



PREFACE

When we wrote the first edition of *¿Sabías que...?* in 1992, our goal was to create a package of instructional materials that would truly make a difference in the classroom to instructors frustrated with grammar-based approaches. Our thought was simply this: without a change in approach, there can be no change in classroom instruction. We believe that the overwhelming success of *¿Sabías que...?* through four editions speaks to this thought.

Now, fourteen years later, requests from professionals around the country for a shorter version of *¿Sabías que...?* have led us to offer the second edition of the present textbook, *Vistazos: Un curso breve*. Just like *¿Sabías que...?*, the briefer *Vistazos*:

- encourages students to concentrate on exchanging real-life information about each other and the world around them
- makes as much use of class time as possible to communicate ideas
- is at times provocative
- is filled with engaging activities

Vistazos retains the hallmark information exchange and task-oriented nature of *¿Sabías que...?* But in response to professionals' requests for something shorter and simpler; we have:

- removed long readings but retained the shorter ones (*¿Sabías que...?* boxed features)
- reduced the amount of material in the final unit and condensed it into a single **Lección final**
- trimmed selected activities or portions of activities to make them briefer and easier to manage in class

The end result is a book that can be more easily used in intensive one-semester courses or regular courses that meet only three days a week. *Vistazos* contains most basic grammar points and vocabu-

lary topics that are typical of a first-year syllabus. With its emphasis on the meaningful use of language, it also is a fun yet serious introduction to the Spanish language and to Hispanic cultures. We hope that you'll share our enthusiasm for *Vistazos* and that you and your class will enjoy many hours of both learning Spanish and learning about each other.

Organization of the Text

Vistazos consists of a preliminary lesson (**Lección preliminar**), five units of three lessons each, and a final lesson (**Lección final**). Each of the five units presents a general theme that is explored in its three lessons.

The organization of the major sections of each lesson allows instructors to organize class meetings better and develop course syllabi (see the *Instructor's Manual* for ideas on lesson and syllabus planning). Each of these major sections is described in the Guided Tour through *Vistazos* on the following pages. The first two lessons of every unit include:

- three **Vistazos** sections (**Vistazos I, II, and III**)
- vocabulary (**Vocabulario**) and grammar (**Gramática**) presentations within each **Vistazos** section
- a lesson-ending task (**Intercambio**)

The third lesson of each unit includes:

- two **Vistazos** sections
- **Vocabulario** and **Gramática** presentations
- a brief lesson-ending task (**Situación**)
- a cultural spread (**Vistazos culturales**) with follow-up activities



A Guided Tour Through VISTAZOS

LECCIÓN 1

Check out the following media resources to complement this lesson of *Vistazos*:

- Online Textbook and Manual
- Interactive CD-ROM
- Online Learning Center
- Video on CD

¿Cómo es tu horario?

In this lesson, you'll focus on daily routines and schedules. You will also

- describe, ask, and answer questions and make comparisons related to people's daily routines
- talk about time and the days of the week
- learn how to form the singular forms of present-tense verbs

• learn to express when and how often you do something

ALTO Before beginning this lesson, look over the **Intercambio** activity on pages 46–47. This is the activity you will be working toward throughout the lesson.

En una cafetería en México, D.F. (Quecas = Quesadillas)

VISTAZOS I • La vida de todos los días

VOCABULARIO

¿Cómo es una rutina?

Talking About Daily Routines

El horario de Elena Chávez, estudiante de biología en la Universidad de Miami.

1. Elena se levanta temprano. 2. Hace ejercicio aeróbico. 3. Desayuna café con leche. 4. Asiste a clase.

5. Trabaja en el laboratorio.

Vocabulario útil

¿Cuándo?

por la mañana	When?	temprano	early
por la tarde	in the morning	tarde	afternoon; late
por la noche	in the afternoon		
	in the evening,		
	at night		

Otros términos

los mensajes	Other Terms	navegar	to surf
enviar (envío), mandar	(e-mail) messages	la Red	the Net
	to send	recibir	to receive

GRAMÁTICA

¿Qué vas a hacer?

Introduction to Expressing Future Events

(yo)	voy	ir	(nosotros/as) vamos	a	+ infinitive
(tú)	vas	(vosotros/as) vais	a	estudiar	
(Ud.)	va	(Uds.)	van	leer	
(él/ella) va	(ellos/as) van			salir	

One of the ways to talk about what you are going to do in the future is to use the **ir + infinitive** construction. **Ir** is conjugated to agree with the subject, followed by **a** and an infinitive.

El sábado mis amigos y yo vamos a nadar.
Elena va a tomar clases de verano.
Tomás y sus colegas de la oficina van a trabajar mucho.

ACTIVIDAD G ¿Qué va a hacer?

Elena has specific plans for the weekend. Complete each statement in column A with the most logical activity from column B.

A	B
1. Elena tiene mucha ropa sucia (<i>dirty</i>)...	a. va a tomar el sol.
2. Quiere pasar tiempo con su perro...	b. va a ir a la iglesia.
3. Si (<i>if</i>) no llueve...	c. y va a usar mucho detergente.
	d. y va a buscar información

Lesson-Opening Page Each lesson-opening page contains an advance organizer that informs students about what they will be focusing on in the current lesson. Another feature included on each lesson-opening page is a stopsign icon that references the **Intercambio** or **Situación** activity at the end of the lesson. This offers students a “preview” of what they will learn in the lesson and gives them a task to work toward.

Vistazos I, II, III Each *Vistazos* section introduces a subtopic of the lesson theme through the **Vocabulario** and **Gramática** presentations.

Vocabulario Each **Vocabulario** presents new active vocabulary related to the lesson theme and is followed by activities that encourage students to use the new vocabulary in context.

Some **Vocabulario** sections include **Vocabulario útil** boxes. These boxes highlight additional active vocabulary that students can use in the activities of the lesson.

Gramática A highlighted box accompanying many **Gramática** sections focuses on the presentation material in an easy-to-follow format. Grammar explanations are succinct and the activities that follow allow students to use the grammar in meaning-based exchanges.

Vistazos does not offer purely mechanical grammar practice, such as transformation and substitution drills. Grammar is presented bit by bit, with points explained only as necessary for students to perform the various tasks in the lesson.

Intercambio, Situación **Intercambio** and **Situación** are the culminating activities found in the first two lessons and last lesson of each unit respectively. Designed for partner/pair or small group work, the **Intercambios** draw upon the vocabulary and grammar structures presented in the lesson while the **Situación** activities are more open-ended and may call upon vocabulary and grammar structures learned in preceding lessons as well.

Comunicación These activities are done with a partner or in small groups. Although all activities in *Vistazos* are meaning-based in nature, **Comunicación** activities involve more interaction with classmates.

¿Sabías que... ? **¿Sabías que... ?** boxes highlight facts about Hispanic cultures as well as the world around us. All **¿Sabías que... ?** boxes are accompanied by an activity or appear as part of the new **Vistazos culturales** sections.

En tu opinión, Observaciones These are optional, open-ended activities. They contain thematically linked questions or observations for partner/pair or small group discussion that can then lead to whole-class discussion.

Así se dice, Consejo práctico, Nota comunicativa **Así se dice** boxes provide additional information about Spanish vocabulary and grammar. **Consejo práctico** boxes provide helpful advice to students about learning Spanish and about approaching tasks and activities. **Nota comunicativa** boxes present words and phrases to help students complete communicative tasks.

Icons Icons identify Web, video and CD-ROM activities and features, classroom activities that require a separate sheet of paper, group work or listening to information from the instructor, and activities that can be found in the new **Quia™** Online Textbook Activities.



INTERCAMBIO

¿Cómo es la familia de... ?

Propósito: dibujar (to draw) el árbol genealógico de alguna persona en la clase.

Papeles: una persona entrevistada; el resto de la clase dividido en cinco grupos.

Paso 1 El profesor (La profesora) le va a asignar a cada grupo una de las siguientes categorías.

Categoría 1: miembros de la familia nuclear
Categoría 2: abuelos
Categoría 3: tíos, incluyendo a los esposos y esposas
Categoría 4: primos
Categoría 5: características particulares de cada uno de los diferentes

SITUACIÓN

Paso 1 Read the following **Situación** selection and decide whether or not Juan has a good excuse.

Un estudiante, Juan Mengano, pasó toda la noche estudiando para su examen de química. Esta mañana falló a la clase de matemáticas a las 9.00 y fue a su clase de química a las 10.00 para tomar el examen. Después descubrió que la profesora de matemáticas dio una prueba de sorpresa. ¿Crees que Juan tiene una buena excusa para preguntarle a la profesora si puede tomar la prueba en su oficina?

**hah... he missed *prueba... pop quiz*

Paso 2 Share your thoughts with at least two classmates.

COMUNICACIÓN **ACTIVIDAD B ¿Y otra persona?**

With what you know now, how many things can you say about another person's daily routine? Using the vocabulary for daily routines, present five statements to the class about someone you all know. The class will decide if you are correct or not. Here are some suggestions, but feel free to use other people.

el presidente de los Estados Unidos
la primera dama (First Lady)
un actor o una actriz
el profesor (la profesora)
un(a) estudiante de esta clase

MODELO El presidente de los Estados Unidos se levanta temprano todos los días.

¿Sabías que... ?

el contacto corporal entre los hispanos es mayor que entre los de ascendencia anglosajona? En España, por ejemplo, al saludarse y al despedirse dos personas, frecuentemente se besan ligeramente* en las mejillas. Esto es típico sobre todo entre dos mujeres y entre una mujer y un hombre pero no es costumbre entre los hombres. El beso es doble; es decir, las dos personas se besan en las dos mejillas. Frecuentemente, cuando se besan, las dos personas también se abrazan. Además, las dos personas no tienen que ser parientes ni amigos íntimos para besarse cuando se saludan.

En otras partes del mundo hispanico, es más común darse un solo beso. Abrazarse o no es cuestión de preferencia individual. Si visitas un país de habla española, deberías* observar cómo se saludan y se despiden las personas cuando se encuentran en la calle. Si no comprendes o no tienes oportunidad de observar estas costumbres, ¡pregúntaselo a una persona nativa del lugar que visitas!

**se... they kiss lightly *you should *preguntaselo... ask a native resident about it!*

Two students are saluting in Madrid, España.

EN TU OPINIÓN

- «El estudiante típico tiene un horario más flexible que el profesor típico.»
- «Estudiar por la mañana es más difícil que estudiar por la noche.»

Be prepared to share your opinions, first with a partner or a small group, and then with the class.

OBSERVACIONES

¿Cuántos de tus amigos hacen las siguientes actividades en su tiempo libre?

correr	hacer de voluntario/a en una organización
limpiar el apartamento (la casa)	navegar la Red
leer	
participar en una actividad espiritual o religiosa	

Vistazos culturales New to the second edition, this informative and colorful two-page cultural section appears near the end of each unit and at

the end of the **Lección preliminar** and **Lección final** and addresses a specific theme as it applies to a variety of Spanish-speaking countries. Each **Vistazos culturales** is followed by comprehension questions in **¿Qué recuerdas?** and a **Navegando la Red** activity in which students complete a project and present their findings to the class. This complete **Navegando la Red** activity and some possible starting links are available in the Student Edition of the *Vistazos* Online Learning Center at www.mhhe.com/vistazos2.

Vistazos culturales
La cocina en el mundo hispano

¿Sabías que... en el mundo hispano la cocina varía muchísimo de un lugar a otro? La gastronomía de cada país se distingue por los ingredientes que se emplean. En muchos países la dieta refleja la influencia de varias culturas. En Puerto Rico, por ejemplo, la cocina se llama "criollas" porque tiene influencias caribeñas (frutas tropicales), europeas (el aceite de oliva), indígenas (el chocolate) y africanas (el frijol).

Las comidas tradicionales

En España la paella es un plato tradicional. Tiene su origen en Valencia pero hay muchas variaciones regionales. La paella es una mezcla de arroz con varios mariscos o carnes.

En México, en las comidas más tradicionales se usan ingredientes que se remontan a la época de los imperios azteca y maya. Los ingredientes más comunes incluyen el aguacate, el pimiento y el maíz. Pero tal vez el ingrediente más reconocido como "mexicano" es el chile. Hay muchos tipos de chile, algunos muy picantes, otros no tanto. Un plato mexicano tradicional se llama **chile relleno**. Los chiles que se usan en este plato son grandes, verdes y normalmente se pican mucho. El relleno más común es el queso, pero es posible usar otros ingredientes al gusto.

Además de las comidas tradicionales del mundo hispano, hay algunas comidas especiales que se preparan solamente en determinados lugares. Para muchos norteamericanos estas comidas especiales pueden parecer "exóticas" porque llevan ingredientes poco comunes en la gastronomía norteamericana.

En México hay varias especialidades regionales interesantes. En el estado de Oaxaca se comen **chapulines** fritos. En el estado de Chiapas es común comer **arrachol**. En el estado de Guerrero se puede comer **iguana** y en Tlaxco, una ciudad colonial en el estado de Guerrero, una de las gelatías locales es una tarta hecha de **jumiles**, un tipo de escarabajo pequeño.

Aunque el **cayú** se considera una "masaca" en este país, en el Perú y otros países andinos el cayú se ha criado como comida por miles de años. El cayú tiene mucho valor nutritivo. Es alto en proteínas y bajo en grasas. Para muchos indígenas peruanos que suelen comer papas y arroz, el cayú aporta proteínas a su dieta.

En la provincia de Santander, Colombia, se comen **hormigas culonas**. Las hormigas tienen una pulgada de largo y se sirven tostadas. Saben a palomitas de maíz o nueces.

Las comidas menos tradicionales

Cayú a la paella (grilled)

¿Y para beber?

¿Y para beber?

¿Y para beber?

GRAMMAR SUMMARY
UNIDAD UNO: Lección preliminar-Lección 3

The Verb ser

(yo)	soy	(nosotros/as)	somos
(tú)	eres	(vosotros/as)	sois
(Ud.)	es	(Uds.)	son
(él/ella)	es	(ellos/as)	son

The verb **ser** is used to:

- express origin with **de**: **¿De dónde eres?**
- describe a person's qualities: **Tomás es muy inteligente, ¿no?**
- state who or what a person is: **Es profesor. Soy estudiante.**
- tell time: **Es la 1.00. / Son las 2.00.**

Remember that subject pronouns are not always required in Spanish. It is fine to say **soy estudiante**. If you say **yo soy estudiante**, you are adding emphasis or making a contrast.

The Verb estar

One of the uses of **estar** is to describe variable conditions.

Tomás **está** muy contento con su trabajo.
Estoy **aburrída** de mi clase de inglés.

Present Tense of Regular Verbs

	-ar	-er	-ir
(yo)	me levanto	como	asisto
(tú)	te levantas	comes	asistes
(Ud.)	se levanta	come	asiste
(él/ella)	se levanta	come	asiste
(nosotros/as)	nos levantamos	comemos	asistimos
(vosotros/as)	os levantáis	coméis	asistís
(Uds.)	se levantan	comen	asisten
(ellos/ellas)	se levantan	comen	asisten

Remember that even though **Ud.** and **él/ella** share the same verb forms, **Ud.** means you singular (formal, socially distant) and **él/ella** refer to a third person (he/she). Likewise, **Uds.** means you plural and **ellos/ellas** refer to some other persons (they).

88 ochenta y ocho

Grammar Summary for Lección preliminar-Lección 3

Grammar Summary A grammar summary concluding each unit highlights the major grammar points presented in the preceding lessons and offers students a handy summary guide to help them improve upon their knowledge of grammatical structures in Spanish.

What's New to the Second Edition?

In addition to the all new design and colorful new art for the second edition of *Vistazos*, we have made the following changes in response to instructor feedback on the first edition.

- The thematic focus of **Unidad 5** is now on humans and their personalities. Students no longer read or talk about animals. They now discuss the issues of people, personalities, and how personalities are formed.
- Some of the grammar explanations have been clarified and some new grammar points have been added in lessons where there is a natural link between thematic focus and the grammar point. Some of the new grammar points include: additional uses of **estar**, some work with **por** and **para**, additional work with reflexive verbs, and hypothetical situations and the past subjunctive.
- Culminating activities, **Intercambio** in the first two lessons of each unit and **Situación** in the last, offer students opportunities to use the vocabulary and grammar presented in the current lesson, and sometimes preceding lessons in an exciting lesson-ending task.
- An exciting new cultural feature, **Vistazos culturales**, appears at the end of the **Lección preliminar**, at the end of each unit, and at the end of the **Lección final**. Each of these colorful two-page spreads presents a cultural or social topic through photos, maps, charts, and text boxes. Also, instead of limiting the focus to only one country, multiple countries are represented simultaneously as each topic is examined and applied to the Spanish-speaking world. Topics include: Spanish as a World Language, **El mestizaje**, Art and Literature, and others. Each **Vistazos culturales** is followed by comprehension questions and a web-based, project-oriented activity (**Navegando la Red**) that will take students beyond the scope of the presented information.
- The **Los hispanos hablan** sections now appear as integral parts of each lesson along with their corresponding pre- and postviewing activities. These video interviews with Spanish speakers from around the world, including the new segments filmed for **Lección 14** and **Lección 15** can be seen on the new *Vistazos* Video, Video on CD, Interactive CD-ROM, or Online Learning Center described later in this preface. Addition-

ally, audio-only recordings of the **Los hispanos hablan** interviews are available on the Online Learning Center or on a separate audio CD included in the *Vistazos* Audio Program.

- Finally, many activities and other proven features from the first edition have been revised to keep the textbook fresh and up-to-date for the many loyal users of *Vistazos*.

New Media Supplements

There are some exciting new or updated media supplements for the second edition.



- McGraw-Hill is proud to partner with **Quia™** in the development of the new *Online Manual que acompaña Vistazos*. Carefully integrated with the textbook, this robust digital version of the printed *Manual* is easy for students to use and great for instructors who want to manage students' coursework online. Identical in practice material to the print version, the *Online Manual* contains the full audio program and provides students with automatic feedback and scoring of their work. The Instructor's Workstation contains an easy-to-use gradebook and class roster system that facilitates course management.



- Another exciting new **Quia™** product for the second edition are the *Online Textbook Activities*. This Web-based ancillary contains select activities that lend themselves to the online format and that do not require work with a partner. Instructors are encouraged to assign such activities, identified by the **Quia™** logo in the printed textbook, for work outside of class to save time for the pair and group activities in the classroom. The *Online Textbook Activities* offer the same robust environment and automatic feedback to students and utilizes the same Instructor Workstation with gradebook and class roster system as the *Online Manual*.



- A new interactive CD-ROM, available for student purchase, features additional practice with each **Vocabulario** and **Gramática** section presented in the textbook. There are exercises and games related to each **Vistazos culturales** section, and students can watch the **Los hispanos hablan** video segments and complete pre- and postviewing activities. Finally, all exercises offer immediate feedback and correction.



■ The new Video and Video on CD contain the **Los hispanos hablan** interviews as well as new **Vamos a ver** video segments shot on location that examine particular themes within each unit and include interviews with Spanish speakers.



■ A redesigned and expanded Online Learning Center offers even more practice with the grammar and vocabulary presented in the textbook. It also contains video or audio-only files of the **Los hispanos hablan** interviews as well as some sample links to various websites that students can use as a starting point to further explore the cultural themes presented in the new **Vistazos culturales** sections.



Premium Content on the Online Learning Center

If you have purchased a *new* copy of *Vistazos: Un curso breve* you have access free of charge to premium content on the Online Learning Center at www.mhhe.com/vistazos2. This includes, among other items, the complete audio program that supports the *Manual*. The card bound inside the front cover of this book provides a registration code to access the premium content. *This code is unique to each individual user.* Other study resources may be added to the premium content during the life of the edition of the book.

If you have purchased a *used* copy of *Vistazos: Un curso breve* but would like to also have access to the premium content, you may purchase a registration code for a nominal fee. Please visit the Online Learning Center for more information.

If you are an instructor, you do not need a special registration code for premium content. Instructors have full access to all levels of content via the Instructor's Edition link on the homepage of the Online Learning Center. Please contact your local McGraw-Hill sales representative for your password to the Instructor's Edition.

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 this second edition of *Vistazos: Un curso breve*.

For Instructors and for Students

■ The *Manual que acompaña Vistazos* offers additional practice with vocabulary, grammar, and listening comprehension.



■ The new *Online Manual que acompaña Vistazos*, produced in collaboration with **Quia™**, offers the same outstanding practice as the printed *Manual* 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*.



■ The new *Online Textbook Activities*, also produced by **Quia™** and meant to be used in conjunction with the printed textbook, contain select activities that instructors can assign as homework and/or have students complete on their own outside of class in preparation for the partner/pair and group activities that will take place in the classroom.



■ The *Audio Program* to accompany the *Manual* provides additional listening comprehension practice outside of the classroom. Included in the *Audio CD Program* is the *Textbook Audio CD*, which contains audio versions of the **Los hispanos hablan** video interviews.



■ The *Interactive CD-ROM to accompany Vistazos* is available in a multiplatform format and offers students opportunities to review the grammar, vocabulary, and cultural topics presented in the textbook, all in an engaging multimedia environment.



■ The Student Edition of the *Vistazos Online Learning Center* provides even more practice with the grammar and vocabulary presented in the textbook. It also helps students bring the Spanish-speaking world into their language-learning experience through a variety of cultural resources and activities. (Please see the section about premium content on the Online Learning Center earlier in this preface.) The

Instructor's Edition contains many resources to assist instructors in getting the most out of the *Vistazos* program.



- The *Video* and *Video on CD* to accompany *Vistazos* contain the **Los hispanos hablan** interviews as well as six exciting new segments (**Vamos a ver**) shot on location that examine particular themes within each unit and include interviews with Spanish speakers.
 - *Sin falta* is a new Spanish writing program that contains the following features: a word processor; a simple method for using accented characters; a bilingual Spanish-English dictionary with over 250,000 entries including slang, technical terms, idioms, and more; a complete online Spanish grammar reference; spelling and basic grammar check functions; automatic verb conjugations for thousands of verbs; correction of common beginners' errors; and, sample letters for correspondence in Spanish.
 - Three *cultural and literary readers* are available to supplement first- and second-year Spanish instruction. Written in Spanish, these readers offer the chance for students to broaden their knowledge of the richness of the cultures of the Spanish-speaking world as well as to increase their developing reading skills.
1. *El mundo hispano: An Introductory Cultural and Literary Reader* contains cultural information on the six major regions of the Spanish-speaking world, including the United States, as well as excerpts from Spanish-language literary classics with accompanying comprehension questions.
 2. *Mundos de fantasía: Fábulas, cuentos de hadas y leyendas* contains popular Hispanic fables, fairy tales, and legends.
 3. *Cocina y comidas hispanas* highlights favorite recipes from around the Hispanic world.

For Instructors Only

- The annotated *Instructor's Edition* contains detailed suggestions for carrying out activities in class. It also offers options for expansion and follow-up.
- The combined *Instructor's Manual and Testing Program* expands on the methodology of *Vistazos*. Among other things, it offers suggestions for carrying out the activities in the textbook and suggests ways to provide students with appropriate feedback on their compositions.

The *Testing Program* includes sample quizzes for each lesson as well as unit tests. The *Testing Program* is also available in an electronic format so that you can modify the tests to best suit the needs of your students.

- The *Audioscript* contains the material on the audio program that accompanies the *Manual*.
- The new *Instructor's Resource CD-ROM* includes MSWord files of the *Instructor's Manual / Testing Program* and the *Videoscript* of the **Los hispanos hablan** and **Vamos a ver** video segments, Adobe PDF files of the *Audioscript* as well as JPG files of select line art (e.g., the drawings of Elena and Tomás from **Lección 3**) that you can use to create overhead transparencies or exciting PowerPoint presentations if you have access to a mediated classroom.
- Adopters of *Vistazos* may purchase the *Destinos Video Modules*, developed by Bill VanPatten. This set of four modules (Vocabulary, Situations, Functional Language, Culture), accompanied by supplementary activities, can be used to increase student proficiency.

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DEDICATIONS

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 —Bill VanPatten

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