

preface

“ . . . to help students develop proficiency in the four language skills essential to truly communicative language teaching . . . ”

from the Preface to *Puntos de partida*, first edition, 1981

Market research. Reviewer feedback. Special consultants. Focus groups. Merely buzz words? On the contrary! When the authors and editors of *Puntos de partida* (or *Puntos*, as the series has come to be called) began preparing for this new edition, we once again turned to you—instructors and students—to help us formulate a plan that would respond to your needs. This has always been our approach. Over the years, more than 450 individuals have provided the necessary feedback to keep *Puntos* in step with changes in the classroom and in the profession. For this edition in particular we reached out to more than 160 students and instructors. The result is a thoroughly revised edition both in appearance and content. Be assured, however, that *Puntos* continues to provide the solid foundation in communicative language development that is its hallmark. At the same time, your feedback has guided us in ways that enrich and improve that foundation. Your feedback has also called our attention to the need for a number of other important changes to the text. Some of the changes that you will find include the following:

A DESIGN THAT PROMOTES LEARNING AND TEACHING

- More than 600 new color illustrations and photographs bring an exciting new visual appeal to the program and enhance the pedagogy of the text. Beautiful drawings illustrate vocabulary words in each chapter, allowing students to make important connections between the Spanish word and the conceptual meaning. Many activities are also enlivened through lively illustrations that review vocabulary and grammar and promote real communication.
- The flow of presentations and activities within the chapter has been carefully crafted to keep students on task and focused. Activities do not break over the front and back of pages, thus eliminating the need for students and instructors to “flip” pages while completing activities.
- Sentence-formation and cloze passage activities are now pedagogically improved through the use of special shading and color that highlight key elements of the activity and keep students focused on the tasks they are performing.



STUDENT-FRIENDLY GRAMMAR FEATURES

- Paradigms and charts within grammar presentations have been enhanced by the use of a colored font that directs students' attention to key aspects of the grammar point, such as spelling changes in stem-changing verbs and agreement of adjectives.
- New timelines place major grammar tenses on a continuum from Past ↔ Present ↔ Future and help students understand the “big picture” as they move through the sequence of tenses presented throughout the text.
- **Autoprueba** quizzes allow students to do quick self-assessments of their understanding of key grammar points in every chapter, before they begin the exercises and activities.
- New drawings illustrate many new verb infinitives, encouraging students to learn meaning through visual association.
- A grammar checklist in the new **En resumen** section at the end of every chapter offers a quick review of the major grammar topics in the chapter, helping to ensure that students have a comfortable understanding before moving on to the next chapter.
- Interactive **Flash Grammar** tutorials on the CD-ROM and the *Online Learning Center Website* allow students to “see” core grammar structures. The tutorials are enriched by interactive paradigms and sample sentences.

AN INTRODUCTION TO LITERARY MASTERPIECES

- Renowned authors from different countries are profiled in each chapter, accompanied by a brief extract from one of their works. These brief extracts—just a “taste” of some **obras maestras**—will enrich students' appreciation of the literary heritage of the Spanish-speaking world and hopefully motivate some students to continue reading when their Spanish language skills are better developed.

AN ALL-NEW VIDEO PROGRAM THAT BRINGS LANGUAGE AND HISPANIC CULTURES TO LIFE

- The **Entrevista cultural** segments introduce students to a Spanish-speaker from a different country in each chapter, providing a unique glimpse into their lives and their culture. Accompanying activities in the new **Perspectivas culturales** section of each chapter both prepare students for viewing and assess comprehension.
- The **Entre amigos** episodes present four students from different countries (Spain, Mexico, Venezuela, and Cuba) who tell entertaining stories as they meet and talk at a university in Mexico. These entertaining vignettes also review vocabulary themes and grammatical structures in each chapter, bringing the language to life. Taken together, both video segments provide an opportunity for students to hear authentic Spanish spoken by real Spanish speakers who interact with each other, rather than actors speaking for the camera.
- The popular video episodes from the previous edition of *Puntos de partida* continue to be available on the *Video Program*, and can still be used, chapter-by-chapter, with the seventh edition.

DIVERSE CULTURAL CONTENT

- Each chapter focuses on one area of the Spanish-speaking world. A large photo on the chapter opening pages introduces students to the chapter's themes as well as to the country of focus, and provides an engaging starting point for conversation.
- Special cultural features, including the **Nota cultural** and the **En los Estados Unidos y el Canadá** boxes, give quick and interesting glimpses into Hispanic cultures.
- The new **Perspectivas culturales** section in each chapter highlights the country of focus through video segments, texts, and photos.

While much is new to this edition of *Puntos*, you will continue to find the many hallmarks that



make it the book of choice for hundreds of instructors across the country. These hallmark features include:

- an abundance of classroom-tested practice material, ranging from form-focused activities to communicative activities that promote real conversation
- vocabulary, grammar, and culture that work together as interactive units, unifying this important aspect of language learning
- an emphasis on the meaningful use of Spanish
- a positive portrayal of contemporary Hispanic cultures

- print and media supplementary materials that are carefully coordinated with the core text

The pages that follow provide a more detailed overview of changes to this edition in a section called “What’s New in the Seventh Edition?” The next section, “A Guided Tour,” explains and shows the organization and features of *Puntos* (useful to both instructors and students!). A comprehensive discussion of supplementary materials follows a brief explanation of how to use *Puntos de partida* in the classroom. The Preface closes with the acknowledgment of the many instructors and students who helped shape this new edition.

what's new to the seventh edition?



NEW DESIGN AND ART

Instructors will immediately notice the new look of *Puntos de partida*. While the design and art of previous editions have always been well received, we felt it was time for a change. The result is a new design: contemporary, beautiful, and most importantly, student- and instructor-friendly. Great care has been taken to ensure that activities and presentations flow smoothly from one page to the next and that the design itself enhances the teaching and learning experiences. The art program for this edition of *Puntos* is also entirely new. The artists were carefully guided so that the art would be both pedagogically sound and visually beautiful. The result of the new design and art is a visually enhanced seventh edition that satisfies the needs of today's sophisticated students and instructors, both pedagogically and visually.

CHAPTER THEMES

The positive response from instructors using earlier editions confirmed that the chapter themes found in *Puntos* provide engaging and relevant content for exploration and discussion. Theme vocabulary for all chapters has, of course, been updated to reflect changes in the areas of technology, recreational activities, and so forth. The vocabulary of **Capítulo 14** has been modified to focus more on the natural world, and the vocabulary of **Capítulo 18** now reflects travel vocabulary students are likely to use in today's traveling environment.

NEW CHAPTER-OPENING SPREAD

We have redesigned the chapter-opening spread. The result is an introduction to the chapter that is more engaging and more purposeful to the instructor and the student. Spending class time on the chapter opener will provide a useful introduction to the chapter for the student and set the stage for a more successful experience with the chapter content. (A visual presentation of the new Chapter Opener is provided in the Guided Tour presented in this Preface.)

CAPÍTULO PRELIMINAR: ANTE TODO

Responding to reviewer feedback, the authors have carefully recrafted and shortened the **Capítulo preliminar**. Its purpose remains the same: to introduce students to the sounds of Spanish and to a variety of high-frequency language that will ease their transition into the course. In addition, this special chapter continues to introduce students to the geographic and cultural diversity of the Spanish-speaking world. However, the amount of material has been considerably reduced, resulting in two sections rather than three. The material that has been eliminated from the preliminary chapter has been integrated into other chapters of *Puntos*.

USER-FRIENDLY ACTIVITIES

In addition to being carefully ordered from form-focused to more open-ended, communicative tasks, the activities are now also carefully placed on the pages so that students and instructors will not need to flip pages as they complete an activity. Additional models provide more support and materials, and elicit more



student interaction. Many activities focus even more on reviewing and recycling vocabulary and structure from previous chapters.

NOTAS CULTURALES

More than half of the **Notas culturales** have been replaced with new **Notas** or have been revised considerably. Instructors will find that the **Notas culturales** consistently reflect some aspect of the chapter theme and focus on high-interest topics. In addition, the *Instructor's Edition* now features a series of follow-up questions for each **Nota**, providing instructors with ready-made activities to use in class.

PERSPECTIVAS CULTURALES

The new **Perspectivas culturales** spread now found in every chapter uniquely presents Hispanic cultures through a combination of video, readings, photos, and graphics. These two pages, as is evident in their title, provide students with a variety of cultural perspectives, related directly to the chapter theme and to the country or countries of focus. There are three separate sections within the **Perspectivas culturales** spread.

- **Entrevista cultural**, a video-based interview with a native speaker from the country of focus. When two countries are covered, there is a corresponding interview with a native speaker from each country. These interviews are directly related to the chapter theme as well: The native speakers' interests, professions, studies, or background are directly linked to that theme, and the topic of the interviews reflect this connection. Thus, students not only benefit from the country-specific cultural information in the interview but also from language that corresponds to the vocabulary and grammar covered in the chapter.
- **Entre amigos**, a video-based feature that follows the entertaining discussions of a group of four college students. These students reflect the geographic and cultural diversity of the Spanish-speaking world. Rubén is from Spain, Miguel from Mexico, Karina from Venezuela, and Tané from Cuba. In these segments, these four students informally discuss chapter-related topics that affect their daily lives. The language is natural and non-scripted, resulting in spontaneous discussions that reflect the interests and concerns of today's Spanish-speaking young adults, in an environment that encourages cross-cultural comparison.
- **Conozca...**, based on readings, photographs, almanac information, and video footage. This section provides the opportunity for students to learn more about the chapter's country or countries of focus. After students have been exposed to a native speaker from that country in the **Entrevista cultural** section, they are then provided with the opportunity to expand their knowledge about the country in the **Conozca...** section. The variety of information provided is designed to give students a broad overview of the particular country or countries.

UN POCO DE TODO

The **Un poco de todo** review sections are now part of the **Gramática** section of the chapter, as the final step in the presentation and practice of the new



grammatical structures. As in previous editions of *Puntos*, this section reviews the grammatical and lexical material from both the corresponding chapter and previous chapters. In addition, and new to this edition, each **Un poco de todo** section features a cloze paragraph with a cultural focus. This cultural focus is directly related to the theme of the chapter or the chapter's country of focus. Thus, culture and language are naturally integrated in the **Un poco de todo** sections of every chapter.

UN PASO MÁS: READING AND WRITING

- **Literatura de...** Instructors familiar with previous editions of *Puntos* will notice a new feature in the **Un paso más** section following each chapter: the **Literatura de...** section. This section, developed in response to instructor's requests for more country-specific literature and culture, features an important author from the chapter's country of focus and includes an excerpt from one of that author's works. A short biographical note provides information on the author's life. The intent of this section is to raise students' awareness of the amazingly rich literary tradition of the Spanish-speaking world, as well as give them a "taste" of some **obras maestras**.

While these brief readings will be challenging for most students, some at least will profit from and be motivated by reading them . . . and perhaps a few will become Spanish majors in part because they were "touched" by one or more selections. While choosing these excerpts was not an easy task for the *Puntos* author team, all of us—whether we are linguists or literary specialists—remembered and reconnected with our early enthusiasm for Spanish literature as we tried to read the excerpts through the eyes of today's students.

- The **Lectura** section, which has traditionally provided optional content to develop learners' reading and writing skills, continues to serve this important function. Approximately one-third of the readings are new to the seventh edition (chapters 6, 8, 9, 11, and 15), and all of these are authentic readings chosen from sources written for native speakers of Spanish. We believe it is crucial that students be exposed to authentic written language not only for the development of reading skills but also for the acquisition of language. Students also feel a tremendous sense of accomplishment knowing that they have read (and understood!) a text written for native speakers.

All readings are introduced by a specific reading strategy (**Estrategia**) that will help to make the reading more accessible and the reading task more enjoyable. These strategies, which are informed by second-language reading research, can be carried from one reading to the next, as well as to texts that students might read on their own outside of class.

- The **Escritura** activity provides the final task of this section. These activities serve to introduce students to the writing process and range from brief tasks such as filling out a form to longer tasks such as writing a letter, a descriptive paragraph, an essay, and so forth. The theme of the writing tasks is related to the theme of the reading passage, thereby integrating and uniting the two skills in a purposeful way.

a guided tour



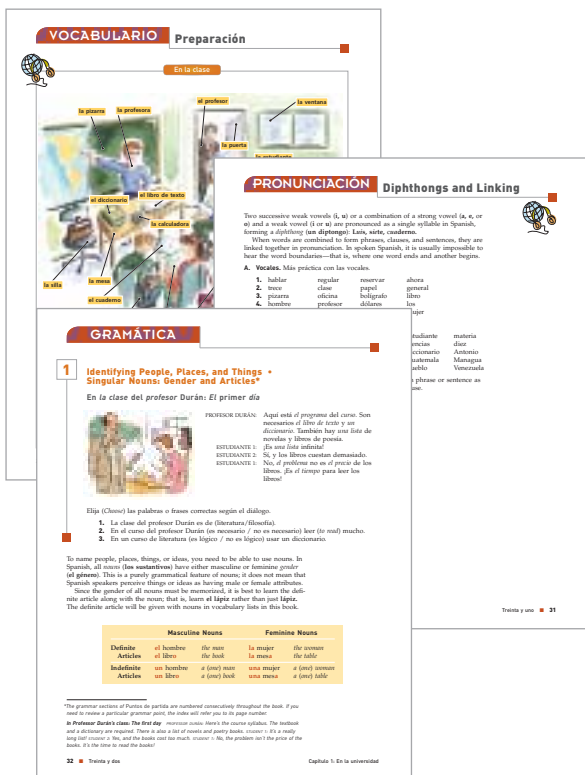
CHAPTER-OPENING SPREAD

Each chapter opens with an engaging two-page spread that provides a purposeful introduction to the chapter for both the instructor and the student. On the left-hand page of each spread a photo introduces students to both the chapter theme and the chapter's country of focus. In the *Instructor's Edition*, instructors will find theme-related questions that introduce students to the vocabulary and themes of the chapter.

The right-hand page of the spread provides a brief overview of the chapter objectives, including vocabulary, grammar, and cultural topics, as well as an introduction to the interviewee featured in the country-specific **Entrevista cultural** section of the Video Program. The map focuses student attention on the chapter's country of focus and on the interviewee's country of origin.

VOCABULARIO: PREPARACIÓN

This section presents and practices the chapter's thematic vocabulary. The vocabulary items in these sections, marked with a headphones icon, are available in audio format on the *Online Learning Center*. A special *Textbook Listening CD*, containing these audio files, is also included in the *Laboratory Audio Program*. Each new vocabulary presentation is followed by a **Conversación** section that practices the new vocabulary in context.



PRONUNCIACIÓN

This section, a feature of the first seven chapters, focuses on individual sounds that are particularly difficult for native speakers of English.

GRAMÁTICA

This section presents two to four grammar points. Each point is introduced by a minidiologue, a cartoon or drawing, realia, or a brief reading that presents the grammar topic in context. Grammar explanations, in English, appear in the left-hand column of the two-column design; paradigms and



NOTA CULTURAL

Universities in the Hispanic World

Universities have a long history in the Spanish-speaking world. The first that appeared in the western hemisphere was the **Universidad de Santo Domingo**, founded in 1520 in what is now the Dominican Republic. Other early universities in this hemisphere include the **Real y Pontificia Universidad de América** (Mexico City, 1525) and the **Universidad de San Marcos** (Lima, Peru, 1571). Early Spanish colonial cities were meticulously designed and planned, and it is no accident that these universities were established in three of the most important cities. The Spaniards already had around 100 years of experience with university-level education. La **Universidad de Salamanca**, one of the oldest universities in the world, was founded in 1225 in Salamanca, Spain.

Una estatua de fray Luis de León está en la Universidad de Salamanca. La Universidad, que lleva más de 400 años (1229), conserva vestigios de su vida más antigua (fotografía del mundo).

Los materias

The names for most of these subject areas are cognates. See if you can recognize their meaning without looking at the English equivalent. You should learn in particular the names of subject areas that are of interest to you.

La administración (business)
de empresa (corporate)
la economía (economics)
de espíritu (philosophy)
la filosofía (philosophy)
la literatura (literature)
las matemáticas (mathematics)
la sociología (sociology)

Las ciencias (sciences)
las humanidades (humanities)
las lenguas extranjeras (foreign lang.)

NOTA COMUNICATIVA

Expressing the Time of Day

You can use the preposition *por* to mean in or during when expressing the time of day. *Estudio en mañana y trabajo por la tarde.* (I study in the morning and I work in the afternoon. During the evening I'll go to bed, and I'll go to work in the morning.)

Remember that the phrase *de mañana tarde, noche* are used when a specific hour of the day is mentioned, and are used like the English *in* and *at*.

C. Entrevista. Use the following questions as a guide to interview a classmate, and take notes on what he or she says. (Write down what your partner says using the él/ella form of the verbs.) Your instructor may want you to hand in your notes so that he or she can get to know the students in the class better.

INSTRUCCIÓN 1: ¿Keren, estudias filosofía?
INSTRUCCIÓN 2: No, no estudio filosofía. Estudio música.
INSTRUCCIÓN 3: ¿cuándo estudias, por la mañana, por la tarde o por la noche?
INSTRUCCIÓN 4: ¿cuántas horas a la semana (per week) trabajas?
INSTRUCCIÓN 5: ¿Quién paga los libros de texto, tú o los profesores? ¿Qué más necesitas pagar? ¿discos/música? ¿el alquiler (rent)? ¿?

EN LOS ESTADOS UNIDOS Y EL CANADÁ

Jaime Escalante

Jaime Escalante was born in La Paz, Bolivia, where he was a math and physics teacher for fourteen years. He emigrated to California in 1962. He worked in the oil industry for a few years, then he returned to teaching. He worked for the Los Angeles Unified School District in East Los Angeles, where the students were mostly from low-income families. He worked at the Los Angeles Unified School District in 1982 with Escalante's kids. His students did so well on an advanced placement calculus test that the Educational Testing Service thought they had cheated and asked them to retake the test. The 1983 film *Hunger for Memory* (Escalante and his students' efforts) was later awarded the United States Presidential Medal and the Andrew Dello award by the Organization of American States.

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ADDITIONAL FEATURES

Other important features that appear throughout the text include:

- Theme-related **Nota cultural** features that highlight an aspect of Hispanic cultures throughout the world
- **Nota comunicativa** sections that provide additional information and strategies for communicating in Spanish
- **En los Estados Unidos y el Canadá** sections that focus on U.S. and Canadian Hispanics and Hispanic communities
- **Vocabulario útil** boxes that give additional vocabulary that may be helpful for completing specific activities
- **Autopueba** boxes that follow grammar presentations and provide students with the opportunity to quickly check their understanding of a specific grammar point

Vocabulario útil

el padrastro / la madrastra	stepfather / stepmother
el hermano / la hermana	brother / sister
el hermano / la hermanastra	stepbrother / stepsister
el medio hermano / la media hermana	half brother / half sister
hermano	brother
el suegro / la suegra	father-in-law / mother-in-law
el yerno / la yerna	son-in-law / daughter-in-law
el cuñado / la cuñada	brother-in-law / sister-in-law
... ¡ojá morir!	... has (someday) died!

Conversación

A. ¿Cierto o falso? Look at the drawings of the family that appear on page 10. Decide whether each of the following statements is true (cierto) or false (falso) according to the drawings. Correct the false statements.

1. José es el hermano de Ana.
2. Diana es la abuela de Felipe.
3. Ana es la abuela de Felipe y Gloria.
4. Patricia y José son gemelos.
5. Carlos es el hijo de José.
6. Carlos es el sobrino de Isabel.
7. Isabel es el padre de Luis y Gloria.
8. Isabel y Gloria son las esposas de Luis y Felipe, respectivamente.

B. ¿Quién es?

Paso 1. Complete las oraciones lógicamente.

1. La madre de mi (papá) padre es mi _____.
2. El hijo de mi tío es mi _____.
3. La hermana de mi padre es mi _____.
4. El esposo de mi abuela es mi _____.

Paso 2. Ahora define cada (these) persona, según (according to) el mismo (same) modelo.

1. prima
2. sobrino
3. tío
4. abuelo

C. Entrevista. Find out as much as you can about the family of a classmate using the following dialogue as a guide. Use *traje* (I wore) and *traen* (they wore), as indicated. Use *cuántos* with male relatives and *cuántas* with females.

INSTRUCCIÓN 1: ¿Cuántos hermanos tienes?
 a) Buenos (ellos), tengo seis hermanos y una hermana.
 b) ¿Y cuántos primos?
 c) ¡Oh! Tengo un cuñado (hermano). Más de veinte.

*From this point on in the text, **esposos** + **and esposas** + **will be abbreviated as es and es,** respectively.

B. These are the frequently used -er and -ir verbs you will find in this chapter.

-er verbs		-ir verbs	
aprender	to learn	asistir	to go to
comprender	to understand	asistir (a)	to attend, to go to
conocer	to know, to be familiar with	deber	to owe, to be due, to have to
deber (+ inf.)	to owe, to be due, to have to	recibir	to receive
vender	to sell		

Remember that the Spanish present tense *está* is a number of present tense equivalents in English. It can also be used to express future meaning.

ejemplo: *Está comiendo.* I am eating / will eat

AUTOPROBEA

Give the correct verb forms.

1. Elena (esperar) _____.
2. ¿Quién (asistir) _____?
3. ¿Cuándo (deber) _____?
4. José (vender) _____.
5. ¿Quién (deber) _____?
6. ¿Quién (recibir) _____?

Use and Omission of Subject Pronouns

In English, a verb must have an expressed subject (a noun or pronoun); she says, *the train arrives*. In Spanish, however, as you have probably noticed, an expressed subject is not required. Verbs are accompanied by a subject pronoun only for clarification, emphasis, or contrast.

■ **Clarification:** When the context does not make the subject clear, the subject pronoun is necessary. This happens most frequently with third person singular and plural verb forms.

■ **Emphasis:** Subject pronouns are used in Spanish to emphasize the subject when in English you would stress it with your voice.

■ **Contrast:** Contrast is a special case of emphasis. Subject pronouns are used to contrast the actions of two individuals or groups.

ejemplo: *Él / Ella vende.* He / She sells.
Ellos / Ellas venden. They (m./f.) sell.
 ---¿Quién debe pagar? Who should pay?
 ---Yo debo pagar! I should pay!
 Ellos ven muchos monjes buenos poco. They and I see we not little.

using *puntos de partida* in the classroom

DEVELOPING LANGUAGE PROFICIENCY

The authors believe that students' (and instructors') class time is best spent using Spanish: listening to and speaking with their instructor and classmates, listening and viewing audiovisual materials of many kinds, and reading in-text and supplementary materials. For that reason, grammar explanations have been written to be self-explanatory, and sample answers for many exercises are provided in the back of the book so that students can check their work before coming to class. Thus, instructors can spot-check exercises as needed in class but devote more time to the multitude of extensions, follow-up suggestions, and special activities offered in the *Instructor's Edition*. Consequently, class time can be focused on new material and novel language experiences that will maintain student interest and provide more exposure to spoken and written Spanish. Research in second-language acquisition has revealed that environments that offer learners opportunities to use the language in meaningful ways provide an optimal learning situation. Students make few gains in language learning when all of their class time is spent correcting exercises.

The preceding comments underscore the authors' conceptualization of *Puntos* throughout its many editions as a text that fosters students' proficiency in Spanish. The following features help realize this objective:

- a focus on the acquisition of vocabulary during the early stages of language learning (**Ante todo**) and then in each chapter throughout the text
- an emphasis on meaningful and creative use of language
- careful attention to skills development rather than grammatical knowledge alone
- a cyclical organization in which vocabulary, grammar, and language functions are consistently reviewed and reentered
- an integrated cultural component that embeds practice in a wide variety of culturally significant contexts
- content that aims to raise student awareness of the interaction of language, culture, and society

The overall text organization progresses from a focus on formulaic expressions, to vocabulary and structures relevant to the here and now (student life, family life), to survival situations (ordering a meal, travel-related activities), and to topics of broader interest (current events, social and environmental issues). This breadth of thematic diversity—coupled with the focus on vocabulary, grammatical structures, and language functions—helps develop students' language proficiency, thus preparing them to function in Spanish in situations that they are most likely to encounter outside the classroom.



PUNTOS DE PARTIDA AND THE NATIONAL STANDARDS

In response to the Goals 2000: Educate America Act, the American Council on the Teaching of Foreign Languages (ACTFL) received funding to develop K-12 content standards for foreign language education. Working in collaboration with professional organizations such as the American Association of Teachers of Spanish and Portuguese, among others,¹ ACTFL launched the National Standards in its 1996 volume *Standards for Foreign Language Learning: Preparing for the 21st Century*. The Standards and their challenging vision of educational reform have been embraced by government, business, and over fifty professional and state organizations.

The Standards are organized into five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. These “five Cs” are symbolized by five interlocking circles, representing the close interrelationship among these goals. Each includes two or three content standards that describe what students should know and be able to use as a result of their language study. The Standards differ from a skill-based paradigm, where listening, speaking, reading, and writing are divorced from content and communication. Rather, the Standards emphasize these four skills as instruments for acquiring cross-disciplinary knowledge as well as developing critical thinking skills and communicative strategies. While the Standards do not prescribe curriculum, they necessarily influence pedagogical approaches and performance outcomes.

More specifically, the Standards ask us to reconceptualize our approach to culture. As Phillips notes:

In spite of much lip service over the years, culture remained at the periphery of instruction, most frequently referred to as a fifth skill, a capsule, a cultural note at the bottom of a textbook page, or a Friday “fun” activity. . . . Teachers taught the culture as they knew it; students learned items randomly, not as connected threads or themes. In most courses, no systemic process was visible that enabled students to observe cultural manifestations; to analyze the patterns of behavior; to hypothesize about origins, usage, or context; and to understand the perspectives of the people in the target cultures. In sum, most cultural content learned was fact or act in isolation from how it related to the values and attitudes of a person or a people.²

With its integrated approach to culture, *Puntos* exemplifies the spirit of the Standards. Culture is organized thematically by chapter. Then, within each chapter of the text and via the various multimedia supplements (Video, CD-ROM, *Online Learning Center*), students are exposed to a multiplicity of *products*, *processes*, and *perspectives*. From interviews with native speakers, to in-depth cultural commentary on the countries of the Spanish-speaking world, to reflections on the Hispanic community in the United States and Canada, *Puntos* provides sustained opportunities for hypothesis and analysis, inviting students to make connections between beliefs, behaviors, and cultural artifacts.

¹The other organizations included in this project were the American Association of Teachers of French, and the American Association of Teachers of German.

²June K. Phillips, ed., *Foreign Language Standards: Linking Research, Theories, and Practices* (Lincolnwood: NTC, 1999), p. 8.



In addition to **Culture**, *Puntos* integrates the four additional goal areas described in the National Standards. Through its presentation of functional language, role-play and interview activities, and personalized activities, *Puntos* emphasizes **Communication**. The readings and other exploratory activities help students make **Connections** among discipline areas. Ample opportunities are provided for cross-cultural **Comparisons** in the *Video Program* and on the *Puntos Online Learning Center Website* as well as in activities like those found in **Un poco de todo**. Finally, Internet-based and experiential activities allow students to explore **Communities**. Throughout the *Instructor's Edition*, a special recurring feature devoted to the National Standards indicates how and in what manner the Standards are represented in the content of the material.

supplementary materials

A variety of additional components are available to support *Puntos de partida*. Many are free to adopting institutions. Please contact your local McGraw-Hill representative for details on policies, prices, and availability.

FOR STUDENTS

- The *Workbook*, by Alice A. Arana (formerly of Fullerton College) and Oswaldo Arana (formerly of California State University, Fullerton), continues the successful format of previous editions by providing additional practice with vocabulary and structures through a variety of input-based, controlled, and open-ended activities and guided compositions. Special features include the **Prueba corta**, now preceded by a new grammar self-check feature called **A ver si sabe...**, which allows students to quickly assess their knowledge of grammatical structures before completing the final quiz. The **Perspectivas culturales: Conozca...** section offers focused vocabulary and fact-based activities related to the same feature found in the student textbook.
- The *Laboratory Manual* and *Laboratory Audio Program*, by María Sabló-Yates (Delta College), continue to emphasize listening comprehension activities as well as cultural listening passages with listening strategies. Chapters offer form-focused speaking practice as well as interview and dialogue-based activities, including activities that correspond to the **Videoteca** section of the student textbook. The **Prueba corta** is a chapter-ending self-quiz that allows students to assess their language development before moving on to the next chapter. Audio CDs are free to adopting institutions and are also available for student purchase upon request. (An *Audioscript* is also available for instructors.)
- The *Online Workbook* and *Online Laboratory Manual*, developed in collaboration with Quia™, offer an online version of these printed supplements. Increasingly popular, these online versions of the printed materials offer such benefits for the student as an integrated *Laboratory Audio Program*, self-scoring activities, and instant feedback. Benefits for the instructor include a gradebook that automatically scores, tracks, and records student grades and provides the opportunity to review individual and class performance. Other benefits include customizable activities and features and instant access to grades and performance.
- The *Online Learning Center Website* provides students with a wealth of exercises and activities specially created for use with *Puntos de partida*. The *Online Learning Center* consists of two general areas: the free content and the **Premium Content**. Free content includes additional vocabulary and grammar practice quizzes, cultural activities, chapter overviews, and more. Packaged free with every new student text is an *Online Learning Center* passcode card that provides students purchasing a new text with access to the **Premium Content**. This **Premium Content** includes the *Laboratory Audio Program*, the **Conozca...** video footage, and the **Flash Grammar Tutorials**. Students that purchase a used text may purchase a passcode separately at a



nominal price if they wish to access this **Premium Content**. The *Online Learning Center* can be accessed at www.mhhe.com/puntos7.

- The *Interactive CD-ROM* is an exciting, multimedia supplement that offers additional vocabulary and grammar practice activities, vocabulary games, review activities, interactive grammar tutorials, video-based activities, speaking activities that simulate conversations with native speakers, cultural activities, reading and writing activities, a “talking” dictionary, and much more. This highly popular interactive supplement has been revised and upgraded for the seventh edition and includes new activities and features not available on earlier versions.
- The *Video on CD* provides students with access to the entire *Puntos de partida Video Program*. Available for purchase, this set of two CD-ROMs includes every video segment from the *Video Program*, as well as follow-up activities for every segment. Instructors who find they do not have the time to show the *Video Program* in class will be pleased to know that it is available to students in this format, providing students with a wealth of authentic and natural linguistic and cultural input. For more information, see the *Video Program* below.
- The *Ultralingua en español Spanish-English Bilingual Dictionary on CD-ROM* (Guyer, Beliakov, Carpenter, Ondich, and Caudron) is also available for purchase. It is an ideal electronic Spanish-English dictionary for all levels. It includes 180,000 words and expressions, a special wild-card search function, and a hyperlinked grammar reference, among other things.
- A *Practical Guide to Language Learning*, by H. Douglas Brown (San Francisco State University), provides beginning foreign language students with a general introduction to the language-learning process. This guide is free to adopting institutions, and it can also be made available for student purchase.



FOR INSTRUCTORS

- The *Instructor's Edition*, which has always been regarded as a principal teaching resource for both novice and experienced instructors, provides an enlarged trim size with a wide variety of additional instructional ideas, suggestions, and activities. Revised by Ana María Pérez-Gironés (Wesleyan University) and A. Raymond Elliott (University of Texas, Arlington), this very useful supplement contains suggestions for implementing activities, supplementary exercises for developing listening and speaking skills, and abundant variations and follow-ups on student text materials. A special new feature of the *Instructor's Edition* are the **Bright Idea** suggestions, which were provided by instructors from across the country who use *Puntos de partida* on a daily basis. We are grateful for their wonderful ideas and suggestions. In addition, special features found in the wrap-around annotation space include a recurring **Resources** note at the beginning of each chapter identifying key supplements and resources for that chapter, notes and suggestions for adapting certain activities to accommodate **Heritage Speaker** students, and notes that identify activities that support the National Standards. There are also additional exercises for the **Vocabulario: Preparación and Gramática** sections, the **Videoteca**, and the **Lectura and Escritura** sections.

- The *Instructor's Manual and Resource Kit* offers an extensive introduction to teaching techniques, general guidelines for instructors, suggestions for lesson planning in semester and quarter schedules, and blackline master activities created for use with the various segments on the *Video Program*, thus making it easy for instructors to provide concrete tasks that accompany the video material. Also included are a wide variety of interactive and communicative games for practicing vocabulary and grammar, many of which are new to this edition of the *Instructor's Manual and Resource Kit*. We are very grateful to Linda H. Colville of Citrus College for creating these excellent games.
- The seventh edition of the printed *Testing Program* has been considerably revised based on extensive instructor feedback. All tests have been carefully reviewed and edited. In particular, the reading and listening sections have been revised to make their level and language more consistent. Five different tests are provided for each chapter, as well as sample mid-term and final exams.
- A new and exciting instructor supplement is the *Test Generator*. This brand-new supplement has been created in response to instructors' requests for a true test generator that allows them to easily and quickly create new, customized tests at the click of a mouse. This *Test Generator* provides a wealth of testing questions for every chapter, in a wide variety of formats. Testing categories include vocabulary, grammar, reading, writing, listening, and culture. Instructors can easily create a new test for every class, multiple tests for one class, save and store those tests, and add and save their own testing questions. We are delighted to offer this useful new supplement to instructors.
- The *Online Learning Center Website* to accompany *Puntos de partida* offers instructors a variety of additional resources. Instructors have password-protected access to all portions of the *Online Learning Center*, which includes such resources for instructors as electronic versions of the *Instructor's Manual and Resource Kit* and the *Audioscript*, as well as *Digital Transparencies* and links to **Professional Resources**. The *Online Learning Center* can be accessed at www.mhhe.com/puntos7. For password information, please contact your McGraw-Hill sales representative.
- A new *Video Program* accompanies the seventh edition of *Puntos*. It includes two new video segments for every chapter: The **Entrevista cultural** segment and the **Entre amigos** segment. In addition, the highly popular **Minidramas** vignettes, the **En contexto** functional segments, and the **Conozca...** cultural footage have been retained from the previous edition, resulting in a *Video Program* of approximately five hours in length. This rich resource offers instructors a wide variety of video material of differing types that correspond directly to every chapter of the textbook.
- The *Adopter's Audio CD Program*, provided free to adopting institutions, contains all of the audio CDs from the *Laboratory Audio Program* as well as the *Textbook Listening CD*. It also contains an *Audioscript*. Adopting institutions may use this *Adopter's Audio CD Program* in their Language Laboratory. In addition, institutions may make copies of these materials for students, provided that students are only charged for the cost of blank tapes or CDs.





- The *Institutional CD-ROM* package consists of twenty copies of the *Interactive CD-ROM*. This package is made available for purchase by departments and laboratories.
- A set of *Overhead Transparencies*, most in full color, contains drawings from the text and supplementary drawings for use with vocabulary and grammar presentations. An electronic online version of the *Transparencies* is available to instructors on the *Puntos Online Learning Center Website*.
- An *Instructor's Resource CD* is available to instructors, and contains Word files of the tests from the printed *Testing Program*, as well as the *Digital Transparencies* and an electronic version of the *Instructor's Manual and Resource Kit*.
- Also available are *Supplemental Materials to accompany Puntos de partida*, by Sharon Foerster and Jean Miller (University of Texas, Austin). Comprised of worksheets and a teacher's guide, these two supplements are a compilation of materials that include short pronunciation practice, listening exercises, grammar worksheets, integrative communication-building activities, comprehensive chapter reviews, and language games.



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