

# 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

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

## A DESIGN THAT PROMOTES LEARNING AND TEACHING

- More than 500 new color illustrations and photographs bring an exciting new visual appeal to the program and enhance the pedagogy of the text. Beautiful drawings illustrate vocabulary words in each chapter, allowing students to make important connections between the Spanish word and the conceptual meaning. Many activities are also enlivened through lively illustrations that review vocabulary and grammar and promote real communication.
- The flow of presentations and activities within the chapter has been carefully crafted to keep students on task and focused. Activities do not break over the front and back of pages, thus eliminating the need for students and instructors to “flip” pages while completing activities.
- Sentence-formation and cloze passage activities are pedagogically improved with special shading and color that highlight key elements of the activity and keep students focused on the tasks they are performing.

## STUDENT-FRIENDLY GRAMMAR FEATURES

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

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

- The **Entrevista cultural** segments introduce students to a Spanish-speaker from a different country in each chapter, providing a unique glimpse into their lives and their culture.
  - The **Entre amigos** episodes present four students from different countries (Spain, Mexico, Venezuela, and Cuba) who tell entertaining stories as they meet and talk at a university in Mexico. These vignettes also review vocabulary themes and grammatical structures in each chapter.
- The popular video episodes from the previous editions of *Puntos de partida* continue to be available on the *Video Program*, and can still be used with the second edition of *Puntos en breve*.

## DIVERSE CULTURAL CONTENT

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

While much is new to this edition of *Puntos en breve*, you will continue to find the many hallmarks that make it the book of choice for hundreds of instructors across the country. These hallmark features include:

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

A more detailed overview of changes to this edition is provided in a section called "What's New in the Second Edition?" Another section, "A Guided Tour," explains and shows the organization and features of *Puntos en breve* (useful to both instructors and students!). The Preface closes with the acknowledgment of the many instructors and students who helped shape this new edition.

# what's new to the second edition?

## NEW DESIGN AND ART

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

## CHAPTER THEMES

The positive response from instructors using the first edition confirmed that the chapter themes found in *Puntos en breve* provide engaging and relevant content for exploration and discussion. Theme vocabulary for all chapters has, of course, been updated to reflect changes in the areas of technology, recreational activities, and so forth, and the vocabulary of **Capítulo 14** has been modified to focus more on the natural world.

## NEW CHAPTER-OPENING PAGE

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

## CAPÍTULO PRELIMINAR: ANTE TODO

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



## USER-FRIENDLY ACTIVITIES

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

## NOTAS CULTURALES

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

## CONOZCA...

The **Conozca...** page found in every chapter uniquely presents Hispanic cultures through a combination of video, readings, photos, and graphics. This page provides students with the opportunity to learn more about the chapter's country or countries of focus. The variety of information provided is designed to give students a broad overview of the particular country or countries. After students have had the opportunity to learn about the country of focus, the *Video Program* provides even more cultural viewpoints with the new **Entrevista cultural** and **Entre amigos** video segments.



### CHAPTER-OPENING PAGE

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

Also included on these pages is a brief overview of the chapter objectives, including vocabulary, grammar, and cultural topics.

### VOCABULARIO: PREPARACIÓN

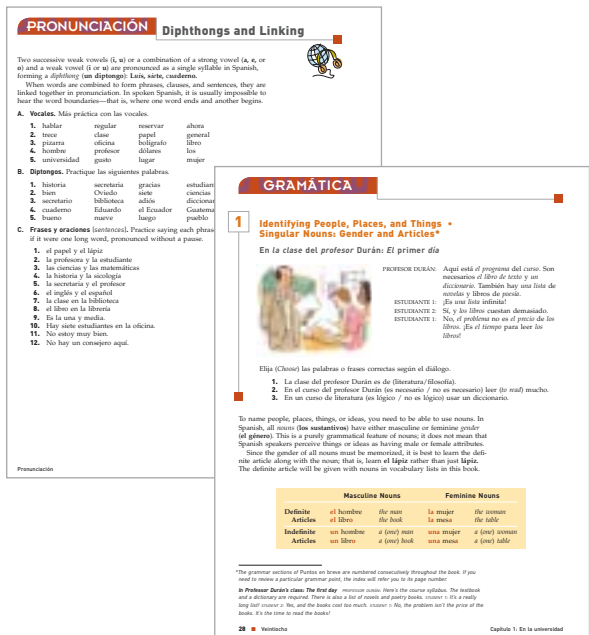
This section presents and practices the chapter's thematic vocabulary. The vocabulary items in these sections, marked with a headphones icon, are available in audio format on the *Online Learning Center*. A special *Textbook Listening CD*, containing these audio files, is also included in the *Laboratory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

### PRONUNCIACIÓN

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

### GRAMÁTICA

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





R. In English, the singular indefinite article (el artículo indefinido) is a or an. In Spanish, the indefinite article (the definite article) must agree with the gender of the noun as for masculine nouns, use the indefinite noun. Un and una can mean one as well as a or an. Context determines meaning.

indefinite article: a, an  
m. sing. — un  
f. sing. — una

**Práctica**

**A. Artículos**

Paso 1. El (Give) el artículo definido apropiado (a, la).

1. escritorio	4. hombre	7. mujer
2. biblioteca	5. diccionario	8. nación
3. bolígrafo	6. universidad	9. bibliotecario

Paso 2. Ahora (Give) el artículo indefinido apropiado (un, una).

1. día	4. lápiz	7. papel
2. mañana	5. clase	8. condición
3. problema	6. noche	9. programa

**B. Escenas de la universidad**

Haga una oración (Write a sentence) con las palabras (words) indicadas.

**ejemplo:** estudiante / librería → Hay un estudiante en la librería.

1. congreso / oficina	6. bolsillo / aula
2. profesora / clase	7. palabra / papel
3. lápiz / mesa	8. oficina / residencia
4. ciudadano / escritorio	9. computadora / biblioteca

**Conversación**

**Definiciones.** Con un compañero / una compañera, definen estas palabras en español según el modelo.

**ejemplo:** biblioteca / edificio → biblioteca = La biblioteca? edificio = Es un edificio.

**Categorías:** cosa, edificio, materia, persona

1. cliente / persona	4. dependiente / ?	7. computadora / ?
2. bolígrafo / cosa	5. hotel (en) / ?	8. inglés / ?
3. residencia / edificio	6. calculadora / ?	9. ? / ?

**Need more practice?**

- Workbooks/Laboratory Manual
- Interactive CD-ROM
- Online Learning Center
- www.pearsoned.com/espanol

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sample sentences appear in the right-hand column. Each grammar presentation is followed by a series of contextualized activities that progress from more controlled (**Práctica**) to open-ended (**Conversación**). Often, the first activity in the **Práctica** section is an **¡Anticipemos!** activity. These activities are specifically designed to introduce students to the use of the grammar point without requiring that they actively produce the new structure. Thus, these **¡Anticipemos!** activities focus on the recognition of the new grammar structure.

The **Conversación** sections contain many partner-pair activities, including many **Entrevista** activities, which require students to interview each other in order to accomplish the goal of the activity.

**CONOZCA...**

**Conozca...** is a cultural section that focuses on an individual country of the Spanish-speaking world (or in a few instances, two countries presented together). This in-depth look at the Hispanic world features information about prominent figures, the arts, cuisine, politics, history, and so forth. A map helps students place the country or countries of focus in their geographic context; the small photo of the interviewee(s) from the country or the countries reminds student of the interview on the *Video Program*. Additional country-specific video footage is available on the *Video Program* to further enhance students' understanding of each country and its culture; this footage is indicated in the **Conozca...** section with a video icon.

**Conozca a...**

**los hispanos en los Estados Unidos**

**Datos esenciales**

- La población hispana total de los Estados Unidos más de 25 (veinte y cinco) millones en el año 2000 (dos mil).
- Origen de la población hispana en los Estados Unidos: México 58% (cinuenta y ocho por ciento) Centroamérica, Sudamérica y otros países\* 28.6% (veintiocho como cuatro por ciento) Puerto Rico 9.6% (nueve y seis por ciento) Cuba 3.5%

**¡Pídes!**

- En 2001 ¿de qué más habla? veintidós hispanos en el Congreso de los Estados Unidos.
- ¿Cuántos hay ahora? seven house go!
- De los más de 25 millones de hispanos en los Estados Unidos, la mayoría habla español (muchos o pocos).
- Las palabras hispanas / hispano se refieren al idioma y a la cultura, no a la raza o grupo étnico.

**Personas famosas: César Chávez**

La contribución de César Chávez (1927-1993) [mi] movimiento veintidós a mi movimiento nuevo y [mi] movimiento de los trabajadores agrícolas en enorme. La educación de Chávez, hijo de campesinos migrantes, "solo llegó al séptimo grado".

En 1962 mi movimiento suena y dice, Chávez organizó a los campesinos que cosechan uvas. Como resultado de las huelgas y el boicoteo de las uvas de mesa, los campesinos reciben contratos más favorables para ellos, el United Farm Workers se establece como sindicato oficial.

En 2001 ¿de qué más habla? el servicio postal de los Estados Unidos honra a Chávez con un sello especial.

¡Hay un día! "La vida," los sacrificios y los ideales de Chávez sirven de inspiración a muchos personas.

**Traducciones:** agricultor worker "hijo" son of negro farm worker "depo" means the seventh grade "hoy" also farmer group "serían" later, later group "he" is established "sue" name "hoy" finally "SR" "serían" were an an

**EL CANADÁ**

**LOS ESTADOS UNIDOS**

**MÉXICO**

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**EN RESUMEN**

**Gramática**

To review the grammar points presented in this chapter, refer to the indicated grammar presentations, you'll find further practice of these structures in the Workbook/Laboratory Manual, on the Interactive CD-ROM, and on the Practice or Review Online Learning Center ([www.pearsoned.com/ed6](http://www.pearsoned.com/ed6)).

1. Identifying People, Places, and Things—Singular Nouns, Gender and Articles. Do you understand the gender of nouns and how to use the articles *la, una, and una?*
2. Identifying People, Places, and Things—Nouns and Articles: Plural Forms. Do you know how to make nouns plural and use the articles *los, las, unos, and unas?*
3. Expressing Actions—Subject Pronouns: Present Tense of *ser* Verbs: Negation. You should be able to use subject pronouns, conjugate regular *-er* verbs in the present tense, and form negative sentences.

**Vocabulario** Practice this vocabulary with digital flash cards on the Online Learning Center ([www.pearsoned.com/ed6](http://www.pearsoned.com/ed6)).

**Los verbos**

<i>haber</i>	to have	<i>la biblioteca</i>	library
<i>buscar</i>	to look for	<i>la clase</i>	class
<i>construir</i>	to build	<i>el cuarto</i>	room
<i>comprar</i>	to buy	<i>el edificio</i>	building
<i>conocer</i>	to know	<i>la fiesta</i>	party
<i>enseñar</i>	to teach	<i>la librería</i>	bookstore
<i>enseñar</i>	to teach	<i>la oficina</i>	office
<i>estar</i> (imp.)	to be	<i>la residencia</i>	dormitory
<i>hablar</i>	to speak	<i>la universidad</i>	university
<i>hablar por teléfono</i>	to talk on the phone	<b>Las personas</b>	
<i>necesitar</i>	to need	<i>el estudiante</i>	student
<i>pagar</i>	to pay	<i>el bibliotecario/a</i>	librarian
<i>practicar</i>	to practice	<i>el profesor/a</i>	teacher
<i>regresar</i>	to return/come back	<i>el estudiante</i>	classmate
<i>regresar a casa</i>	to go home	<i>el compañero/a de clase</i>	classmate
<i>trabajar</i>	to work	<i>el profesor/a de español</i>	Spanish teacher
<i>trabajar</i>	to work	<i>el profesor/a de ciencias</i>	science teacher
<i>trabajar</i>	to work	<i>el profesor/a de matemáticas</i>	mathematics teacher
<i>trabajar</i>	to work	<i>el profesor/a de historia</i>	history teacher
<i>trabajar</i>	to work	<i>el profesor/a de inglés</i>	English teacher
<i>trabajar</i>	to work	<i>el profesor/a de arte</i>	art teacher
<i>trabajar</i>	to work	<i>el profesor/a de música</i>	music teacher
<i>trabajar</i>	to work	<i>el profesor/a de educación física</i>	physical education teacher
<i>trabajar</i>	to work	<i>el profesor/a de tecnología</i>	technology teacher
<i>trabajar</i>	to work	<i>el profesor/a de ciencias sociales</i>	social studies teacher
<i>trabajar</i>	to work	<i>el profesor/a de idiomas extranjeros</i>	foreign language teacher

**Los lugares**

<i>el apartamento</i>	apartment
<i>la biblioteca</i>	library

**EN RESUMEN**

**NOTA CULTURAL**

**Universities in the Hispanic World**

Universities have a long history in the Spanish-speaking world. The first that accepted the modern transportation was the *Universidad de San Diego*, founded in 1526 in what is now the Dominican Republic. Other early universities in this region include the *Real y Pontificia Universidad de América* (Mexico City, 1551) and the *Universidad de San Marcos* (Lima, Peru, 1551). Early Spanish colonial cities were meticulously designed and planned, and it is no accident that these countries were established on some of the most important cities. The Spaniards already had almost 800 years of experience with university-level education. La *Universidad de Salamanca*, one of the oldest universities in the world, was founded in 1209 in Salamanca, Spain.

Este retrato de Pío Lazo de León está en la Universidad de Salamanca. La Universidad que le hizo, así como sus 1200 años de historia, es una de las más antiguas del mundo.

**Las materias**

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

<i>la administración</i>	business
<i>las comunicaciones</i>	communications
<i>la economía</i>	economics
<i>el español</i>	Spanish
<i>la filosofía</i>	philosophy
<i>la literatura</i>	literature
<i>las matemáticas</i>	mathematics
<i>la biología</i>	biology
<i>la química</i>	chemistry
<i>la física</i>	physics
<i>la historia</i>	history
<i>la geografía</i>	geography
<i>el arte</i>	art
<i>la música</i>	music
<i>la tecnología</i>	technology
<i>las ciencias</i>	sciences
<i>las humanidades</i>	humanities
<i>los idiomas extranjeros</i>	foreign languages

**NOTA COMUNICATIVA**

**Expressing the Time of Day**

You can use the preposition *por* to mean in or during when expressing the time of day. *Estudio por la mañana y trabajo por la tarde.* *Por la noche, estoy en casa con la familia.* *I study in the morning and work in the afternoon. During the evening (at night), I'm at home with my family.*

Remember that the phrases *de la mañana* (*mañana*) and *de la noche* (*noche*) are used when a specific hour of the day is mentioned, and are used like the English *a.m.* and *p.m.*

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

**ENTREVISTA 1:** ¿Cómo te llamas? ¿Cómo te llamas?

**ENTREVISTA 2:** ¿Nunca has estado en un museo? ¿Nunca has estado en un museo? ¿Nunca has estado en un museo?

**1.** ¿Estudias mucho o poco? (¿Desde cuándo, en casa, en la residencia o en la biblioteca? ¿Cuándo estudias, por la mañana, por la tarde o por la noche? ¿Estudias todos los días (every day)? ¿Cuánto tiempo estudias?)

**2.** ¿Cantas bien o mal (poorly)? ¿Cantas en un instrumento musical? ¿Cuál es? (el piano, la guitarra, el violín...)

**3.** ¿Trabajas? (¿Desde cuándo? ¿Cuántas horas a la semana (per week) trabajas?)

**4.** ¿Cuántos pagos (payments) de libros de texto, si a los profesores? (¿Qué más necesitas pagar? ¿Cuántos? ¿el alquiler (rent)?)

**EN LOS ESTADOS UNIDOS Y EL CANADÁ**

**Jaime Escalante**

Jaime Escalante was born in La Paz, Bolivia, where he was a math and physics teacher for fourteen years. He emigrated to California in 1964 when he was 35. Since he did not speak English, he became an interpreter for the police and went to college to become an electrical engineer. He worked during the 1970s at San Diego High School, in East Los Angeles, where the students were mostly low-income Hispanics. In 1982, with Escalante's help, his students did so well on an advanced placement calculus test that the Educational Testing Service thought they had cheated and asked them to retake the test. The 1983 film *Honoring Our Heroes* portrays Escalante and his students, where he was later awarded the United States Presidential Medal and the Andrés Bello award by the Organization of American States.

**Gramática** **Tercera y cuarta** **31**

**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.

**ADDITIONAL FEATURES**

Other important features that appear throughout the text include:

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

# puntos en breve: a brief course

*Puntos en breve* is based on the highly successful *Puntos de partida* first-year Spanish text. Responding to the wishes of many instructors across the country, *Puntos en breve* retains the methodology and functionality of the longer *Puntos de partida* program but in a brief version, which can be ideal for classes meeting three or fewer times per week, or for instructors who prefer to incorporate other materials into the first-year programs.

In order to create *Puntos en breve* from *Puntos de partida*, the authors reduced the amount of activities and exercises in the *Puntos de partida* main text, as well as the actual number of grammar points presented. In addition, the text-integrated video sections (**Videoteca**) found in *Puntos de partida* have been removed, as well as the **Un poco de todo** review sections. Finally, the **Un paso más** sections of *Puntos de partida*, which contained lengthier reading and writing activities, have also been deleted.

What's left? The essential elements of most first-year Spanish courses: thematic vocabulary, grammar presentation, plenty of culture, plus an abundance of classroom-tested activities that help students develop their listening, speaking, reading, and writing skills.

The *Puntos de partida* grammar points that were modified or removed to create *Puntos en breve* are:

- Asking Yes/No Questions
- Relative Pronouns
- **Hace... que** + *present* and *preterite*
- Summary of the Subjunctive
- Past Subjunctive
- Stressed Possessives
- Conditional
- **Si** Clause Sentences

We believe that *Puntos en breve* will provide instructors with a flexible, manageable book that can be adapted to suit different teaching and learning styles, while providing an engaging learning experience that will motivate both students and instructors alike.



# supplementary materials

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

## FOR STUDENTS

- *Workbook/Laboratory Manual* and *Laboratory Audio Program*, by Alice A. Arana (formerly of Fullerton College), Oswaldo Arana (formerly of California State University, Fullerton), and María Sabló-Yates (Delta College). The *Workbook/Laboratory Manual* provides a wealth of activities, both aural and written, that reinforce chapter content. Audio Program CDs are free to adopting institutions and are also available for student purchase upon request.
- The *Online Workbook/Laboratory Manual*, developed in collaboration with Quia™, offers an online version of this printed supplement. Increasingly popular, this online version of the printed material offers such benefits for the student as an integrated *Laboratory Audio Program*, self-scoring activities, and instant feedback. Benefits for the instructor include a gradebook that automatically scores, tracks, and records student grades and provides the opportunity to review individual and class performance. Other benefits include customizable activities and features and instant access to grades and performance.
- The *Online Learning Center Website* provides students with a wealth of exercises and activities specially created for use with *Puntos en breve*. The *Online Learning Center* consists of two general areas: the free content and the **Premium Content**. Free content includes additional vocabulary and grammar practice quizzes, cultural activities, chapter overviews, and more. Packaged free with every new student text is an *Online Learning Center* passcode card that provides students purchasing a new text with access to the **Premium Content**. This **Premium Content** includes the *Laboratory Audio Program*, the **Conozca...** video footage, and the **Flash Grammar Tutorials**. Students that purchase a used text may purchase a passcode separately at a nominal price if they wish to access this **Premium Content**. The *Online Learning Center* can be accessed at [www.mhhe.com/peb2](http://www.mhhe.com/peb2).
- The *Interactive CD-ROM* is an exciting multimedia supplement that offers additional vocabulary and grammar practice activities, vocabulary games, review activities, interactive grammar tutorials, video-based activities, speaking activities that simulate conversations with native speakers, cultural activities, reading and writing activities, a “talking” dictionary, and much more. This highly popular interactive supplement has been revised and upgraded for the second edition and includes new activities and features not available on the earlier version.
- The *Video on CD* provides students with access to the entire *Puntos de partida Video Program*. Available for purchase, this set of two CD-ROMs includes every video segment from the *Video Program*. Instructors who find they do not have the time to show the *Video Program* in class will be pleased to know that it is available to students in this format, providing students with a





wealth of authentic and natural linguistic and cultural input. For more information, see the *Video Program* below.

## FOR INSTRUCTORS

- The *Instructor's Manual and Resource Kit* offers an extensive introduction to teaching techniques, general guidelines for instructors, suggestions for lesson planning in semester and quarter schedules, and blackline master activities created for use with the various segments of the *Video Program*, thus making it easy for instructors to provide concrete tasks that accompany the video material. Also included is a wide variety of interactive and communicative games for practicing vocabulary and grammar, many of which are new to this edition of the *Instructor's Manual and Resource Kit*. We are very grateful to Linda H. Colville of Citrus College for creating these excellent games.
- The second edition of the printed *Testing Program* has been considerably revised based on extensive instructor feedback. All tests have been carefully reviewed and edited. In particular, the reading and listening sections have been revised to make their level and language more consistent. Five different tests are provided for each chapter, as well as sample mid-term and final exams.
- A new and exciting instructor supplement is the *Puntos Test Generator*. This brand-new supplement has been created in response to instructors' requests for a true test generator that allows them to easily and quickly create new, customized tests at the click of a mouse. This *Test Generator* provides a wealth of testing questions for every chapter, in a wide variety of formats. Testing categories include vocabulary, grammar, reading, writing, listening, and culture. Instructors can easily create a new test for every class, multiple tests for one class, save and store those tests, and add and save their own testing questions. We are delighted to offer this useful new supplement to instructors.
- The *Online Learning Center Website* to accompany *Puntos en breve* offers instructors a variety of additional resources. Instructors have password-protected access to all portions of the *Online Learning Center*, which includes such resources for instructors as electronic versions of the *Instructor's Manual and Resource Kit* and the *Audioscript*, as well as *Digital Transparencies* and links to **Professional Resources**. The *Online Learning Center* can be accessed at [www.mhhe.com/peb2](http://www.mhhe.com/peb2). For password information, please contact your McGraw-Hill sales representative.
- A new *Video Program* is available with the second edition of *Puntos en breve*. It includes two new video segments for every chapter: the **Entrevista cultural** segment and the **Entre amigos** segment. In addition, the highly popular **Minidramas** vignettes, the **En contexto** functional segments, and the **Conozca...** cultural footage have been retained from the previous edition, resulting in a *Video Program* of approximately five hours in length. This rich resource offers instructors a wide variety of video material of differing types that correspond directly to every chapter of the textbook.





- The *Adopter's Audio CD Program*, provided free to adopting institutions, contains all of the audio CDs from the *Laboratory Audio Program* as well as the *Textbook Listening CD*. Adopting institutions may use this *Adopter's Audio CD Program* in their Language Laboratory. In addition, institutions may make copies of these materials for students, provided that students are only charged for the cost of blank tapes or CDs.
- The *Institutional CD-ROM* package consists of twenty copies of the *Interactive CD-ROM*. This package is made available for purchase by departments and laboratories.
- A set of *Overhead Transparencies*, most in full color, contains drawings from the text and supplementary drawings for use with vocabulary and grammar presentations. An electronic online version of the *Transparencies* is available to instructors on the *Puntos en breve Online Learning Center Website*.
- An *Instructor's Resource CD* is available to instructors, and contains Word files of the tests from the printed *Testing Program*, as well as the *Digital Transparencies* and an electronic version of the *Instructor's Manual and Resource Kit*.
- Also available are *Supplemental Materials to accompany Puntos de partida*, by Sharon Foerster and Jean Miller (University of Texas, Austin). Comprised of worksheets and a teacher's guide, these two supplements are a compilation of materials that include short pronunciation practice, listening exercises, grammar worksheets, integrative communication-building activities, comprehensive chapter reviews, and language games.



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The only reasons for publishing a new textbook or to revise an existing one are to help the profession evolve in meaningful ways and to make the task of daily classroom instruction easier and more enjoyable for experienced instructors and teaching assistants alike. Language teaching has changed in important ways since the publication of the first edition of the original *Puntos de partida*. We are delighted to have been—and to continue to be—agents of that evolution. And we are grateful to McGraw-Hill for its continuing support of our ideas.