

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

The only reason to revise an existing textbook is to help the profession evolve in meaningful ways and to make the tasks of language acquisition and daily classroom interaction easier, more enjoyable, and more meaningful for students, experienced instructors, and teaching assistants. How many instructors and students does it take to help authors achieve those goals in a revision? So far, more than 900! That’s how many instructors and students have provided us with the necessary feedback to keep *Puntos de partida* (or *Puntos*, as the series has come to be called) in step with changes in the classroom and in the profession. Over the years, the authors and editors of *Puntos* have turned to you to help us formulate a plan that responds to your needs. In order to do this, you’ve helped us by reviewing the various components of the program, by participating in market research, by doing in-depth analyses of chapter content, by giving us your honest and open opinions in focus groups and symposia, and by talking to us when we visit you on campus. For the Eighth Edition in particular, we reached out to more than 275 students and instructors, and the result is a thoroughly revised edition that we are confident will address new needs and preferences while continuing to provide the solid foundation in communicative language development that is the hallmark of *Puntos de partida*.

How has your feedback enriched and improved *Puntos* while maintaining its hallmark characteristics? Students will find the text more accessible and student-friendly overall, and instructors will find that the text and its instructional package support their efforts better, in meaningful ways that will impact daily classroom instruction. Here are some of the specific changes that you’ll find in the Eighth Edition.

NEW ILLUSTRATIONS, PHOTOS, AND REALIA

- More than 200 new color illustrations, photographs, and pieces of realia bring an exciting new visual appeal to the program and enhance the pedagogy of the text.
- New illustrations have been created for all **Vocabulario: Preparación** presentations to ensure that select theme vocabulary items are presented

more clearly. Some items are both illustrated and presented in bilingual lists for absolute clarity.

- Many of the new photographs appear in the new chapter openers (three photos each), in the new **Perspectivas culturales** spreads (up to five photos each), and in the six new **Introducción cultural** pages (up to four photos each).
- More realia-based activities have been added to help students connect with the target culture.

DIVERSE CULTURAL CONTENT

- The sequence of country foci across the eighteen main chapters has been revised so that they are now grouped into six main regions of the Spanish-speaking world.
 1. **Los Estados Unidos**
 2. **México y Centroamérica**
 3. **El Caribe**
 4. **Los países andinos**
 5. **El Cono Sur**
 6. **España y la comunidad hispana global**

Each of the six regions is presented in a new **Introducción cultural** page that offers up to four photos of the region and explanations of various cultural features that help give each region its cultural identity. (Note: The sixth region discusses the global Hispanic community and some immigration patterns, and the corresponding **Perspectivas Culturales** section at the end of **Capítulo 18** includes information about Equatorial Guinea and the Philippines.)

- New chapter opening spreads now offer three photos with questions meant to spark in-class discussion, get students thinking about the chapter themes, and help them relate those themes to their own culture and life experience. Thus students will start making connections between their own country and the country or countries highlighted in each chapter.
- The new **Perspectivas culturales** section (formerly **Conozca...**) in each chapter highlights

the country or countries of focus through demographic information, a map, and up to five photos with extended captions. A new **Música de...** feature presents a brief introduction to the unique musical style of each country. In most chapters, **Música de...** is augmented by a new music CD, *Ritmos y sonidos*, described in the Supplementary Materials section of this preface.


- More culture-based activities have been added throughout.

SKILL FOCUS

- **Conversación** activities have been restructured throughout *Puntos*. They are now organized into a series of **pasos** that encourage students to prepare themselves for conversation, then converse with a partner or group, and finally share information with the whole class or their instructor.
- There are at least three new optional writing activities per chapter (in the Instructor's Edition) that instructors can assign as part of a semester-long writing portfolio project or as individual assignments to be completed at home and shared with a partner or with the class.

STUDENT-FRIENDLY FEATURES

- A new **Vocabulario personal** box has been added to the end-of-chapter vocabulary lists. Here students can jot down new vocabulary items related to the chapter themes that come up as they complete activities throughout each chapter but which are not included in the chapter's active vocabulary list.
- A new system for identifying the irregularities of verbs in vocabulary lists and grammar presentations will hopefully be more obvious and useful to both students and instructors. (See the first page of the Spanish-English Vocabulary [p. V-1] for a complete explanation of this new verb system.)
- More **¿Recuerda Ud.?** features have been added so that previously taught grammar is



now consistently reviewed before new grammar on which it is based is presented.

- A number of grammar explanations have been rewritten, reorganized, or made more visual so that they are simpler and easier for students to grasp.

Short grammar summaries appear at the end of some grammar explanations to help students grasp the essence of the material.

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 exercises 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 to the Eighth 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 eighth edition?

CHAPTER OPENING PAGES

- The chapter opening pages have been redesigned to be more visually engaging, provide a better thematic and cultural springboard into the chapter, and function more effectively as an advance organizer for the upcoming chapter's content.

VOCABULARY: CLEAR, CURRENT, AND PERSONAL

- All presentations and activities have been thoroughly reviewed by the authors and revised as needed, with special attention paid to updating vocabulary and ensuring that personalized activities reflect the interests of today's students.
- The all-new vocabulary art reflects instructor requests for greater visual clarity in the vocabulary presentations, to better help students prepare for class and study for testing. To further help students, any terms difficult to discern visually have also been added to the textual presentation.
- The new **Así se dice** feature introduces regional variations on theme vocabulary from around the Spanish-speaking world.
- To further personalize students' learning of Spanish, a new **Vocabulario personal** feature in the **En resumen** section of the chapter invites students to record new words that they may have used in class or while doing homework, and that are of personal interest to them.
- Instructors will find a new feature, called "Word Families," in the instructor's annotations for **En resumen**. This feature lists active vocabulary words for a given chapter that are related to each other (**En este capítulo**) or to previously learned vocabulary (**Entre capítulos**). The **¡Ojo!** section notes words that are false cognates or otherwise potentially confusing matches. These lists can be shared with students to help them make connections between words and relate new words to previously learned ones.

A FRESH APPROACH TO GRAMMAR

Puntos de partida has long been praised for its clear and user-friendly grammar explanations, and instructors will find that the Eighth Edition retains this hallmark feature. But instructors will also find that many grammar presentations have been significantly refreshed and updated for today's students.

- At least one grammar point per chapter continues to be introduced with a short dialogue that shows the grammar used in a natural conversational setting. But other grammar points are introduced with short lists or narratives that focus student attention directly on the structure to be presented. Students see the grammar point at a glance, in a natural context, making the upcoming grammar presentation more meaningful and understandable. (These short dialogues, lists, and narratives are collectively referred to in

instructor annotations as GEA's, which stands for **Gramática en acción**, the new name given to these presentations in the Eighth Edition.)

- The use of colored type, a very popular feature of the Seventh Edition grammar presentations, has been expanded to the short dialogues, lists, and narratives (**GEA's**) that introduce the grammar points, thus helping students to more easily see the target structure in context.
- In response to the suggestions of first-year Spanish instructors, a number of grammar presentations have been revised, reorganized, simplified, and presented more visually, to make them more accessible to students. More grammar paradigms have been added as needed, and care has been taken to include more chapter vocabulary in the corresponding chapter's paradigms.
- Short grammar summaries appear at the end of some grammar points to focus students' attention on the key points before they begin the **Práctica** activities.

ACTIVITIES: UPDATED FOR TODAY'S LEARNERS

Activities “that work” have always been a hallmark of *Puntos de partida*. But students change, instructor needs change, and new and revised activities must reflect those changes. For this reason, the authors have taken special care to thoroughly revise the **Práctica**, **Conversación**, and **Un poco de todo** sections.

- New exercises have been added for practicing the *meaning* of new types of verbs before students are asked to manipulate their forms, and when appropriate, grammar analysis activities have been added, to focus students' attention on the grammar point they are learning.
- Many activities have been simplified and shortened (both their direction lines and the number of items). More guidance has been added to many **Práctica** and **Conversación** activities, so that students can use them to communicate more successfully.
- All activities have been carefully examined and revised, as needed, to ensure that they are of interest to today's students, reflecting what they really want to—and will—talk about.

RECYCLING: CONSISTENTLY AND FREQUENTLY

The recycling of vocabulary and grammar is critical to successful learning. *Puntos de partida* has always paid special attention to review and recycling, and this hallmark has been enhanced in the Eighth Edition.



- Opportunities for recycling of content have been greatly increased. Vocabulary presentations now consistently list previously learned theme vocabulary, and the number of **¿Recuerda Ud.?** recycling boxes has been increased so that previously explained grammar points on which the new grammar point is based are always reviewed.
- The number of annotations in the *Instructor's Edition* that offer opportunities for recycling has also been greatly increased, and new annotations on the end-of-chapter vocabulary lists carefully point out how new vocabulary is related to previously learned vocabulary.



RETHINKING CULTURE

Thoughtful and meaningful cultural content has been a hallmark of *Puntos de partida* since the First Edition. In this edition, the authors have significantly revised virtually all aspects of the existing cultural content and have added new cultural features.

- A new regional organization gives students an overview of the broad *groupings* of Spanish-speaking countries worldwide. Through a series of six photo essays, students are introduced to five broad areas of the Spanish-speaking world: the United States, Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. The final photo essay introduces students to the birthplace of Spanish—Spain—and presents a vision of Spanish language and culture in the global community as determined by history and recent immigration patterns.
- The country foci of the eighteen main chapters have been modified to reflect the new regional organization. Please refer to the table of contents for a complete listing of countries as they correspond to each chapter.
- In response to instructor's requests, cultural information has been added on Equatorial Guinea, the Philippines, and other regions of the world where Spanish is or has been spoken.
- The new **Música de...** section introduces students to music from various parts of the Spanish-speaking world. A new music CD, *Ritmos y sonidos*, with popular and traditional music from most Spanish-speaking countries, is available to instructors for use in the classroom.
- More culture-based activities have been added, where appropriate.

NEW, ENGAGING READINGS

- The **Lectura** section, which has traditionally provided optional content to develop learners' reading and writing skills, continues to serve this important function. Seven of the readings are new to the Eighth Edition (**Capítulos 4, 7, 9, 10, 12, 13, and 15**), and all of these were chosen from sources written for native speakers of Spanish.

a guided tour



CAPÍTULO 1

En la universidad

¿Sabes estas palabras universitarias? ¿Qué son?

- Are there many Hispanic students on your campus? Where are they from?
- Is there an organization for Spanish-speaking students on your campus? What is it called?
- What languages are taught on your campus? Which language is the most popular?

en este capítulo

- Classroom Vocabulary 26
- Subjects Areas 28
- Pronouncing Diphthongs 31
- Gender and Articles, Singular and Plural 32
- Subject Pronouns and -ar Verbs 28
- Yes/No Questions 45
- Country: the United States

El Festival de la Calle (Street) Digo en la Pequeña Habana

¿Qué sabes de este festival? ¿Qué es? ¿Dónde se celebra? ¿Cómo se celebra? ¿Por qué es importante?

- What do you know about the Puerto Rican Day Parade?
- What do you know about the Hispanic population in New York?
- Why do you think many Puerto Ricans move to New York?

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. Three photos with questions introduce students to both the chapter theme and the chapter's country of focus. In the *Instructor's Edition*, instructors will find additional theme-related questions that introduce students to the vocabulary and themes of the chapter.

En este capítulo is a brief table of contents of the chapter in plain simple terms employed by dedicated *Puntos* users for years to refer to vocabulary groups and grammar topics.

VOCABULARIO Preparación

En el salón de clase

¿Recuerdas usted?

Review what you already know about the pronunciation of Spanish vowels by saying the following names and nicknames aloud.

- Ana
- Papa
- 7/11
- Mama
- Lulu

You will learn more about Spanish vowels in *Pronunciación*.

PRONUNCIACIÓN Diphthongs and Linking

¿Sabes? Repasa en la universidad

la biblioteca	the library
la cafetería	the cafeteria
el edificio	the building
la librería	the bookstore
la oficina	the office
la residencia	the dormitory
el centro de la ciudad	the downtown

¿Recuerdas usted?

As you know, in English and in Spanish, a noun is the name of a person, place, thing, or idea. You have been using nouns since the beginning of *Puntos de partida*. Remember that all and la mean the before nouns. If you can change the Spanish words for the one in the following phrases, you already know some of the material in *Gramática 1*.

- el libro
- la mesa
- el profesor
- la estudiante

1 Identifying People, Places, Things, and Ideas (Part 1) • Singular Nouns, Gender, and Articles

Gramática en acción: La lista de José María

Note the use of colored text in the dialogues and other brief readings that appear in *Gramática en acción* sections. The color will call your attention to examples of the grammar point of focus.

Comprensión, ¿Certo o falso?

- La profesora de matemáticas es la profesora Dina.
- El cuaderno es para (for) la clase de literatura.
- La agenda es para la clase de matemáticas.

To name people, places, things, and ideas, you need to use nouns. In Spanish, all nouns (except *el agua*) have either masculine or feminine gender (el género). This is a purely grammatical feature; it does not mean that Spanish speakers perceive things as either as having male or female attributes. Since the gender of all nouns must be memorized, it is best to learn the definite article along with the noun, that is, *huevo* or *huevo* rather than just *huevo*. The definite article is given with nouns in vocabulary lists in this book.

¡Atención! For Spanish 30 Professor Dina • a Spanish-English dictionary • the novel *Don Quixote* • a notebook. For Calculus 2 Professor Dina • the notebook Dina • a calculator • the arena card for the arena concert • a notebook. New • a calculator • a blue ballpoint pen.

*The grammar sections of *Puntos de partida* are numbered consecutively throughout the book. If you need to review a particular grammar point, the table will refer you to its page number.

VOCABULARIO: PREPARACIÓN

This section presents and practices the chapter's thematic vocabulary. The vocabulary items in these sections, marked with a Web audio 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*. **Así se dice** features regional variations on theme vocabulary from around the Spanish-speaking world. Each vocabulary presentation is followed by a **Conversación** section that practices the new vocabulary in context.

PRONUNCIACIÓN

This section, a feature of the **Ante todo** and first three main chapters, focuses on accent marks and vowel sounds that are particularly difficult for native speakers of English. Similar pronunciation practice with the sounds of the Spanish consonants is available in **Capítulos 4-7** of the *Laboratory Manual*.

GRAMÁTICA

This section presents two to four grammar points. Each point is introduced by a **Gramática en acción**, (GEA), which can be a short dialogue (formerly



EN RESUMEN

See the Workbook, Laboratory Manual, ActivityPak, and Online Learning Center (www.ck12.com/ck12-portal) for additional practice with the grammar and vocabulary presented in this chapter.

- Gramática**
- To review the grammar points presented in this chapter, refer to the indicated grammar presentations.
- Identifying People, Places, Things, and Ideas (Part 1) – Singular Nouns: Gender and Articles
 - Do you understand the gender of nouns and how to use the articles *el, la, un(a), and uno(a)*?
 - Identifying People, Places, Things, and Ideas (Part 2) – Nouns and Articles: Plural Forms
 - Do you know how to make nouns plural and use the articles *los, las, unos, and unos(a)*?
 - Expressing Actions – Subject Pronouns: Present Tense of *ser* Verbs; Negation
 - You should be able to use subject pronouns, conjugate regular *ser* verbs in the present tense, and form negative sentences.
 - Getting Information – Asking Yes/No Questions
 - Do you know how to form questions? You

Vocabulario

Infinitives listed in colored text in **Vocabulario** correspond to those entries in **Un paso más 1** and **Appendix A**. **Repeat** (Repeat) indicates vocabulary words and phrases listed in active in this chapter. You have already learned in previous chapters. **Capitalize** (Capitalize) indicates vocabulary words whose use should be able to recognize because they are cognates of English. Do you know that you know the of the group headings in addition to the main words in each group? Do the word or words in the heading are not close cognates, their meanings were considered in the **Vocabulario** section. I'm not sure of the meaning of a word, you can call it up in the end-of-book Spanish-English Glossary.

Los verbos

balar	to dance
bucar	to look for
cantar	to sing
comprar	to buy
conocer	to meet
enseñar	to teach
escribir	to write
estudiar	to study
hablar	to speak
hablar por teléfono	to talk on the phone
necesitar	to need

el/la consejera/a	advisor	el/la	day
el/la dependiente/a	clerk	el/la	subject
el/la estudiante	student	el/la	subject area
el/la estudiante de	foreigner	la materia	subject area
el/la profesor/a	man	la materia	subject area
el/la secretaria/a	woman	la materia	subject area
el profesor	professor		
el secretario	secretary		

Los objetos

el botigrafo	pen
la calculadora	calculator
la computadora	computer
el cuaderno	notebook
el diccionario	dictionary
el dinero	money
el escritorio	desk
el lápiz (lápices)	pencil
el libro (libros)	textbook
la mesa	table
el cuaderno	notebook
el papel	paper
el pizarrón	chalkboard
la puerta	door
el silla	chair
la ventana	window

Las materias

la administración	business administration
de empresa	
la ciencia	science
de la computación	computer science
la física	physics
de las lenguas (extranjeras)	foreign languages
la química	chemistry
la psicología	psychology

Los nombres personales

yo, tú, usted (Ud.), él/ella, nosotros/nosotras, vosotros/vosotras, ustedes (Uds.), ellos/ellas

Palabras adicionales

agui	here
con	with
en casa	at home
mal	poorly
más	more
mucho/a	much/a lot
muuy	very
poquito	little
un poco (a lo)	only
sólo	only

Las palabras interrogativas

¿cuánto?	what?
¿cuándo?	when?
¿cómo?	how much?
¿cómo/qué?	how many?
¿qué?	what?

¿Cuándo?

ahora	now
el día de mañana	tomorrow
el día de ayer	yesterday
el día de hoy	today
el día de mañana	tomorrow
el día de hoy	today
el día de mañana	tomorrow
el día de hoy	today

Los nombres personales

yo, tú, usted (Ud.), él/ella, nosotros/nosotras, vosotros/vosotras, ustedes (Uds.), ellos/ellas

Vocabulario personal

member to use this space for other words and learn your terms in this chapter.

Español	Inglés
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EN RESUMEN

This end-of-chapter grammar and vocabulary summary consists of two sections: **Gramática** and **Vocabulario**. The **Gramática** section provides students with a quick overview of the major grammar points within the chapter as well as a reminder of what they should know for assessment purposes. The **Vocabulario** section includes all important words and expressions from the chapter that are considered active. A **Vocabulario personal** feature invites students to jot down new words that come up as they work through a chapter.

In the *Instructor's Edition*, instructors will find an extensive new feature called "Word Families." This feature lists active vocabulary words that are related to each other (**En este capítulo**) or to previously learned vocabulary (**Entre capítulos**). The **¡Ojo!** section points out words that are false cognates or otherwise potentially confusing matches. These optional lists can be shared with students to help them learn new vocabulary and relate new material to old.

Un paso más 1

Literatura de los Estados Unidos

Sobre la escritora* Sandra Cisneros was born in Chicago. She is one of the most prominent Hispanic female writers in the United States. She writes in English, but her prose and poetry are infused with the Hispanic-American experience. She now lives and writes in San Antonio, Texas. The following is from the novel *Caramelo* (2002).

Outside, roaring like the ocean, Chicago traffic from the Northwest and Congress Expressways. Inside, another roar, in Spanish from the kitchen radio, in English from TV cartoons, and in a mix of the two from her boys begging for—*¡Un rito!* for the Italian lemonade. But Aunt Licha doesn't hear anything. Under her breath Ruffy is bargaining.

—Virgen Purísima, if we even make it to Laredo, even that, I'll say three rosaries.

**Author*... About the author



LECTURA

ESTRATEGIA: More on Guessing Meaning from Context

Do you know the meaning of unfamiliar words from the context? Turn to the glossary for the meaning of unfamiliar words from the context? Turn to the glossary for the meaning of unfamiliar words from the context? Turn to the glossary for the meaning of unfamiliar words from the context?

1. En una lista alfabética, la palabra grande aparece antes de la palabra pequeña.

2. El artículo no es moderno, ni la palabra grande aparece antes de la palabra pequeña.

3. Me gusta estudiar español, pero detesto la biología. En general, detesto como materia de estudio.

4. Some words are underlined in the following reading in these sections. Try to guess their meaning from context. Take the passages in the subsequent sections and underline the words that you do not understand. Scan these words and make predictions about their meaning. Use the glossary to check your predictions. Another glossary is available in the end-of-book section.

Las universidades hispanicas

Introducción

En el mundo hispanico —y en los Estados Unidos y el Canadá también— hay universidades grandes y pequeñas, públicas, religiosas y privadas, modernas y antiguas. Pero el concepto de la "ciudad" universitaria es diferente.

El campus

Por ejemplo, en los países hispanicos la universidad no es un centro de actividad social. En general, los estudiantes *gustan* en pensiones o en casas particulares y *estudian* a la universidad en coche o en autobús. En algunas universidades hay un campus similar a los de las universidades de los Estados Unidos y el Canadá. En estos casos se habla de la "ciudad" universitaria. Otras universidades ocupan sólo un edificio grande, o posiblemente varios edificios, pero no hay zonas verdes.

Los deportes

Otra diferencia es que en la mayoría de las universidades hispanicas los deportes no son muy importantes. Si los estudiantes deciden practicar un deporte —tenis, fútbol o béisbol— hay clubes deportivos, pero estos no forman parte de la universidad.

Las diversiones*

Como se puede ver, la forma y organización de la universidad son diferentes en las dos culturas. Pero los estudiantes estudian y se divierten en todas partes. A los estudiantes hispanicos, así como a los estadounidenses y canadienses, les gusta mucho toda clase de música: la música clásica, la música con raíces tradicionales y la música moderna —la "nacional" y la *reggaeton*. Y hay para todos: Lisber, Alicia Keys, Green Day... Otras diversiones preferidas por los estudiantes son las discotecas y los cafés. Hay cafés ideales para hablar con los amigos. También hay exposiciones de arte, *ojos* de teatro y películas interesantes.

Conclusiones

Los días favoritos de muchos jóvenes hispanicos son los fines de semana. Realmente, son muy distintos los estudiantes hispanicos de los norteamericanos?



*Although, technically, *norteamericanos* refers to all North American people from Canada, Mexico, and the United States, in this text it is understood to refer to people from the United States and northwestern to North America.

Comprensión

- ¿Certe o falso? Indique si las siguientes de...
 - En los países hispanicos, la mayoría de las residencias.
 - En las universidades hispanicas, los días en el programa de estudios de los estudiantes.
 - En una universidad hispanica, hay pocas actividades deportivas y exposiciones de arte.
 - No hay mucha diferencia entre la cultura hispanica y el campus de una universidad.
 - La música es una diversion para los jóvenes hispanicos.
 - Hay grandes jardines (jardines) y zonas verdes en las universidades hispanicas.
- ¿De qué universidad? Indique si las siguientes palabras de la Universidad de Sevilla o de la Universidad de Michigan. ¿Son de los dos?

1. Me gusta jugar al Fútbol en el campo.	<input type="checkbox"/>	<input type="checkbox"/>
2. La casa es muy cómoda (cómoda) y tengo derecho a usar la cocina (el <i>frigorífico</i> principal).	<input type="checkbox"/>	<input type="checkbox"/>
3. ¿Qué tal si tomamos un café después de la clase?	<input type="checkbox"/>	<input type="checkbox"/>
4. El sábado (Sábado) hay un partido de béisbol. ¿Quieres ir al juego?	<input type="checkbox"/>	<input type="checkbox"/>
5. Me gusta hablar con mis amigos en los jardines de la universidad.	<input type="checkbox"/>	<input type="checkbox"/>

REDACCIÓN

Una comparación. Compare su propia (your own) universidad con una universidad hispanica, completando (by completing) la siguiente tabla con información de la lectura.

	La universidad hispanica	Mi universidad
Alojamiento (Housing)	pensiones, casas particulares	
El campus		
Deportes		
Diversiones	música, discotecas, cafés, películas, exposiciones de arte	

UN PASO MÁS

Following every chapter, this optional supplementary section presents tasks and activities that further develop learners' reading and writing skills and complement the chapter theme and country of focus.

The **Literatura de...** section presents a brief biography of an important writer from the chapter's country of focus and includes a fragment of an important literary work by that writer.

Following **Literatura de...** is the **Lectura** or reading section. Each reading is accompanied by a reading strategy (**Estrategia**). Readings are author-written in the early chapters and realia-based or completely authentic in later chapters. Readings have been chosen from Spanish-language magazines and journals and include literary selections in the final three chapters. Some readings have been edited for length but not for content or language.

Following the reading is **Redacción**, comprised of writing tasks that vary from writing simple sentences to extended narrations.

Introducción cultural

México y Centroamérica

Long before Mexico and the Central American countries of Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panamá became Spanish-speaking, vibrant indigenous civilizations and peoples thrived and flourished in this area. The arrival of the Spanish and their religion and culture profoundly changed the existing cultures, but the Spanish culture changed as well. Today, Mexico and the Central American indigenous and Spanish cultural heritages, which have fused together over the past, present, and future of Mexico and Central America and convergence of these varied cultures.

NOTA CULTURAL
Las universidades en el mundo* hispánico
 Universidades have a long history in the Spanish-speaking world. The very first university 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** (Buenos Aires, 1529) 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 almost 200 years of experience with university-level education. The **Universidad de Salamanca**, one of the oldest universities in the world, was founded in 1228 in Salamanca, Spain.

Los mesteres*
 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.

Recuerda... ¿usted?
 In **Ante todo**, you used a number of interrogative words and phrases to get information: ¿dónde?, ¿cómo?, ¿cuándo?, ¿qué?, ¿quién? What do those words mean in the following sentences?

Las palabras interrogativas (Part 1)
 Use **¿qué?** to mean 'what' when you are asking for a definition or an explanation. Use **¿qué?** to mean 'what?' in all other circumstances. You will learn more about using these words in **Gramática 22** (Capítulo 9).

INTRODUCCIÓN CULTURAL

An **Introducción cultural** page concludes the **Ante todo** and **Capítulos 1, 6, 11, 13,** and **16**. These sections, new to the Eighth Edition, provide up to four photos and explain some of the cultural features of the countries presented in the following chapters that help give those countries their cultural identity. (See the third bullet point on page xvii for more information.)

The *Instructor's Edition* contains references to episodes of the film *Sol y viento*, by Bill VanPatten et al. for programs that wish to augment their first-year Spanish course with a film component.

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
- **¿Recuerda Ud.?** features that review an earlier grammar point to make sure that it's fresh in the minds of students before they begin a related new grammar point
- **Vocabulario útil** boxes that give additional vocabulary that may be helpful for completing specific activities
- New **Así se dice** boxes that introduce regional variations on theme vocabulary from around the Spanish-speaking world
- **Autoprueba** boxes that follow grammar presentations and provide students with the opportunity to quickly check their understanding of a specific grammar point
- New Grammar Summaries that focus students' attention on the essence of a grammar point before they attempt an **Práctica** activities

Vocabulario útil

ASÍ SE DICE
 The terms **masculine** and **feminine** are used to refer to nouns. To speak to your grandparents, use the terms **abuelito** or **tata** and **abuelita** or **tata**.

CONVERSACIÓN
 A. ¿Cierto o falso? Look at the drawings of the family that appear on page 60. Decide whether each of the following statements is true (cierto) or false (falso) according to the drawings. Correct the false statements.

¿Quién es?
 Paso 1. Complete the siguientes (following) oraciones (sentences).
 1. La madre de mi hijo/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 la relación de estas (these) personas, según te el apellido de las relaciones (relationships).
 ejemplar: El _____ de mi _____ es mi _____.
 La _____ de mi _____ es mi _____.
 1. primo _____ 2. sobrino _____ 3. tío _____ 4. abuelo _____

Entrevista. Find out as much as you can about the family of a classmate, using the following dialogue as a guide.

Autoprueba
 Match the noun with the correct article.
 1. libro _____ a. el
 2. hombre _____ b. los
 3. librería _____ c. las
 4. profesora _____ d. una

Práctica
 A. Singular - plural. Di la forma plural.
 1. la mesa _____ 4. la oficina _____
 2. el papel _____ 5. un cuaderno _____
 3. el amigo _____ 6. un libro _____

B. Plural - singular. Di la forma singular.
 1. los profesores _____ 4. los estudiantes _____
 2. las computadoras _____ 5. unos hombres _____
 3. los bibliotecarios _____ 6. unas tardes _____

C. Spanish, the masculine plural form of a noun is used to refer to a group that includes both males and females.
 los amigos (the friends) (both male and female)
 unos extranjeros (some foreigners) (both male and female)

Need more practice?
 Workbook and Laboratory Manual
 ActivityPack
 Online Learning Center
www.pearsoned.com/interactive

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 online at www.mhhe.com/puntos8 so that students can check their work before going 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

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

*Statement of Philosophy
Standards for Foreign Language Learning**

Since the launch of the National Standards for Foreign Language education in 1996, government, business, and over fifty professional and state organizations have embraced their challenging vision of educational reform. The authors of *Puntos de partida* have also embraced this vision, as the Standards go directly to the heart of why students should learn languages: In addition to learning communication skills, students develop stronger critical thinking skills, acquire cross-disciplinary knowledge, and, very importantly, strengthen and develop cross-cultural competence, a vital skill in today’s increasingly interconnected world.

*“Knowing how, when, and why to say what to whom . . . ”**

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.


Puntos de partida exemplifies the spirit of the Standards. All “five Cs” are actively integrated throughout the various components of *Puntos*.

Communication: Emphasized through the presentation of functional language, role-play, interview activities, and personalized activities in the textbook, online *ActivityPak*, *DVD Program*, and other program components.

Cultures: Students are exposed to a multiplicity of cultural *products, processes, and perspectives*: interviews with native speakers in the *DVD Program*; in-depth cultural commentary on the countries of the Spanish-speaking world in the textbook; thematically linked cultural Web research activities on the *Online Learning Center*, and more. *Puntos* provides sustained opportunities for hypothesis and analysis, and invites students to make connections between beliefs, behaviors, and cultural artifacts.

Connections: Readings in the textbook and exploratory activities, as well as *Instructor Edition* annotations, help students make connections among discipline areas.

*Executive Summary, National Standards in Foreign Language Education: A Collaborative Project of ACTFL, AATF, AATG, AATI, AATSP, ACL/APA, ACTR, CLASS/CLTA, & NCSTJ/ATJ.



Comparisons: In addition to the activities in the **Un poco de todo** section of the textbook, the *DVD Program* and the *Online Learning Center* provide ample opportunities for cross-cultural comparisons.

Communities: Internet-based and experiential activities allow students to explore communities, and personalized, high-interest activities encourage the use of language for personal enjoyment and enrichment beyond the classroom.

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**, preceded by a grammar self-check feature called **A ver si sabe...**, which allows students to quickly assess their knowledge of grammatical structures before completing the **Punto final**. The **Perspectivas culturales** (formerly **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 the **Videoteca: Minidramas** section in which students first hear a sample dialogue and then play the role of a participant in a similar exchange to apply what they've learned. 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 available for instructors on the *Online Learning Center*.)
- The *Online Workbook* and *Online Laboratory Manual*, developed in collaboration with Quia™, offer an online version of the printed supplements. Very popular, these online versions 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* (www.mhhe.com/puntos8) provides students with a wealth of activities specially created for use with *Puntos de partida*. The *Online Learning Center* includes additional vocabulary and grammar practice quizzes, cultural activities (including the new cultural PowerPoints), the *Laboratory Audio Program*, **Videoteca** activities to go with the *DVD Program*, the Textbook Audio recordings that correspond to those sections of the textbook with the Web audio (globe with headphones) icon, the Flash Grammar Tutorials, and the new online *ActivityPak* described in the following bullet point.



- The new online *ActivityPak* is an exciting new supplement, available for student purchase, that replaces the stand-alone *Interactive CD-ROM* from earlier editions of *Puntos*. It provides a unified learning experience for students through the *Online Learning Center*. Flash-based activities, games, video clips, and more all provide review of vocabulary, grammar, and culture in a fun and useful online format. With the online *ActivityPak*, students will no longer have to worry about lost CDs and operating system incompatibilities. It's all online, it's easy to access and use, and it helps students get the most out of their study of Spanish!
- The new *Puntos de partida* Learning Management System is an integrated digital textbook, powered by Quia™. McGraw-Hill has partnered with Quia™, the leading developer of online tools for foreign language instruction and learning, to create a comprehensive learning management system that allows you to manage your course with robust communication tools, record keeping that can be imported to Blackboard and other CMS platforms, integration of instructor resources such as digital transparencies and PowerPoint slides, as well as the ability to customize or add your own content. Last but certainly not least, it includes a fully interactive digital version of the textbook that has a real time voice chat feature, integrated audio and video, and many other resources that make this a truly integrated online system for the teaching and learning of Spanish. Please contact your local McGraw-Hill sales representative for more information.
- The new *DVD Program* contains all of the videos for the *Puntos* program as well as follow-up activities. Instructors who find they do not have the time to show the *DVD Program* in class will be pleased to know that it is available for student purchase, thus providing them with a wealth of authentic and natural linguistic and cultural input. For more information, see the *DVD Program* in the following For Instructors section.
- *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 notes, suggestions, and activities. 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 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, cultural notes, and notes that identify activities that support the National Standards.

- The *Instructor's Manual and Resource Kit*, now available electronically on the *Online Learning Center*, 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 *DVD Program*, thus making it easy for instructors to provide concrete tasks that accompany the DVD material. Also included are a wide variety of interactive and communicative games for practicing vocabulary and grammar.
- The *Testing Program*, also now available on the *Online Learning Center*, contains five different tests for each chapter, as well as sample mid-term and final exams.
- McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from publisher-provided items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT, BlackBoard or PageOut. EZ Test Online is a new service and gives you a place to easily administer your EZ Test created exams and quizzes online. The program is available for Windows and Macintosh environments.
- The *Online Learning Center* (www.mhhe.com/puntos8) 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 the *Instructor's Manual and Resource Kit*, the *Testing Program*, the *Audioscript*, *Digital Transparencies*, *Cultural PowerPoint* presentations, and more as well as free access to the new online *ActivityPak*. For password information, please contact your McGraw-Hill sales representative.
- The new *DVD Program* for the Eighth Edition of *Puntos* includes all of the video components from the Seventh Edition: **Entrevista cultural**, **Entre amigos**, **Perspectivas culturales** (formerly **Conozca...**), **Minidramas**, and **En contexto**. These various video elements make up approximately five hours of video and can be used to augment the various supplements of the *Puntos* program.
- The *Audio Program* is provided free to adopting institutions and contains all of the audio CDs from the *Laboratory Audio Program* as well as the *Textbook Listening CD*. Adopting institutions may use the *Audio 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 CDs.
- The new *Digital Overhead Transparencies* with all of the new **Vocabulario: Preparación** art are available to instructors on the *Online Learning Center*.



- Available for instructors only, a brand new music CD, *Ritmos y sonidos*, is a collection of contemporary music from around the Spanish-speaking world. The music showcases a wide variety of styles, from traditional **salsa**, **merengue**, and **son**, to today's Latin-influenced pop. Featuring a variety of well-known and lesser-known artists and groups, *Ritmos y sonidos* is a great resource for instructors who want to bring the musical traditions of the Spanish-speaking world into the language classroom.
- 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.
- Finally, the film *Sol y viento*, by Bill VanPatten et al. is available for programs that wish to augment their first-year Spanish course with a film component. The *Instructor's Edition* contains references to episodes of the film that approximately match the themes and vocabulary of *Puntos de partida*.



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In addition, the publisher wishes to acknowledge the suggestions received from the following instructors and professional friends across the country. The feedback we received through their participation in course surveys, symposia, focus groups, and formal reviews of the Seventh Edition was instrumental in shaping the revision for the Eighth Edition. The appearance of their names in this list does not necessarily constitute their endorsement of the text or its methodology.


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