But in the long run your level of success will depend on *you*. The potential rewards for your efforts are indeed great. After Chinese, Spanish is spoken by more people as a native language than any other language in the world. Hispanics are an immensely friendly, interesting, and important people whose culture is rich and varied. Your skill in Spanish is the **pasaje** (*passage, ticket*) that will enable you to communicate with them and to appreciate their culture in a way that a person who knows no Spanish can never experience.