Preface

As one of the best-selling Introductory Spanish titles, Puntos de partida, or Puntos, as it is commonly referred to, has offered over a million students a starting place for their language studies. Today, the Spanish classroom is changing as are the teaching and learning experiences. Professors are offering more hybrid and online courses, technology is providing functionality we could only dream about a few years ago, and the students we teach are ever-changing. To complement the changing environment, materials for inside and outside the classroom must change and evolve as well. By employing a wide array of research tools including surveys, focus groups, symposia and ethnographic studies, we listened to our customers—students and professors—to determine the most effective components of Puntos and to take an important leap forward in digital innovation.

WHAT DID WE LEARN FROM THE RESEARCH?

Introductory Spanish instructors want to motivate students to develop confidence and ownership of their communication skills.

- **40%** of faculty said they are dissatisfied with their students' ability to communicate in Spanish when they complete the introductory course and would like a tool that helps their students gain the confidence they need to successfully communicate in Spanish beyond the classroom.

Introductory Spanish classrooms consist of students with varying levels of language proficiency.

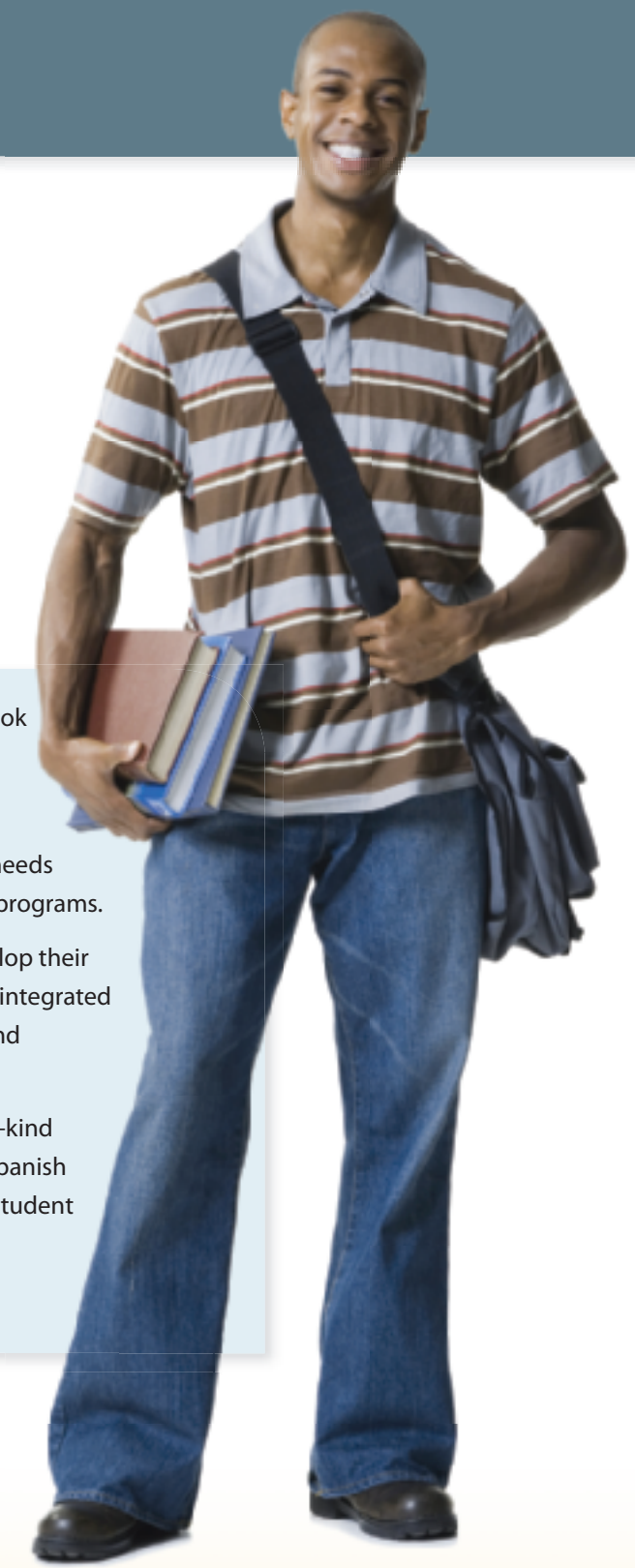
- **48%** of faculty said they spend more time than they would like dealing with variation in student preparedness and would like a tool that helps them mitigate these differences.

Instructors strive for consistent learning outcomes across classroom settings, whether their courses are face-to-face, hybrid, or fully online.

- **60%** of faculty said they find it difficult to achieve consistent course outcomes across different course formats and would like a tool that helps them deliver a seamless learning experience regardless of how the class is delivered.

Many instructors would like to more efficiently handle issues of course administration.

- **43%** of faculty said they are spending more time than they would like on administrative tasks related to delivering their courses and would like a tool that helps them better manage their workload.



THE RESULT?

The result is, simply put, *Puntos*. Take a fresh look at *Puntos*—it's everything you wanted.

Puntos . . .

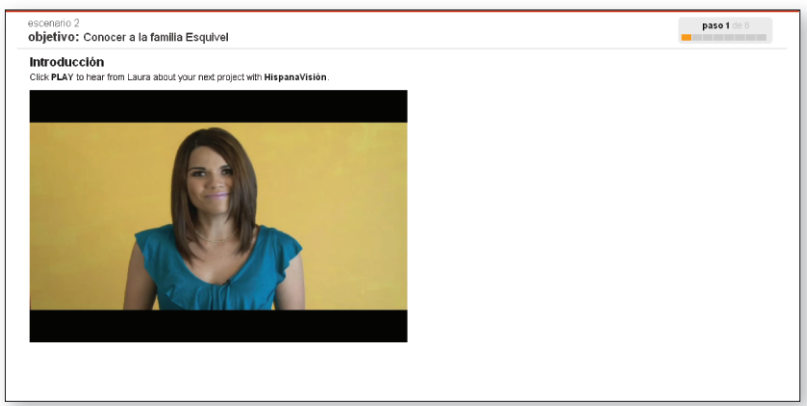
- breaks new ground to meet the changing needs of face-to-face, hybrid, and online Spanish programs.
- offers students more opportunities to develop their communication skills via *TelePun*tos, a new integrated video section with corresponding in-text and digital activities.
- innovates through LearnSmart, a first-of-its-kind adaptive learning system within Connect Spanish that adjusts to the learning needs of *every* student in *every* classroom.

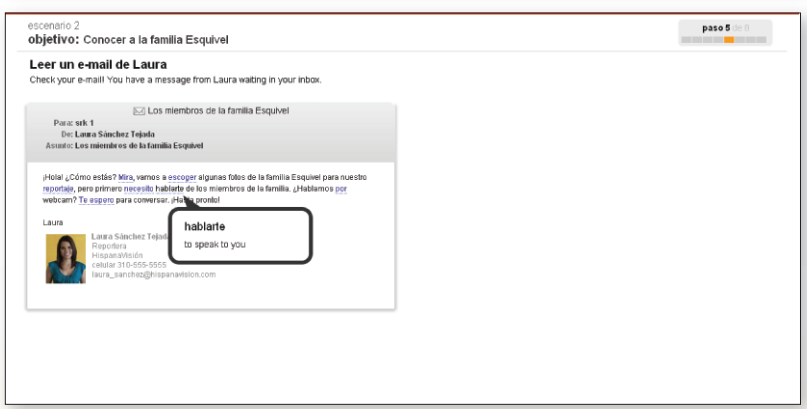
Puntos—it WILL take you there!

Puntos motivates *students* to develop their **communication skills.**

In national surveys and through symposia, we've listened to over a thousand instructors and professors speak about their experiences and challenges in teaching introductory Spanish. 84% stated that developing communication skills in Spanish is a top goal for the course. 79% indicated that the development of cultural competence was a "very important" or "extremely important" course outcome, but only 49% of professors are satisfied with how their current program integrates culture. This research, in addition to anecdotes from the classroom, reveals that students with a positive attitude toward the target culture are more motivated to participate in class, continue their language study beyond the required sequence, and retain their language skills longer after finishing their language study.

Relying upon the power of digital solutions, we introduce **Mundo interactivo,** task-based scenarios available in Connect Spanish. In these scenarios, students play the role of a television production assistant as they prepare the reporting segments for *Salu2,* a morning talk-show based on our new video program.





"[Connect Spanish] is a pioneering program that will take the teaching to a new amazing level in which the learning will be easier to evaluate by both the student and the teacher. It will also allow the student to feel less fear when speaking, which is the most difficult skill to acquire—due to inhibition. It could be revolutionary."

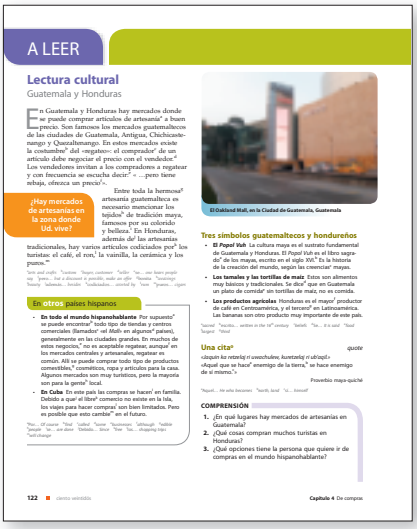
Lucero Tenorio,
Oklahoma State University

Students are transported into an immersive, story-based world where they experience the thrill of mastering relevant, task-based communication scenarios in real-world contexts. With functionality like synchronous and asynchronous video chat, students engage in communication practice online. This experience helps students gain the confidence to use their Spanish skills in the classroom and in their communities. Professors have access to a suite of media-rich content and tools to structure their students' experience and provide targeted feedback at just the right moments to maximize learning.

Professors also asked for more activities devoted to the four skill areas, and we responded. Within the text, *Puntos* offers instructors the necessary tools to help their students develop communicative proficiency in all four skill areas: listening and reading comprehension, and written and oral production. In each chapter, the new **A leer, A escuchar,** and **A escribir** sections expose students to written and aural language, drawing attention to reading, listening, and writing skills.

"I am pleased to see that there are more communicative activities in place and that instructors have more tools and options to work with."

Martha Guerrero-Phlaum,
Santa Ana College


A LEER

Lectura cultural

Guatemala y Honduras

En Guatemala y Honduras hay mercados donde se puede comprar artículos de artesanía[a] a buen precio. Son famosos los mercados guatemaltecos de las ciudades de Guatemala, Antigua, Chichicastenango y Quezaltenango. En estos mercados existe la costumbre[b] del «regateo»: el comprador[c] de un artículo debe negociar el precio con el vendedor.[d] Los vendedores invitan a los compradores a regatear y con frecuencia se escucha decir:[e] «... pero tiene rebaja, ofrezca un precio!».

¿Hay mercados de artesanías en la zona donde Ud. vive?

Entre toda la hermosa[f] artesanía guatemalteca es necesario mencionar los tejidos[g] de tradición maya, famosos por su colorido y belleza.[h] En Honduras, además de[i] las artesanías tradicionales, hay varios artículos codiciados por[j] los turistas: el café, el ron,[k] la vainilla, la cerámica y los puros.[l]

En otros países hispanos

- **En todo el mundo hispanohablante** Por supuesto[m] se puede encontrar[n] todo tipo de tiendas y centros comerciales (llamados[o] el Mall[p] en algunos[q] países), generalmente en las ciudades grandes. En muchos de estos negocios,[r] no es aceptable regatear, aunque[s] en los mercados centrales y artesanales, regatear es común. Allí se puede comprar todo tipo de productos comestibles,[t] cosméticos, ropa y artículos para la casa. Algunos mercados son muy turísticos, pero la mayoría son para la gente[u] local.
- **En Cuba** En este país las compras se hacen[v] en familia. Debido a que[w] el libre[x] comercio no existe en la Isla, los viajes para hacer compras[y] son bien limitados. Pero es posible que esto cambie[z] en el futuro.

El Oakland Mall, en la Ciudad de Guatemala, Guatemala

Tres símbolos guatemaltecos y hondureños

- *El Popol Vuh* La cultura maya es el sustrato fundamental de Guatemala y Honduras. El *Popol Vuh* es el libro sagrado[a] de los mayas, escrito en el siglo XVI,[b] es la historia de la creación del mundo, según las creencias[c] mayas.
- **Los tamales y las tortillas de maíz** Estos son alimentos muy básicos y tradicionales. Se dice[d] que en Guatemala un plato de comida[e] sin tortillas de maíz, no es comida.
- **Los productos agrícolas** Honduras es el mayor[f] productor de café en Centroamérica, y el tercero[g] en Latinoamérica. Las bananas son otro producto muy importante de este país.

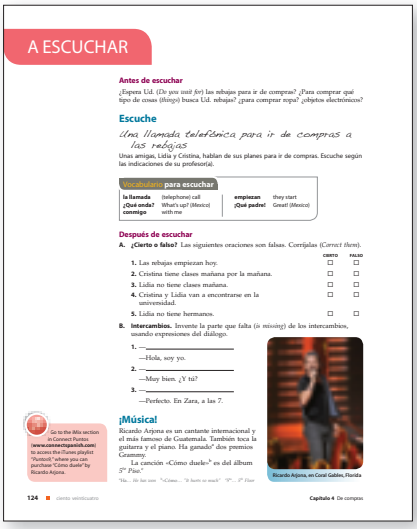
Una cita*

«Jaqueh ka' retzelej ri uwechukew, kuretzelej ri ubiqeh»
«Aquel que se hace[a] enemigo de la tierra,[b] se hace enemigo de sí mismo[c].»
Proverbio maya-quiché

COMPRENSIÓN

1. ¿En qué lugares hay mercados de artesanías en Guatemala?
2. ¿Qué cosas compran muchos turistas en Honduras?
3. ¿Qué opciones tiene la persona que quiere ir de compras en el mundo hispanohablante?

122 ciento veintidós Capítulo 4 De compras


A ESCUCHAR

Antes de escuchar

¿Espera Ud. (*Do you wait for*) las rebajas para ir de compras? ¿Para comprar qué tipo de cosas (*things*) busca Ud. rebajas? ¿para comprar ropa? ¿objetos electrónicos?

Escuche

Una llamada telefónica para ir de compras a las rebajas

Unas amigas, Lidia y Cristina, hablan de sus planes para ir de compras. Escuche según las indicaciones de su profesor(a).

Vocabulario para escuchar

la llamada	(telephone) call	empiezan	they start
¿Qué onda?	What's up? (*Mexico*)	¡Qué padre!	Great! (*Mexico*)
conmigo	with me		

Después de escuchar

A. ¿Cierto o falso? Las siguientes oraciones son falsas. Corríjalas (*Correct them*).

	CIERTO	FALSO
1. Las rebajas empiezan hoy.	☐	☐
2. Cristina tiene clases mañana por la mañana.	☐	☐
3. Lidia no tiene clases mañana.	☐	☐
4. Cristina y Lidia van a encontrarse en la universidad.	☐	☐
5. Lidia no tiene hermanos.	☐	☐

B. Intercambios. Invente la parte que falta (*is missing*) de los intercambios, usando expresiones del diálogo.

1. —_____
—Hola, soy yo.
2. —_____
—Muy bien. ¿Y tú?
3. —_____
—Perfecto. En Zara, a las 7.

¡Música!

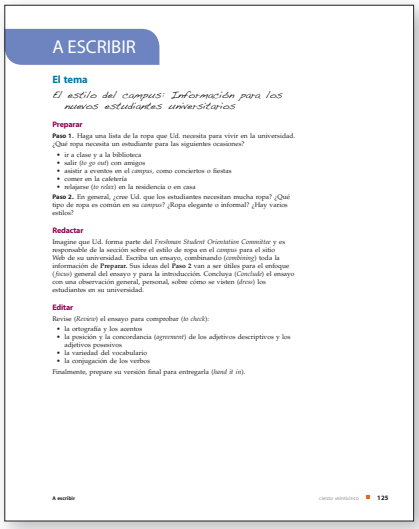
Ricardo Arjona es un cantante internacional y el más famoso de Guatemala. También toca la guitarra y el piano. Ha ganado[a] dos premios Grammy.

La canción «Cómo duele»[b] es del álbum *5º Piso*.[c]

Go to the iMix section in Connect Puntos (www.connectspanish.com) to access the iTunes playlist "Puntos," where you can purchase "Cómo duele" by Ricardo Arjona.

Ricardo Arjona, en Coral Gables, Florida

124 ciento veinticuatro Capítulo 4 De compras


A ESCRIBIR

El tema

El estilo del campus: Información para los nuevos estudiantes universitarios

Preparar

Paso 1. Haga una lista de la ropa que Ud. necesita para vivir en la universidad. ¿Qué ropa necesita un estudiante para las siguientes ocasiones?

- ir a clase y a la biblioteca
- salir (*to go out*) con amigos
- asistir a eventos en el *campus*, como conciertos o fiestas
- comer en la cafetería
- relajarse (*to relax*) en la residencia o en casa

Paso 2. En general, ¿cree Ud. que los estudiantes necesitan mucha ropa? ¿Qué tipo de ropa es común en su *campus*? ¿Ropa elegante o informal? ¿Hay varios estilos?

Redactar

Imagine que Ud. forma parte del *Freshman Student Orientation Committee* y es responsable de la sección sobre el estilo de ropa en el *campus* para el sitio Web de su universidad. Escriba un ensayo, combinando (*combining*) toda la información de **Preparar.** Sus ideas del **Paso 2** van a ser útiles para el enfoque (*focus*) general del ensayo y para la introducción. Concluya (*Conclude*) el ensayo con una observación general, personal, sobre cómo se visten (*dress*) los estudiantes en su universidad.

Editar

Revise (*Review*) el ensayo para comprobar (*to check*):

- la ortografía y los acentos
- la posición y la concordancia (*agreement*) de los adjetivos descriptivos y los adjetivos posesivos
- la variedad del vocabulario
- la conjugación de los verbos

Finalmente, prepare su versión final para entregarla (*hand it in*).

A escribir ciento veintiséis 125

To give students more opportunities to communicate and thus improve their communicative proficiency, we've added new communicative objectives in the **En este capítulo** section of the chapter openers to let students know what they should be able to do by the end of the chapter. The new **En su comunidad** activity at the end of the **Un poco de todo** section asks students to interact and communicate directly with a Spanish-speaker from their community about some cultural topic and then report their findings. The new two-page **TelePuntos** spread gives students opportunities to interact and communicate about each accompanying *Salu2* video segment, and the **Producción personal** feature prompts students to go out into their own communities and create their own video segments, based on the topics presented in the *Salu2* segments.

"You blow my mind with how well you have integrated the personal and the `3Ps' of the National Standards! Products and Practices are clearly linked to Perspectives and/or the environments of the featured countries."

Janet Burke Norden,
Baylor University

Puntos addresses *students'* varying levels of **language proficiency.**

Introductory Spanish classrooms typically contain a mix of true beginners, false beginners, and even heritage speakers in the same classroom. Based on our research, we learned that the varying levels of language proficiency among students represent one of the greatest course challenges for the majority of introductory Spanish instructors.

"The adaptive diagnostic tool is very promising. It could be fruitfully added as a review tool, as tutoring support, or if sold as a freestanding item might even be used to place out of courses or to provide online testing. It provides the individualized feedback students need to take responsibility for their own learning and it stresses mastery."

Sandra Watts, *University of North Carolina-Charlotte*

Puntos offers LearnSmart, a powerful adaptive learning system, beta-tested by over 1,600 students. As the student completes each chapter's grammar and vocabulary modules, LearnSmart identifies the main grammatical structures and vocabulary words that warrant more practice, based on student performance, and provides an individualized study program.

As the professor you can assign LearnSmart or you can simply say, "Go to LearnSmart and work on preterite vs. imperfect"—and off they go! LearnSmart allows you to quickly and easily choose how much content is covered within each module and to dig into very specific aspects of each grammar point rather than testing on an overall grammar point.

You will know exactly what your students know and where they continue to struggle.

What did we learn from our beta test students?

- **68%** agree or strongly agree that they were actively engaged in the LearnSmart activities.
- **75%** agree or strongly agree that LearnSmart increased their comprehension by studying vocabulary and grammar outside of the classroom.
- **93%** believe LearnSmart to be an effective way to review and learn concepts.
- **90%** would recommend LearnSmart to a friend.

"Loved it! Great for future students!"

Student, *Columbus State Community College*

In addition to addressing the variety of student levels in your classes, the *Puntos* program also appeals to students with diverse study habits. According to ethnographic research conducted by McGraw-Hill, four student types have emerged across disciplines.

Forward Learners

Interrupted Learners

Short-Term Learners

Delayed Learners

We took into consideration the diversity of student populations across the country and even within a single classroom when we designed *Puntos*. For example, for the Forward Learners, we provide a wealth of practice activities online and guide their workflow with options for additional practice. For the Interrupted Learners, we offer content downloadable to a laptop, iPod, or iPad, giving them the ability to study anywhere, anytime. Short-Term Learners can utilize LearnSmart to hone their weak areas so that they can use their study time more efficiently. And when Delayed Learners are cramming at the last minute, they will find all the study tools they need in one convenient location.

Puntos appeals to the individual needs of a wide variety of students by presenting interactive content and diagnostic tools that bring everyone to the same level of mastery.

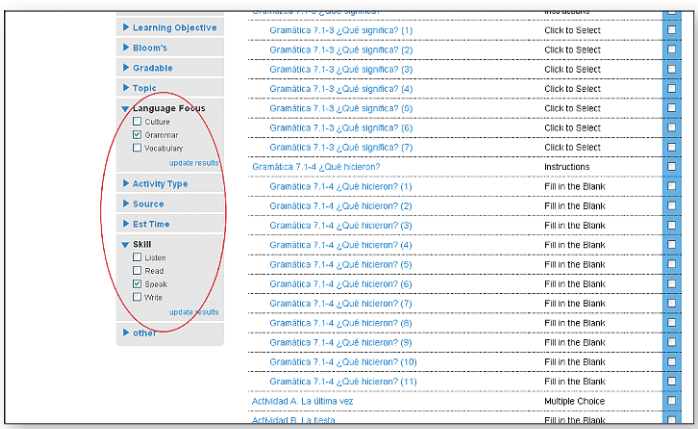
"It suddenly started making sense when I started to use LearnSmart. I received a 95 on the essay after I started using LearnSmart, it is very helpful!"

Aaron De La Garza, Student, *Portland Community College*

Puntos helps ***you*** administer **your** course more **efficiently** and **effectively.**

Syllabus creation. Communicating with students outside of class. Assigning and grading homework. These are just a few of the administrative tasks that occupy instructors' time and diminish valuable opportunities to enrich teaching and learning experiences. Imagine a resource that efficiently handles these tasks and does so in a way that also allows you to easily administer your course to your goals and needs. Nearly half of the instructors surveyed told us that course administration issues are a huge obstacle to effective teaching. 91% of instructors stated that digital should save time in administering the course, but only 61% are satisfied with their current solution. 83% of instructors state they rely upon reporting features to manage their course, but only 60% are satisfied with their program.

Connect Spanish, as part of the *Puntos* program, provides the online tools to reduce the amount of time and energy that instructors have to invest in administering their course. For example, when creating assignments, instructors can easily sort according to a variety of parameters that are important to their course in particular.



You can sort and assign based on language skill, grammar structure, vocabulary theme, the amount of time the activity takes, or the activity type (multiple-choice, fill-in-the-blank, and so on). Once you create your section assignments, you can easily share your course with your colleagues, and as a course coordinator you can quickly see how all sections are progressing through the course assignments.

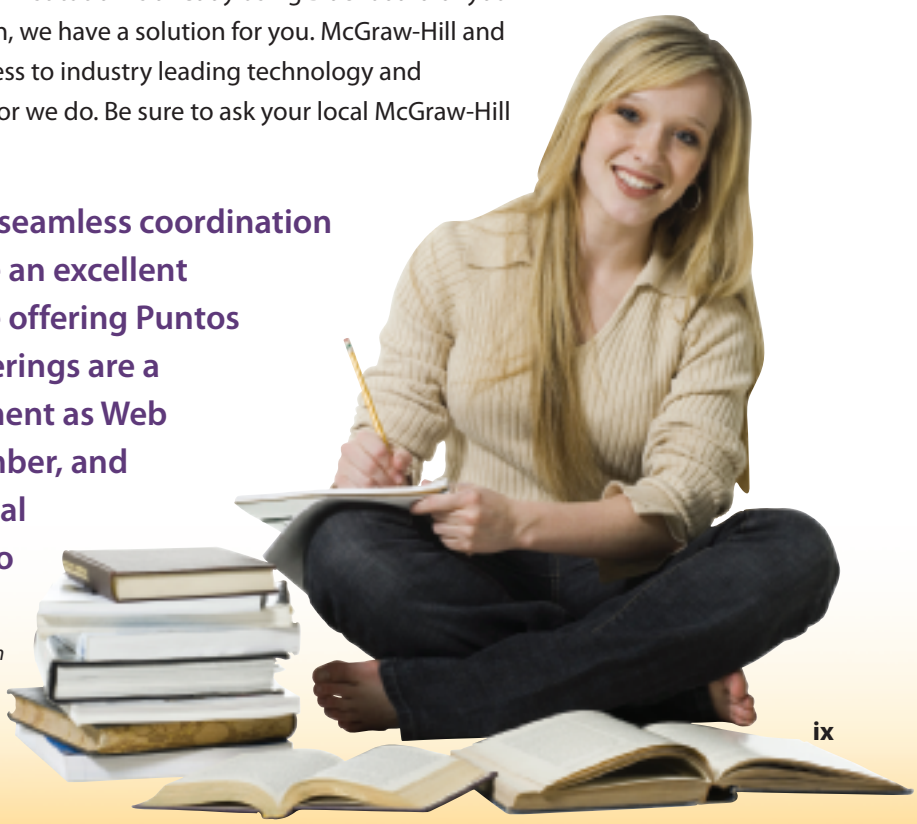
Do More

As a complement to Connect Spanish, McGraw-Hill and Blackboard have teamed up. What does this mean for your Introductory Spanish course?

1. **Your life, simplified.** Now you and your students can access all McGraw-Hill Connect content directly from within your Blackboard course. Say goodbye to the days of logging in to multiple applications, and say hello to true single sign-on.
2. **Deep integration of content and tools.** Not only do you get single sign-on with Connect, you also get deep integration of McGraw-Hill content and content engines right in Blackboard. Whether you're choosing a book for your course or building Connect assignments, all the tools you need are right where you want them—inside of Blackboard.
3. **Seamless gradebooks.** Are you tired of keeping multiple gradebooks and manually synchronizing grades into Blackboard? We thought so. When a student completes an integrated Connect assignment, the grade for that assignment automatically (and instantly) feeds into your Blackboard grade center.
4. **A solution for everyone.** Whether your institution is already using Blackboard or you just want to try Blackboard on your own, we have a solution for you. McGraw-Hill and Blackboard can now offer you easy access to industry leading technology and content, whether your campus hosts it or we do. Be sure to ask your local McGraw-Hill representative for details.

"The time-saving facets of having seamless coordination of online work and Blackboard are an excellent improvement, especially as we are offering Puntos online now . . . The new digital offerings are a necessary and welcome improvement as Web and hybrid classes increase in number, and also to keep up with a technological medium that students can relate to more easily."

Catherine Ortiz, *University of Texas at Arlington*



Puntos helps ***you*** achieve **consistent learning outcomes** across diverse instructional settings.

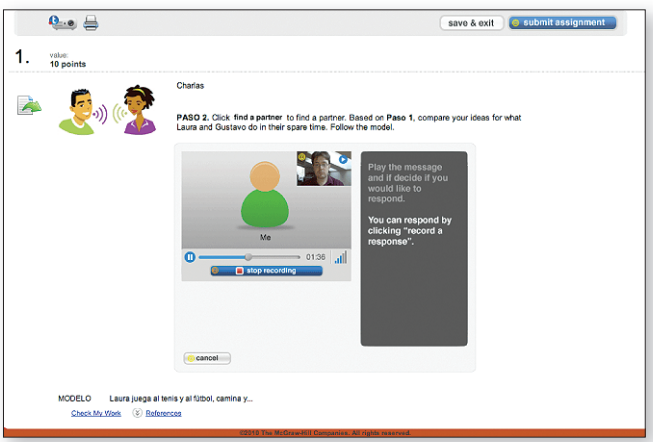
The context for teaching and learning can take many forms in today's world, including traditional face-to-face courses, fully online courses, and hybrid offerings. Nearly one-third of programs across the country are now offering hybrid or online sections. Given these trends, we created a unique online delivery of the *Puntos* program to provide consistent outcomes no matter which of these formats is used.

The content of *Puntos* is comprised of an array of integrated print and digital offerings, giving you the maximum flexibility to choose the most appropriate format for your courses. At the same time, you can be assured that regardless of the format, all content is directly tied to course learning objectives that are consistent across all components of the program.

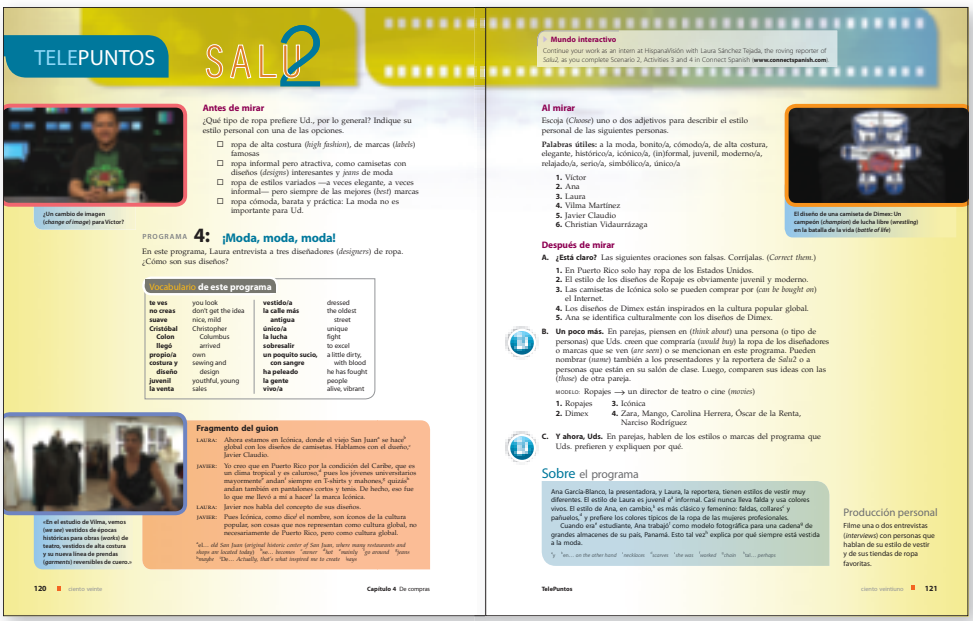
"I am very pleased with your continuous innovations and improvement of this program. Detecting needs, asking instructors, keeping updated with technology are all pluses . . . It's the very best program out there."

Lucero Tenorio,
Oklahoma State University

Can students in an online course attain the same level of oral proficiency as those in a traditional classroom setting? With *Puntos*, the answer is yes! For example, in-class communicative activities are replicated in the online environment, allowing students to pair up with virtual partners for communication practice.



The video program is another example of flexibility: whether you have your students view the video online or you prefer to show the video in class, you can incorporate it into your face-to-face or online sections, depending on what works for you. Related activities can be done in class or online, so students receive the same amount of exposure and practice no matter what the class format.



TELEPUNTOS

SAL2

Antes de mirar

¿Qué tipo de ropa prefiere Ud., por lo general? Indique su estilo personal con una de las opciones.

- ☐ ropa de alta costura (*high fashion*), de marcas (*labels*) famosas
- ☐ ropa informal pero atractiva, como camisetas con diseños (*designs*) interesantes y jeans de moda
- ☐ ropa de estilos variados —a veces elegante, a veces informal— pero siempre de las mejores (*best*) marcas
- ☐ ropa cómoda, barata y práctica: La moda no es importante para Ud.

¿Un cambio de imagen (*change of image*) para Víctor?

PROGRAMA **4: ¡Moda, moda, moda!**

En este programa, Laura entrevista a tres diseñadores (*designers*) de ropa. ¿Cómo son sus diseños?

Vocabulario de este programa

te ves	you look	**vestido/a**	dressed
no creas	don't get the idea	**la calle más antigua**	the oldest street
suave	nice, mild	**único/a**	unique
Cristóbal Colon	Christopher Columbus	**la lucha**	fight
llegó	arrived	**sobresalir**	to excel
propio/a	own	**un poquito sucio, con sangre**	a little dirty, with blood
costura y diseño	sewing and design	**ha peleado**	he has fought
juvenil	youthful, young	**la gente**	people
la venta	sales	**vivo/a**	alive, vibrant

Fragmento del guion

LAURA: Ahora estamos en Icónica, donde el viejo San Juan[a] se hace[b] global con los diseños de camisetas. Hablamos con el diseño,[c] Javier Claudio.

JAVIER: Yo creo que en Puerto Rico por la condición del Caribe, que es un clima tropical y es calurosos,[d] pues los jóvenes universitarios mayormente[e] andan siempre en T-shirts y mahones,[f] quitado[g] andan también en pantalones cortos y tenis. De hecho, eso fue lo que me llevó a mí a hacer[h] la marca Icónica.

LAURA: Javier nos habla del concepto de sus diseños.

JAVIER: Pues Icónica, como dice[i] el nombre, son íconos de la cultura popular, son cosas que nos representan como cultura global, no necesariamente de Puerto Rico, pero como cultura global.

[a]el... old San Juan [original historic center of San Juan, where many restaurants and shops are located today] [b]se... becomes [c]stress [d]hot [e]mainly [f]go around [g]jeans [h]maybe [i]De... Actually, that's what inspired me to create

«En el estudio de Vilma, vemos (*we see*) vestidos de épocas históricas para obras (*works*) de teatro, vestidos de alta costura y su nueva línea de prendas (*garments*) reversibles de cuero.»

Mundo interactivo

Continue your work as an intern at HispanaVisión with Laura Sánchez Tejada, the roving reporter of Salu2 as you complete Scenario 2, Activities 3 and 4 in Connect Spanish! **www.connectspanish.com**

Al mirar

Escoja (*Choose*) uno o dos adjetivos para describir el estilo personal de las siguientes personas.

Palabras útiles: a la moda, bonito/a, cómodo/a, de alta costura, elegante, histórico/a, icónico/a, (in)formal, juvenil, moderno/a, relajado/a, serio/a, simbólico/a, único/a

1. Víctor
2. Ana
3. Laura
4. Vilma Martínez
5. Javier Claudio
6. Christian Vidaurrázaga

El diseño de una camiseta de Dimex: Un campeón (champion) de lucha libre (wrestling) en la batalla de la vida (battle of life)

Después de mirar

A. ¿Está claro? Las siguientes oraciones son falsas. Corrijalas. (*Correct them.*)

1. En Puerto Rico solo hay ropa de los Estados Unidos.
2. El estilo de los diseños de Ropaje es obviamente juvenil y moderno.
3. Las camisetas de Icónica solo se pueden comprar por (*can be bought on*) el Internet.
4. Los diseños de Dimex están inspirados en la cultura popular global.
5. Ana se identifica culturalmente con los diseños de Dimex.

B. Un poco más. En parejas, piensen en (*think about*) una persona (o tipo de personas) que Uds. creen que compraría (*would buy*) la ropa de los diseñadores o marcas que se ven (*are seen*) o se mencionan en este programa. Pueden nombrar (*name*) también a los presentadores y la reportera de *Salu2* o a personas que están en su salón de clase. Luego, comparen sus ideas con las (*those*) de otra pareja.

MODELO: Ropajes → un director de teatro o cine (*movies*)

1. Ropajes
2. Dimex
3. Icónica
4. Zara, Mango, Carolina Herrera, Óscar de la Renta, Narciso Rodríguez

C. Y ahora, Uds. En parejas, hablen de los estilos o marcas del programa que Uds. prefieren y expliquen por qué.

Sobre el programa

Ana García-Blanco, la presentadora, y Laura, la reportera, tienen estilos de vestir muy diferentes. El estilo de Laura es juvenil e[a] informal. Casi nunca lleva falda y usa colores vivos. El estilo de Ana, en cambio,[b] es más clásico y femenino: faldas, collares[c] y pañuelos,[d] y prefiere los colores típicos de la ropa de las mujeres profesionales.

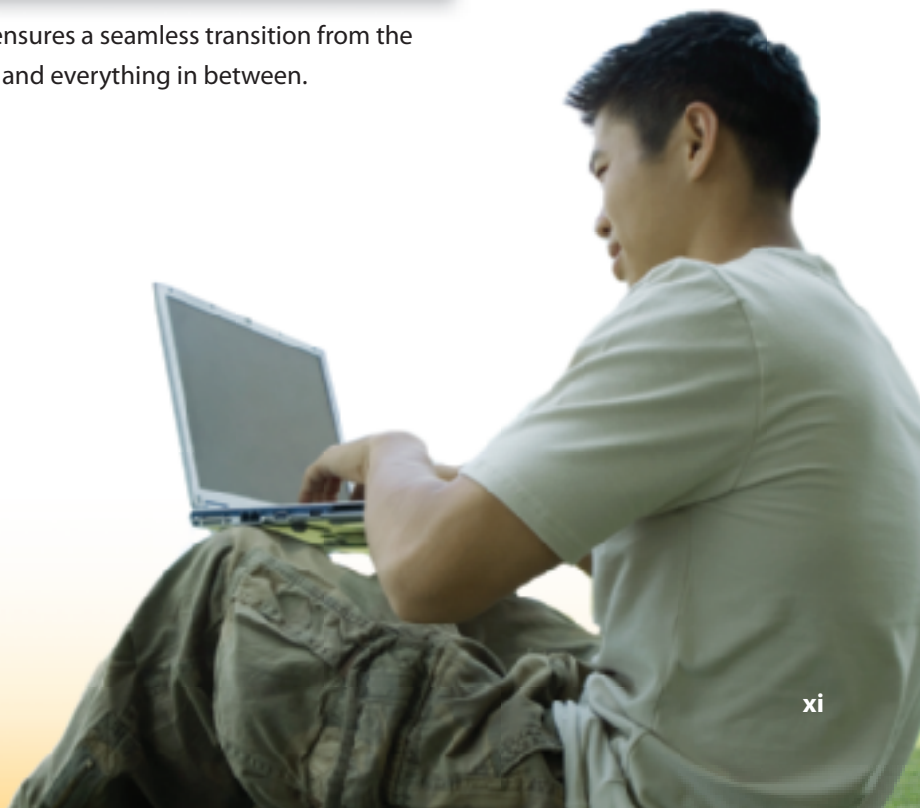
Cuando era[e] estudiante, Ana trabajó[f] como modelo fotográfica para una cadena[g] de grandes almacenes de su país, Panamá. Esto tal vez[h] explica por qué siempre está vestida a la moda.

[a]y [b]en... on the other hand [c]necklaces [d]scarves [e]she was [f]worked [g]chain [h]tal... perhaps

Producción personal

Filme una o dos entrevistas (*interviews*) con personas que hablan de su estilo de vestir y de sus tiendas de ropa favoritas.

Just like the video, each component of *Puntos* ensures a seamless transition from the face-to-face classroom to the virtual classroom and everything in between.

"Students also have an opportunity to put different skills into practice: listening, speaking, writing, and reading, sometimes within one single task. Connect is flexible enough to be used . . . in a F2F [face-to-face] course, . . . being the sole teaching and learning tool for an online course."

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