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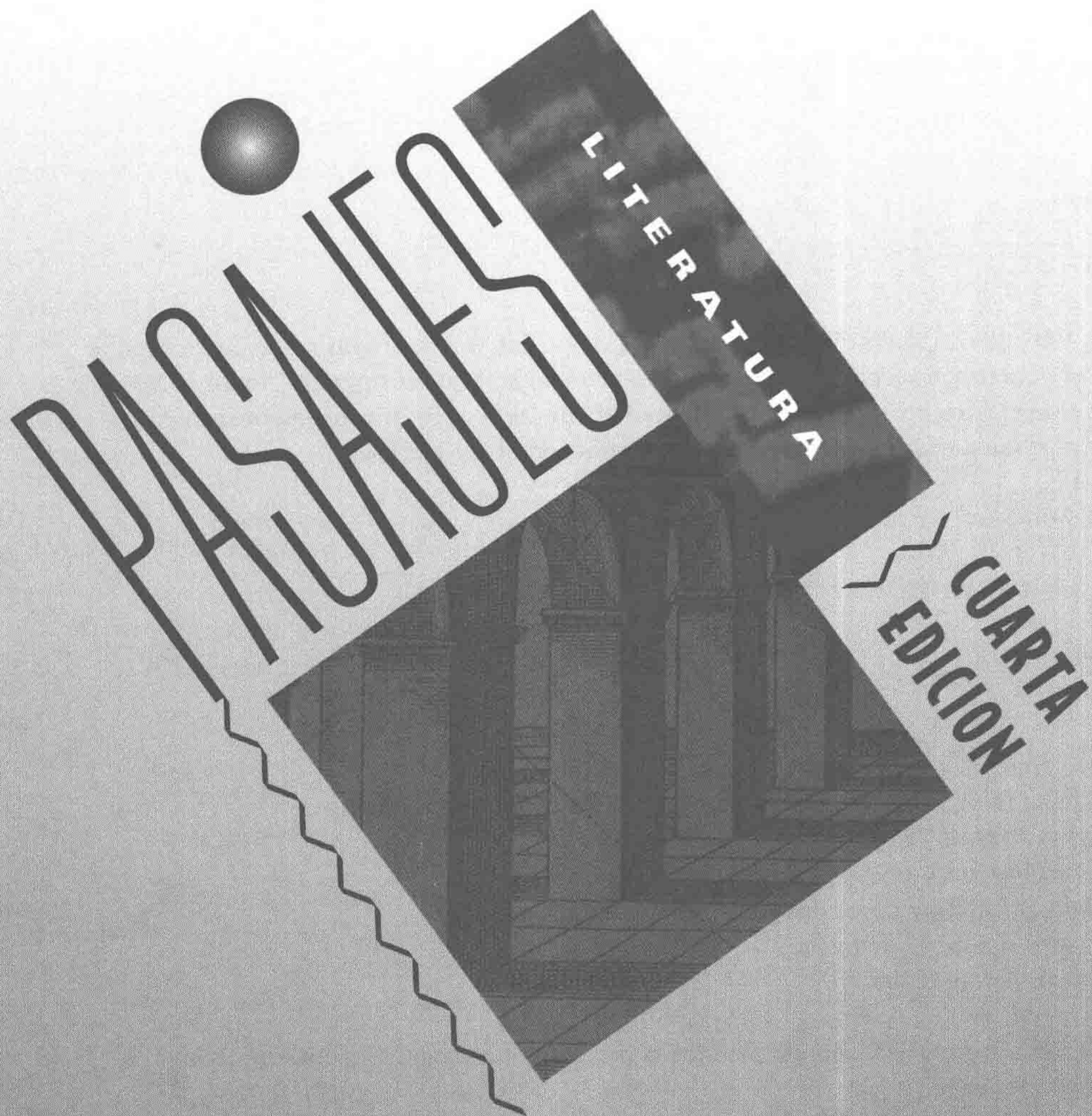
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Pasajes: Literatura

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Welcome to the full-color Fourth Edition of **Pasajes**! To those of you who have used **Pasajes** in the past, we hope that you'll find this new edition even more exciting and interesting than the last. To those of you who are teaching for the first time with **Pasajes**, we hope that you and your students will find teaching and learning Spanish with **Pasajes** to be a rewarding experience. We've been especially heartened by the enthusiasm of instructors who have told us that **Pasajes** has increased not only their satisfaction in teaching Spanish, but also their students' enjoyment in learning Spanish.

The **Pasajes** Series

The Fourth Edition of **Pasajes** consists of three main texts and a combined workbook and laboratory manual developed for second-year college Spanish programs. The texts — **Literatura** (a literary reader), **Cultura** (a cultural reader), and **Lengua** (the core grammar text) — share a common thematic and grammatical organization. By emphasizing the same structures and similar vocabulary in a given chapter across all four components, the series offers instructors a program with greater cohesion and clarity. At the same time, it allows more flexibility and variety than are possible with a single text, even when supplemented by a reader. The design and organization of the series have been guided by the overall goal of developing *functional, communicative* language ability and are built around the three primary objectives of *reinforcement, expansion, and synthesis*.

Since publication of the first edition of **Pasajes** in 1983, interest in communicative language ability has grown steadily. The focus on proficiency, articulated in the *ACTFL Proficiency Guidelines*, and the growing body of research on the processes involved in developing each of the language skills have supported the importance of communicative ability as a goal of classroom language study, while suggesting activities that enable learners to develop specif-

ic skills in each of the four traditional areas. At the same time, the growing interest in cultural competence, which has been a focus of the **Pasajes** program from the beginning, has confirmed that instructional materials need to be not merely contextualized but also content-rich. The revisions of **Pasajes** have been shaped by these factors, as well as by the combined expertise of those who have used earlier versions of the materials and have offered suggestions based on their experiences.

Pasajes: Literatura

Pasajes: Literatura has been developed with several goals in mind. Because its focus is on *literature*, it aims to increase students' general familiarity with literature and literary devices, and to expand their knowledge of Hispanic literatures by exposure to a variety of authors and literary genres. As a reader, it is concerned with helping students to develop effective skills for reading, understanding, and interpreting literature. Finally, though no less importantly, it seeks to present literature as a means to access culture as well as diverse perspectives and linguistic registers.

The text includes writings by a range of authors from the late nineteenth century to the present, most of them drawn from the past fifty years. Spain and Latin America are approximately equally represented, and U.S. Hispanic authors are included as well. The reading selections in **Literatura**, all unedited originals, reflect the same themes developed in **Cultura** and **Lengua**.

After the first two semesters of focusing on basic language, college students should be ready for more advanced work in Spanish, which usually includes literary material. While most students are eager to tackle more sophisticated readings, many will be unprepared for the abrupt switch from carefully controlled first-year materials to the more intricate literary language. The enjoyable experience they were expecting

too often becomes the tedious drudgery of translation. An instructor can help students to read more effectively in many ways; perhaps the most important is to show them how to get ready to read. Whatever the student already knows or can learn about the plot or the context of a story, about its characters or its setting, before beginning to read will establish an important mental set, or schema, making the task of reading much easier and more effective. The structure and approach of **Literatura** is specifically designed to help students develop their skills in reading Spanish-language literature.

Organization of the Text

While the look of **Pasajes** is brand new, the chapter organization of the Fourth Edition remains fundamentally the same as in the Third Edition. To enhance the utility of **Pasajes: Literatura**, we have made minor organizational changes to some sections and have renamed some of them to reflect the new look and fresh content. Suggestions for using each section and its various features are offered in the *Instructor's Manual*.

▲ Chapter opener

Functioning as an advance organizer for the chapter theme, the chapter opener consists of a piece of fine art and an accompanying activity designed to activate students' prior knowledge about the topic, encourage them to discuss their associations with the theme, and to set the stage for the readings and activities that follow.

▲ Lectura I (or II)

Each chapter consists of two main readings or a single main reading divided into two parts. Most readings are preceded by a pre-reading skills and strategies section and followed by comprehension, interpretation, and "application" activities.

▲ Aproximaciones al texto

In this section, students are introduced to specific literary practices, such as the use of literary conventions, genre, characterization, defamiliarization, and so forth, and have the opportunity to develop reading strategies that are appropriate for literary texts. Activities familiarize students with the literary terms and their usage, while preparing them for the specific texts. All poems are pre-

ceded by discussion and activities related to poetry and poetic discourse. Many chapters also include practice in specific linguistic skills designed to help students read more efficiently and with greater comprehension, such as breaking complex sentences into simpler ones and guessing the meaning of unfamiliar words. This section closes with **Palabras y conceptos**, in which students work with key vocabulary to anticipate ideas and issues related to the main reading in each chapter. The activities in this section give students key information about the chapter reading, activate their prior knowledge of the topic, and establish important mental expectations.

▲ Reading

Within readings in the first five chapters, graphic symbols are used to indicate the meaning of verbs in tenses that have not yet been reviewed in **Pasajes: Lengua**. Important vocabulary items that cannot be guessed from context are glossed at the bottom of the page; glosses are mostly in English in the earlier chapters and appear increasingly in Spanish in later chapters.

▲ Comprensión

The **Comprensión** activities allow students to verify their general understanding of the content of the reading, as well as to practice the grammar points treated in the corresponding chapter of **Pasajes: Lengua**. Activity types vary greatly: Typical formats include, but are not limited to, content questions, true/false, sentence completions, and identifying key ideas.

▲ Interpretación

Once students have verified their general comprehension of the reading, they move into an interpretive phase. In these activities students move beyond their general understanding of facts and details to meaning at a deeper level. Here, too, a variety of activities helps students interpret the readings: speculating, making comparisons, and creating semantic maps.

▲ Aplicación

Finally, students are given the opportunity to apply what they've read to their own experi-

ence. In activities such as class discussions, role-plays, and debates, students have an opportunity to use the information gleaned from the readings in more free-form contexts.

Several special activities appear in each chapter of *Pasajes: Literatura*.



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



Entre todos are activities designed for whole-class discussion.



Each chapter includes two or three **Papel y lápiz** activities. These activities, which typically build progressively one on the next, have two purposes:

to encourage students to use writing as a way to explore and develop their understanding of the ideas expressed in the chapter reading(s) and to build their writing skills by practicing a variety of writing techniques. **Papel y lápiz** activities are typically informal and journal-like in nature and are not intended to be graded exercises; nevertheless, the **apuntes**, **mapa semánticos** and **comentarios** that students produce can be a rich starting point for more formal composition assignments.



Improvisaciones are opportunities for learners to engage in role-play and to practice a variety of communication strategies.

Pro y contra are guided debate activities in which learners must actively defend or refute statements related to important chapter themes and issues. The **Pro y contra** and the **Improvisaciones** activities motivate learners to want to communicate while challenging them to extend their language skills in order to produce the functions and extended discourse characteristic of advanced proficiency.

The *Pasajes* Program: Changes in the Fourth Edition

Based on extensive input from instructors and students alike, we have implemented a number of changes in the Fourth Edition without altering the essence of *Pasajes*.

- The new, full-color design of *Pasajes* makes learning Spanish not only more enjoyable but also easier. The purposeful use of color highlights the various features of the text and draws attention to important material.
- In response to suggestions from a large number of instructors, we have reduced the number of main texts in the Fourth Edition, from four to three, in order to improve the manageability of the program.
- The best and most popular activities of *Actividades* have been incorporated into *Lengua*, the *Cuaderno de práctica, Literatura*, and *Cultura*. The Third Edition of *Actividades* will still be available to instructors who enjoy using it in their intermediate and advanced Spanish courses.
- To improve the manageability of the materials, the prereading material in *Literatura* has been streamlined and condensed. As in the last edition, much of the material is designed for independent study outside of class with answers provided in the Answer Appendix.
- Many new readings by contemporary authors not often anthologized have been selected to replace some of the readings in the Third Edition. The new readings selected for the Fourth Edition of *Literatura* are the following.
 - Chapter 4: “La guerra y la paz” (short story) by Uruguayan author Mario Benedetti; “El nieto” (short story) by Cuban author Antonio Benítez Rojo.
 - Chapter 5: “Por qué muchas personas no figuran en el último censo” (short story) by Argentine author Conrado Nalé Roxlo; “Tesis” (short story) by Peruvian author José Adolph.
 - Chapter 8: “El silencio en las orejas de Jimmy” (short story) by Colombian author Reinaldo Spitaletta.
 - Chapter 9: “Aprender el inglés” (poem) by U.S. Hispanic author Luis Alberto Ambroggio; “Where you from?” (poem) by U.S. Hispanic author Gina Valdés.
 - Chapter 11: “El ángel caído” (short story) by Uruguayan author Cristina Peri Rossi.

Components

Pasajes, Fourth Edition, includes the following components, designed to complement your instruction and to enhance your students' learning experience. Please contact your local McGraw-Hill sales representative for information on the availability and cost of these materials.

Available to adopters *and* to students:

■ **Literatura**

Thematically coordinated with **Lengua** and **Cultura**, **Literatura** is a collection of 23 literary texts, including a variety of short stories and poetry, excerpts from longer works, and a legend. All texts have been selected both for their interest to students as well as for their literary value; many favorites from the Third Edition have been retained, while others have been replaced with texts more relevant to today's students. Each text is accompanied by abundant prereading and postreading activities that develop reading and writing skills and further students' understanding of important literary devices.

■ **Cultura**

Thematically coordinated with **Lengua** and **Literatura**, **Cultura** is a collection of cultural essays and authentic articles culled from contemporary Spanish-language books, magazines, and newspapers. Each reading treats an aspect of the chapter topic and is accompanied by abundant prereading and postreading activities designed to develop reading and writing skills while furthering students' appreciation of the cultural diversity of the Spanish-speaking world.

■ **Voces Audiocassette**

This special 90-minute listening comprehension tape, corresponding to **Voces**, the "testimonial" section of **Cultura**, contains actual voices of inhabitants of Spanish-speaking countries. Ideal for in-class or for additional out-of-class listening comprehension, this tape helps develop proficiency in understanding a wide variety of accents and oral texts. Side B of the **Voces Audiocassette** features recordings, by native speakers of Spanish, of all the poetry selections in **Literatura**, which may be used for additional listening comprehension. The **Voces Audio-**

cassette, provided free to adopters, is available for student purchase.

■ **Lengua**

The core grammar text for the **Pasajes** program consists of a comprehensive review and practice of basic vocabulary and grammatical structures, while introducing and practicing more advanced grammatical structures.

■ **Cuaderno de práctica: Expresión oral, comprensión, composición**

This combined workbook and laboratory manual is coordinated thematically with **Lengua**, **Literatura**, and **Cultura** and provides students with various controlled and open-ended opportunities to practice the vocabulary and grammatical structures presented in **Lengua**. The chapter organization of the **Cuaderno** follows that of **Lengua**. 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 workbook section provides guided writing practice to help students develop a variety of writing skills. New in the Fourth Edition of the **Cuaderno** is the **Viaje cultural** section, containing video-based activities for individual viewing of the *Video to accompany Pasajes*.

■ **Audiocassette Program to accompany Pasajes**

Corresponding to the laboratory portion of the **Cuaderno**, the **Audiocassette 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. The **Audiocassette Program**, provided free to adopters, is also available for student purchase.

■ **MHELT 2.1 (McGraw-Hill Electronic Language Tutor)**

This computer program, available for both IBM and Macintosh, includes a broad selection of the form-focused grammar and

vocabulary activities found in **Lengua**, Fourth Edition.

Available to adopters only:

■ ***Instructor's Manual***

Revised for the Fourth Edition, this handy manual includes suggestions for using all components of the **Pasajes** program, sample lesson plans and syllabi, sample chapter tests, and the transcript of the *Video to accompany Pasajes*.

■ ***Video to accompany Pasajes***

A 30-minute video consisting of authentic footage of recent television broadcasts from more than half a dozen Spanish-speaking countries. Topics are coordinated with the chapter themes of the **Pasajes** program. Video activities are found in **Lengua** as well as in the **Cuaderno**.

■ ***Lengua Instructor's Edition***

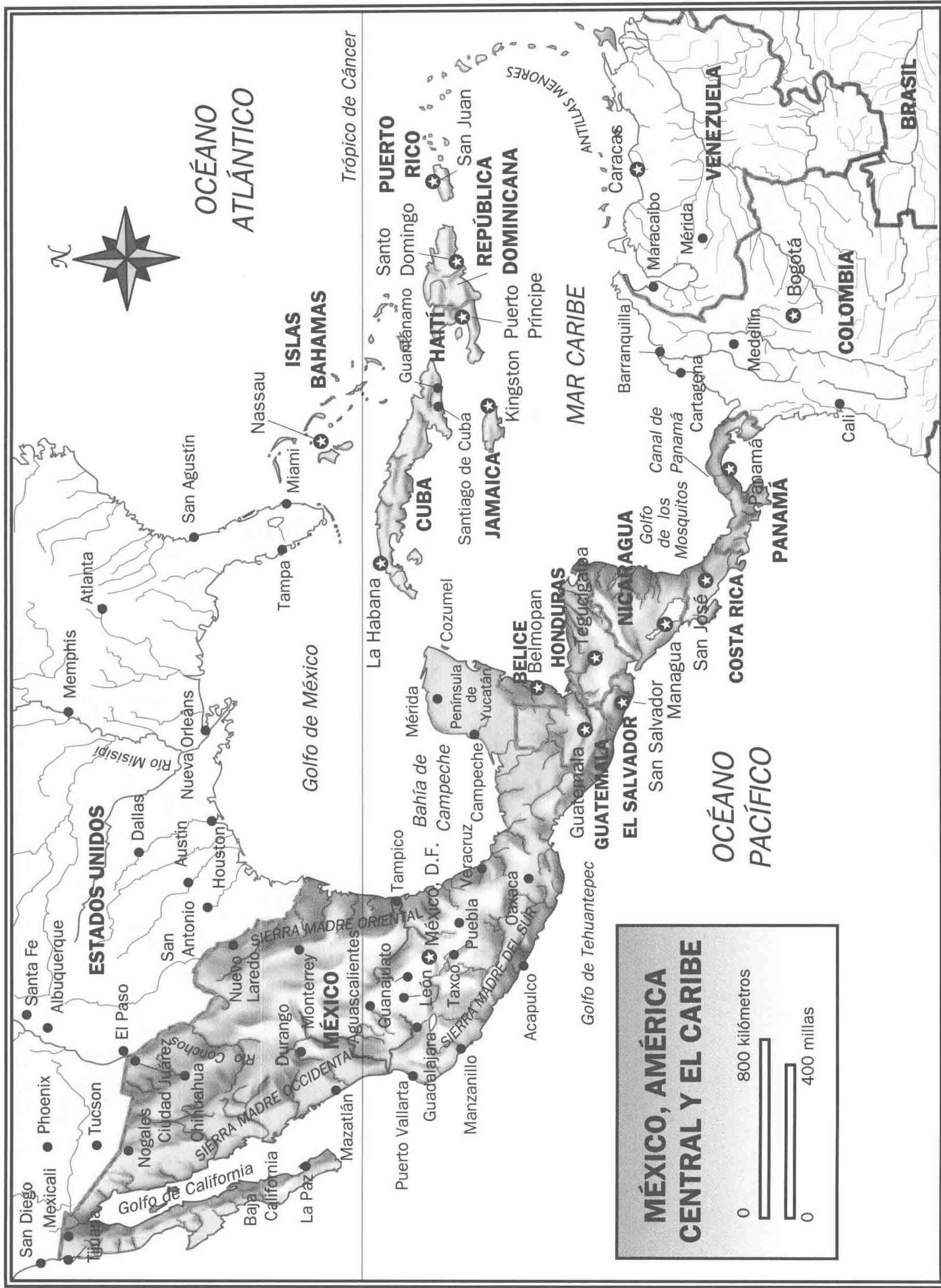
This special edition of **Lengua**, specifically designed for instructors, contains a 32-page insert with helpful hints and suggestions for working with the many features and activities in **Lengua**.

■ ***Tapescript***

This is a complete transcript of the material recorded in the *Audiocassette Program to accompany Pasajes*.

■ **Instructional videos**

A variety of videotapes are available to instructors who wish to offer their students additional perspectives on the Spanish language and Hispanic cultures and civilizations. A list of the videos is available through your local McGraw-Hill sales representative.





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