

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

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 describen 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.

asocia associate
aparencia appearance
el/la atleta athlete
un tipo muy atlético a very athletic person
el/la bromista joker
de la clase class
de la clase class clown
la característica characteristic
la costumbre custom, habit
el/la deportista sportsman/sportswoman
el estereotipo stereotype
el/la estudiosa bookworm
la imagen image, picture
el rasgo trait, feature

coquetón, coqueta flirtatious
estudioso/a studious
extrovertido/a extroverted, outgoing
introverso/a introverted, shy
listo/a bright, smart
perezoso/a lazy
pesado/a dull, uninteresting
preconcebido/a preconceived
sensible sensitive
serio/a serious
típico/a typical
tonto/a silly, dumb
torpe clumsy, awkward
trabajador(a) hard-working

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	hablen
	pienso →	piense	piensen	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 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 (**guisarme**)⁷ la idea.

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

A PROPÓSITO

Feminine nouns beginning with a stressed *a* sound use the articles *el/una* in the singular, but *las/unas* in the plural.

el agua fresca
cool water

las aguas frescas
cool waters

un arma automática
an automatic weapon

unas armas automáticas
some (a few) automatic weapons

el hada madrina
fairy godmother

las hadas madrinas
fairy godmothers

LENGUAJE Y CULTURA

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?

- jock
- loser
- geek
- moocher
- redneck

A propósito

A propósito boxes in the **Lengua** sections point out important aspects of Spanish grammar that will be helpful to students not only as they work through the **Inter-cambios** activities but throughout their study of Spanish.

Lenguaje y cultura

Lenguaje y cultura emphasizes the interconnectedness of language and culture, thereby helping students develop their appreciation of the Spanish language.

Imágenes

Imágenes is a short reading that highlights a cultural point related to the chapter themes. In addition, this new feature provides additional opportunities to develop reading skills.

Pasaje cultural

Video on CD The *Video to accompany Pasajes*, now also available on CD, provides additional opportunities for students to hear spoken Spanish in authentic contexts related to the chapter theme. **Pasaje cultural**, found at the end of each chapter, includes **Antes de ver** activities that offer students advance organizers, **Vamos a ver** exercises that foster comprehension during viewing, and a **Después de ver** section that consists of communicative follow-up activities for pair and small-group work and an activity for individual research on the Internet. Overall, this feature is designed so that each video segment need be viewed only once for general understanding, thus allowing more time for the in-class **Después de ver** activities.

IMÁGENES

No somos los únicos que estereotipamos

¿O HAY DUDA QUE en este país existen muchos estereotipos acerca de los hispanoamericanos? Como es común cuando se trata de estereotipos, hay algo de verdad en algunos, muchos exageran o deforman la realidad y otros son totalmente falsos. Pero, de lo que muchos noamericanos no están conscientes es que las personas de otras culturas también nos estereotipan a nosotros. Los estereotipos que, frecuentemente, los estereotipos que, frecuentemente, los estereotipos que, frecuentemente, los estereotipos que...

debido de un cacto para luego en la noche salir a beber y bailar hasta la madrugada.

Hasta la apariencia física del hispano es un estereotipo, por ejemplo: «colores son morenos, de pelo negro y bigote de «estabran», las mujeres llevan tejidos de colores vivos y algunas, flores en el pelo. Otros estereotipos incluyen: «sus familias son grandes» y «viven en pueblos adormecidos y pobres».

Quiénes opinan que estos estereotipos no deben ser tan grandes como son? ¿Hay un número de inmigrantes hispanos viene a visitar por los países hispanos uno se da cuenta de la enorme generalización de esta idea.

Por otro lado, ¿sabía Ud. que todos los norteamericanos vivimos en casas grandes y que muchos tenemos más de una? Este es una de las muchas falsas imágenes que se forman algunos hispanos por medio de los programas de televisión y películas filmadas en este país.

Muchos hispanos también creen que todos nosotros somos hijos de inmigrantes. Pero, ¿cómo es el coche que la Ud. maneja? La realidad es que la mayoría de nosotros en tenemos coche de lujo — muchos no tenemos ningún coche.

Otros hispanos creen que la dieta norteamericana consiste solamente en pollo frito, pizza y hamburguesas. Después de todo, los restaurantes norteamericanos que sirven esta clase de comida se han exportado a casi todos los países hispanos. (Claro que se sorprenden cuando ven que no todos los norteamericanos comemos esta clase de comida.)

Hay que mencionar también que hay hispanos que tienen ideas positivas acerca de nosotros. (Claro que se sorprenden cuando ven que no todos los norteamericanos comemos esta clase de comida.)

Hay que mencionar también que hay hispanos que tienen ideas positivas acerca de nosotros. (Claro que se sorprenden cuando ven que no todos los norteamericanos comemos esta clase de comida.)

Hay que mencionar también que hay hispanos que tienen ideas positivas acerca de nosotros. (Claro que se sorprenden cuando ven que no todos los norteamericanos comemos esta clase de comida.)

Pasaje cultural*

Antes de ver

- ¿Qué ideas o estereotipos se asocian con Colombia y, específicamente, con la ciudad de Medellín? ¿Ha oído Ud. (Have you heard) hablar del cartel de Medellín?
- La ciudad de Medellín quiere cambiar su imagen con la ayuda de un video promocional. ¿Qué ideas quiere encontrar en este video? ¿Qué aspectos de la ciudad cree que no estarán (won't be) en el video?
- Ahora lee con cuidado las actividades en **Vamos a ver** antes de ver el video por primera vez.

Vamos a ver!

¿Qué tema (tema) se usa para promocionar la ciudad de Medellín al día del hispano que se celebra en Medellín? ¿Cuáles de los siguientes aspectos de Medellín aborda (addresses) el video? Considere las imágenes, la canción, la narración y la entrevista con el alcalde (mayor).

1. <input type="checkbox"/> el arte	7. <input type="checkbox"/> la seguridad (safety)
2. <input type="checkbox"/> la industria	8. <input type="checkbox"/> el progreso
3. <input type="checkbox"/> las universidades	9. <input type="checkbox"/> la historia
4. <input type="checkbox"/> los deportes	10. <input type="checkbox"/> la comida
5. <input type="checkbox"/> la gente	11. <input type="checkbox"/> las fiestas
6. <input type="checkbox"/> la arquitectura	12. <input type="checkbox"/> la medicina

Medellín, capital industrial de Colombia

Video on CD

Después de ver

- Trabajando en grupos o en parejas, preparen una lista de los elementos eficaces (effective) y cíclicos de los elementos ineficaces (ineffective) del video promocional de Medellín. ¿Qué cosas cambiarían (is, would you change) para mejorar el video?
- Utilizando como modelo el video de Medellín, piensen en un tema y cinco imágenes que usarían (you would use) en un video promocional para la ciudad donde Ud. vive. Compartan sus ideas con la clase.
- Busquen una página Web con información (information) sobre una ciudad de país hispanohablante. ¿Tiene la ciudad un tema como Medellín? ¿Qué clase de información se da? ¿Qué clase de información no se da? ¿La parece atractiva la ciudad? ¿Por qué sí o por qué no?

Medellín, Colombia

WWW

*The video segments in *Pasaje cultural* are actual clips from Hispanic television and may be difficult to understand at first. As you watch them, don't try to understand every word but rather listen to get the general message—the gist—of each segment. The *Vamos a ver* activities are designed to generate comprehension and assume that you have watched the video carefully just once. The *Después de ver* activities contain other activities related to the video that assume that you have watched it a second time.

Special Activities

¡Necesito compañero! activities, identifiable by their icon, are specifically designed for partner or pair work.

Entre todos are activities designed for group or 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.

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*.

ACKNOWLEDGEMENTS

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.

We would also like to acknowledge the contributions of certain individuals who contributed in various ways to previous editions. These include Javier Martínez de Velasco (Central Washington University), Carmen M. Nieto (Georgetown University), and Enrique Yepes (Bowdoin College).

Additionally, we wish to acknowledge all of the instructors who participated in the development of the previous editions of *Pasajes* to help shape *¡Avance!* Their comments, both positive and critical, were instrumental in the shaping of those editions. We would also like to express our gratitude to the many instructors who completed surveys and user diaries indispensable to the development of this Second Edition. The

appearance of their names does not necessarily constitute an endorsement of the texts or their methodology.

Elizabeth Aguilar, University of Illinois, Chicago
 Rodolfo Aiello, New York University
 Carlos C. Amaya, Eastern Illinois University
 Geraldine Ameriks, University of Notre Dame
 Ganesh Basdeo, University of Washington
 Amanda Carey, Washington University in St. Louis
 Mary Frances Castro, University of North Carolina, Charlotte
 Louise Ciallella, Northern Illinois University
 Colleen Coffey, Marquette University
 Lourdes Dávila, New York University
 Kit Decker, Piedmont Virginia Community College
 Jeffrey Diamond, Western Oregon University
 Maritza Fernández, Pellissippi State Technical Community College
 Anna J. Gemrich, University of Wisconsin, Madison
 Carolyn L. Hansen, University of South Carolina
 Juergen Kempff, University of California, Irvine
 Darlene Lake, University of Wisconsin, LaCrosse
 Alison Lamothe, Southern Illinois University, Edwardsville
 Carlos López, Marshall University
 Sonia López Blakely, Colorado State University
 Mark J. Mascia, Sacred Heart University
 Timothy McGovern, University of California, Santa Barbara
 Monica Revak, Winona State University
 Stanley L. Rose, University of Montana
 Cristina Sánchez, University of California, Santa Barbara
 Emily Scida, University of Virginia
 Andrea Topash-Ríos, University of Notre Dame
 Gheorghita Tres, Oakland University
 Sharon Voros, U.S. Naval Academy
 Thomas P. Waldemer, Iowa State University
 Eugenia Wheelwright, Bowdoin College
 Tamara Williams, Pacific Lutheran University
 Magaly Zeibe, University of Wisconsin, Milwaukee

We are grateful to Thalia Dorwick for her preliminary review of the *Pasajes: Lengua* manuscript and her insightful suggestions for this edition of *iAvance!* Thanks go to Laura Chastain for her careful review of the manuscript for matters of style, clarity, and linguistic and cultural authenticity. We thank Julie Sellers (University of Wyoming) for her editorial contributions to several ancillaries including the *Instructor's Manual*, *Online Learning Center*, and *Video on CD*. Many thanks are due to the entire production team at McGraw-Hill, especially David Staloch, Emma Ghiselli, Nora Agbayani, Randy L. Hurst, Jackie Henry, and Louis Swaim, as well as to Violeta Díaz for the wonderful new cover and interior designs for this Second Edition. We are grateful to our publisher William R. Glass for shaping the revision plan for this edition and to the rest of the editorial team at McGraw-Hill, especially Scott Tinetti and Jennifer Kirk for guiding this edition on the path from manuscript to publication. Finally, we would like to thank Nick Agnew, Executive Marketing Manager, and the entire McGraw-Hill sales force who have so actively promoted *iAvance!* over the years.