

## *Así lo veo*: A New Approach for Intermediate Spanish

Imagine an intermediate Spanish classroom that weaves **real language and culture** together. Imagine an intermediate Spanish classroom that helps students improve their communication skills while refining their knowledge of the language. Imagine an intermediate Spanish classroom where students examine and talk about **real topics** such as:

- What are the biggest social, political, and environmental challenges facing society today?
- What does it mean to be a “good person”?
- What importance does family have for you, and how has the structure of family and marriage changed?
- In what ways are men and women different?
- What roles do religion and spirituality play in your life, and what roles do (or should) they play in society?
- What are your hopes for the future?

Imagine *Así lo veo* (*That’s How I See It*), a unique college-level intermediate Spanish program that incorporates a documentary film as a companion vehicle for instruction and learning. Developed around **real people, honest voices, and different points of view**, *Así lo veo* is a thematically driven program that touches on important current and perennial topics, carefully interweaving the print materials and the documentary film. While most intermediate programs take a strict text-based approach, *Así lo veo* uses film as a powerful source of language input and content for learning and teaching. Students thus learn Spanish not just through the medium of their textbook and other traditional sources but also through the richness and authenticity of language that only film can bring to a classroom. In *Así lo veo*, the film motivates the presentation of content—vocabulary, grammar, and culture—and by extension, the learning as well. Imagine.

## Goals of the *Así lo veo* Program: Beyond Grammar and Vocabulary

While many intermediate college-level Spanish programs focus primarily on the mastery of grammar and vocabulary, the goals of *Así lo veo* go beyond those often found in other materials and programs. Through its focus on content—in particular, the perspectives of **real**

“ What I really like is how you have related [the grammar presentation] to the theme of the lesson. The use of the subjunctive in adjective clauses is usually one of the last presented in a textbook. Here, it is presented earlier, but used in a way that makes absolute sense—talking about relationships.”

—J. Morgan Robison, University of Akron

people talking about real-world topics—*Así lo veo* provides students with exceptional opportunities to develop and refine comprehension skills. Thus, a major communicative goal of the program is to *increase the student’s ability to comprehend naturally spoken Spanish*. Beyond this, the materials offer unique opportunities for students to reflect on and react to what they’ve understood. Principally, students are constantly asked to *summarize, synthesize, compare, and contrast* various points of view presented in the film, pushing them to engage in higher order cognitive skills associated with real language use. What is more, students must also express how they themselves see a particular issue. Thus, students are engaged in another major communicative goal of *Así lo veo*: *expression of one’s own*

*experiences and opinions*. In short, the major goals of *Así lo veo* include the following:

- A major increase in ability to comprehend spoken Spanish as it is used by native speakers.
- A major increase in the ability of students to express their own experiences, ideas, and opinions.
- The use of higher order thinking skills while learning Spanish.

At the same time, students gain a deeper understanding of the people who use the language and the multiple ways these people view the world around them, thus infusing students with greater cultural awareness and sensitivity toward others.

## The *Así lo veo* Documentary: Captivating Media for Today’s Students

Filmed especially for the *Así lo veo* program of materials, the documentary consists of interviews with six individuals who bring a variety of interesting perspectives on various issues. These people are: Ruth Quintero, a retired upper-middle-class school teacher; Padre José Aguilar, a middle 60s Roman Catholic priest; Gustavo Sanders, a middle 30s professional dancer with the Mexican national ballet company; Leticia García, a housecleaner and street vendor; Yolanda Cortez, a middle 30s ecobiologist; and Ernesto Alvarado, a nineteen-year-old student of acting and communication. Because these are **real people** and not actors, they bring a fresh and unscripted use of language and ideas to the context of learning Spanish. **Their language is real**, peppered with everyday expressions, and they relate personal experiences that are the hallmark of the documentary approach to exploring topics. In addition, these individuals bring a wide range of viewpoints to the topics, sometimes surprising the viewer with their thoughts on a particular issue and challenging the viewer to think about what really makes someone’s perspective liberal, conservative, or in-between. In short,

Spanish comes alive for the student in a manner not often encountered in educational materials.

The film is structured around six major topics, each divided into two related questions or “episodes.” For example, one topic is the family and one segment addresses the question, “What is family to you?” while the following segment addresses, “How is family changing?” Thus, there are six units with two film segments each for a total of twelve segments. In addition, there is a prologue in which students meet the interviewees and find out who they are, as well as an epilogue in which each person talks about the future, including personal and societal aspirations.

**“ I liked the video. There is a range of opinions, yet many similarities. Most . . . students will agree with one opinion or another. I found [the video] very realistic and down to earth.”**

—Michelle C. Petersen,  
Arizona State University–East



«Alguien por ahí me dijo: “Es que eres competencia”. Ya no... si un hombre te ve, te va... prácticamente te va a rechazar, porque eres exitosa. “Eres amazona”, así me dijo. Entonces, eso, para mí, pues, sí, me... me impactó el... el hecho de que me lo haya dicho.»

—Yolanda, talking about contemporary gender roles



«La paz interior es muy importante en cada persona, en cada ser humano. Teniendo tú toda una paz interior, es decir, conocer tus defectos, tus virtudes, conocerte como persona.»

—Ernesto, on the nature of a good person



«Yo, sí, creo que el matrimonio debe ser entre un hombre y una mujer. Pero también estoy consciente de que el amor existe y el amor puede ser igual, a lo mejor, entre dos hombres como entre dos mujeres.»

—Ruth, on same-sex marriage



«Sí, sí es un problema porque le digo... como les decía, el hombre y... este... a veces llega hasta matar a la mujer. Entonces, sí, sí, es un problema porque, como les decía, ¿el gobierno dónde está? ¿Adónde está para que nos apoye?»

—Leticia, talking about her frustration with government



«Yo pienso que ese es de los aspectos más negativos de la religión, que siguen queriendo controlar y encasillar y dirigir tu vida, como ahorita, que cada vez más se... se permite ya el matrimonio entre el mismo sexo, y la iglesia sigue dando y dando cuando es algo que no se puede detener.»

—Gustavo, on the negative aspects of religion



«Si México tuviera mayor educación, tendría mayores mexicanos comprometidos, mayores mexicanos empresarios que podrían cambiar fácilmente a nuestro país en una de las principales potencias mundiales.»

—Padre Aguilar, talking about education being one of the most important social problems of Mexico

**“ The spoken language is clear and should be easy for intermediate students to understand. The speakers’ Spanish seems natural and authentic.”**

—Jane Moran, Loyola College (MD)

## Otras voces: Additional Video Interviews

While the six interviewees described in the previous section constitute the core of the documentary film, interviews with six other Spanish speakers from other countries of the Spanish-speaking world are also available for viewing in a special *Así lo veo* YouTube channel ([www.youtube.com/asiloveo](http://www.youtube.com/asiloveo)), on the *Así lo veo* CENTRO site ([www.mhcentro.com](http://www.mhcentro.com)), and on the *Así lo veo* Online Learning Center ([www.mhhe.com/asiloveo](http://www.mhhe.com/asiloveo)). These additional segments provide even more opportunities to compare and contrast perspectives and viewpoints on the topics and themes presented in the textbook and on the DVD. Suggestions for integrating these additional interviews are provided in the Instructor's Manual; student activities related to these segments can be completed on the CENTRO site or on the Online Learning Center.

## A Note about Grammar

Grounded within communicative-oriented language teaching, the *Así lo veo* textbook covers the major grammatical points that instructors expect to find in a second-year college-level Spanish course. However, because the documentary informs the grammatical scope and sequence of the textbook, the treatment of grammar in *Así lo veo* differs from that of some other texts. Language is taken directly from the film to illustrate how **grammar is used in real, natural language**. Also, some grammar points are broken down into smaller and thus more manageable chunks and/or are recycled in different lessons depending on the language presented in the document-

“ I like the fact that they [grammar presentations] refer students to grammar presented in previous chapters, reviewing what was introduced with more examples. Also, the explanations are very clear and specific: short and to the point. I like the fact that they are contextualized (connected with the chapter theme).”

—Inmaculada Pertusa,  
Western Kentucky University

tary and the language that students need to communicate their own points of view. The textbook provides students with many opportunities to work with vocabulary and grammatical structures in activities that are entirely meaning-based, thus helping them synthesize and evaluate the various perspectives they encounter in the film, as well as providing tools to help them interact with others and express their own views on the topics presented. Regardless of whether students are nearing the end of completing a language requirement or seeking to continue their study of Spanish beyond the intermediate level, *Así lo veo* provides a complete learning program that allows students to meet the primary goals of further developing their comprehension and production skills, while exploring interesting, **real topics** that will be sure to captivate their attention and encourage critical thinking.

## Culture in *Así lo veo*

Most students enter intermediate Spanish having been exposed broadly to the rich cultural tapestry of the Spanish-speaking world in their introductory course. Such exposure often includes an overview of the twenty-one

Spanish-speaking countries. It is at the intermediate level where students now have an opportunity to begin examining **real cultural themes and topics** in more detail. Thus, in *Así lo veo* students do not simply revisit in a superficial manner those same twenty-one countries, but rather contextualize their cultural encounters through the topics presented in the documentary. The documentary film itself serves as a rich cultural vehicle, supported by the textbook, which provides abundant cultural information in the form of photos, fine art, cultural notes and readings, and literary readings.

## The Organization of the *Así lo veo* Textbook

### Unit Opener

The textbook is divided into six units, with two lessons each, for a total of twelve main lessons. The unit openers present quotes from three people that students will hear in the documentary and include **Ideas** to get students thinking about the general topic explored in the two corresponding lessons.

### Lesson Opener

Lesson openers provide a list of topics that students will explore in the lesson. Each lesson opener includes a Spanish **refrán** that deals in some way with the lesson's content.

### Lesson Organization

Each regular lesson is organized into three sections (**Así lo veo I**, **Así lo veo II**, **Así lo veo III**), each of which focuses on a particular idea or point of view expressed in the documentary. Each section consists of the following subsections. **Antes de ver** features vocabulary and expressions and contains activities that serve as a preview to the documentary segment. **Comprensión y opiniones** activities check students' comprehension and help them synthesize what they viewed. **Gramática** presents a grammar structure used in the documentary and includes various activities. Each lesson ends with the activity **Así lo veo yo**, which offers a framework for writing a composition on one of the topics presented in the lesson.

### Cultura

The end of each odd-numbered lesson includes longer cultural readings that address that unit's topic in other countries and regions in the Spanish-speaking world. Some of the readings explore how themes from the unit have been portrayed in Spanish-language films, along with suggestions and ideas for viewing these films.

### Literatura

At the end of each even-numbered lesson is a literary selection, the theme of which is related to the topic of the unit. The literary readings

represent works by authors from different countries and time periods, and the selections include narrative, drama, essay, and poetry:

- Excerpts from “El frío que no llega” (Tununa Mercado, Argentina)
- One short story: “No se habló más” (Ángeles Mastretta, Mexico)
- Excerpts from the drama *La casa de Bernarda Alba* (Federico García Lorca, Spain)
- Segments from the essay “Mi religión” (Miguel de Unamuno, Spain)
- Excerpts from *Me llamo Rigoberta Menchú y así me nació la conciencia* (Rigoberta Menchú, Guatemala, and Elisabeth Burgos-Debray, Venezuela)
- The poem “Mesa” and the Amazonian tale “Chullachaqui” (Juan Carlos Galeano, Colombia)

The pre- and post-reading activities carefully guide students through what may be their first exposure to literature in Spanish, and they provide ideas for written compositions, oral presentations, and minidramas.

### Other Cultural Features

Each regular lesson contains at least two short readings called **Nota cultural** that focus on a cultural topic related to the lesson theme. The accompanying instructor’s annotations include suggestions for use in class and/or with certain activities.

### Additional Features

- **Palabras engañosas** and **Amigo falso** boxes focus on problematic words and false cognates.
- **El maravilloso verbo** features highlight a particular verb (such as **dar**, **poner**, **volver**) and the variety of its uses and meanings.
- **Más vocabulario** boxes are found in the **Vocabulario** sections and present additional vocabulary that students need to know to complete accompanying activities.
- **Así lo pienso** boxes and corresponding video segments present a short clip of someone presenting another perspective on the lesson’s topic.
- **Otras voces** notes toward the end of each of lesson reference the online video interviews with Spanish speakers from other countries of the Spanish-speaking world.

## Supplements

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 *Así lo veo*. If you are not

sure who your representative is, you can find him or her by using the tab labeled “My Sales Rep” at [www.mhhe.com](http://www.mhhe.com).

## For Students and Instructors

**Manual de actividades** Carefully integrated with the textbook, the *Manual de actividades* is a combined workbook/laboratory manual that offers additional practice with vocabulary, grammar, and listening comprehension. The *Manual* also features additional work with the *Así lo veo* film, including a review of each segment, thus rounding out the students’ experience with this rich visual and aural input.

**Audio Program** The Audio Program is recorded material that corresponds to the listening and many of the film activities found in the *Manual de actividades*. The Audio Program is available for student purchase on a set of audio CDs or is available free of charge on the Online Learning Center ([www.mhhe.com/asiloveo](http://www.mhhe.com/asiloveo)).

**CENTRO** McGraw-Hill is proud to partner with Quia™ in the development of CENTRO ([www.mhcentro.com](http://www.mhcentro.com)). CENTRO is a comprehensive learning management system that allows you to manage your course with robust communication tools, record-keeping that can be imported to Blackboard and other CMS platforms, integration of instructor resources such as the Instructor’s Manual, as well as the ability to customize your own CENTRO experience.

- **Digital Edition** CENTRO includes a fully interactive Digital Edition of the *Así lo veo* textbook. It includes a real-time voice chat and record feature, integrated audio and video, an integrated gradebook, and many other resources that make this a truly innovative online system for the teaching and learning of Spanish.
- **Online Manual de actividades** Another key component of CENTRO for *Así lo veo*, the *Online Manual*, is a robust digital version of the printed *Manual*. It is easy for students to use and great for instructors who want to manage students’ course work online. Identical in practice material to the print version, the *Online Manual* contains the complete audio program and clips from the film and provides students with automatic feedback and scoring of their work. The Instructor Workstation contains an easy-to-use gradebook and class roster system that facilitates course management.
- **Additional Resources** Some of the additional interactive resources included for this program in CENTRO include the entire *Así lo veo* film, Grammar Tutorials, verb charts, and the **Otras voces** interviews, also featured on the *Así lo veo* YouTube™ channel.

Please contact your local McGraw-Hill sales representative for more information on CENTRO and the various digital resources available for *Así lo veo*.

**DVD** The DVD to accompany *Así lo veo* contains the documentary film in its entirety, including a general introduction of the people interviewed in the film (**Prólogo**) as well as final perspectives as seen through the eyes of the interviewees (**Epílogo**). The DVD also contains all clips that are used in the *Así lo veo* sections of the textbook. The content of the DVD is also located within CENTRO for those who purchase either the Online *Manual de actividades* or the Digital Edition.

**Online Learning Center** ([www.mhhe.com/asiloveo](http://www.mhhe.com/asiloveo)) The Online Learning Center provides a wealth of activities to further practice vocabulary and grammar from the text. Also included are activities to accompany the **Otras voces** interview segments, the full Audio Program, and much more.

**CourseSmart** This text is available as an eTextbook. At CourseSmart your students can take advantage of significant savings off the cost of a print textbook, reduce their impact on the environment, and gain access to powerful Web tools for learning. CourseSmart eTextbooks can be viewed online or downloaded to a computer. The eTextbooks allow students to do full text searches, add highlighting and notes, and share notes with classmates. CourseSmart has the largest selection of eTextbooks available anywhere. Visit [www.CourseSmart.com](http://www.CourseSmart.com) to learn more and to try a sample chapter.

## For Instructors Only

**Annotated Instructor's Edition** The Instructor's Edition includes on-page annotations that provide useful notes, information, and suggestions for using the text materials in and out of class.

**Online Learning Center, Instructor's Edition** The Instructor's Edition section of the Online Learning Center ([www.mhhe.com/asiloveo](http://www.mhhe.com/asiloveo)) contains instructor resources to use with the program, including the Instructor's Manual, Testing Programs, Audioscript, Digital Image Bank, and more.

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