



PREFACE

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

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

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

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

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

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

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

Organization of the Text

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

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

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

The third lesson of each unit includes:

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



A Guided Tour Through VISTAZOS

LECCIÓN 1

Vistazos digital
 Online Textbook and Manual | Online Learning Center
 ActivityPad | Video on DVD
 CENTRO All media resources for Vistazos all in one place

¿Cómo es tu horario?

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

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

ALTO Before beginning this lesson, look over the **Intercambio** activity on page 43. This is the activity you will be working toward throughout the lesson.

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

VISTAZOS I • La vida de todos los días

VOCABULARIO

¿Cómo es una rutina?

Talking about daily routines

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



Vocabulario útil

| | | | |
|---------------------------|-----------------------------|-----------------|----------------------|
| ¿Cuándo? | When? | | |
| por la mañana | in the morning | temprano | early |
| por la tarde | in the afternoon | tarde | late |
| por la noche | in the evening, at night | | |
| Otros términos | Other Terms | | |
| enviar (envío), mandar | to send | recibir | to receive |
| navegar la Red | to surf the Net | los mensajes | (e-mail) messages |

GRAMÁTICA

¿Trabaja o no?

| | | | |
|-----------|--|---------------|---------------------|
| (yo) | -o | (nosotros/as) | -amos, -emos, -imos |
| (tú) | -as, -es | (vosotros/as) | -áis, -éis, -ís |
| (usted) | -a, -e | (ustedes) | -an, -en |
| (él/ella) | trabaja se acuesta come escribe | (ellos/ellas) | -an, -en |

Gramática, Note: The focus here is on third person singular and practice all verb forms here. They will appear in the paradigm. If students ask to "see the paradigm" you may say, "Right to talk about someone else. You will soon learn to talk about forms." Note that all grammar is summarized at the end of the lesson (pages 86-89). See the *Instructor's Manual* for a detailed explanation regarding grammar presentation as well as the input to output progression of activities.

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

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

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

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

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

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

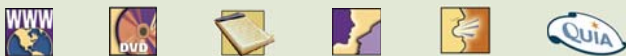
Intercambio, Situación **Intercambio** and **Situación** are the culminating activities found in the first two lessons and last lesson of each unit respectively. Designed for partner/pair or small group work, the **Intercambios** draw upon the vocabulary and grammar structures presented in the lesson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

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

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

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

Icons Icons identify Web and DVD activities and features, classroom activities that require a separate sheet of paper, group work or listening to information from the instructor, and activities that can be found in the Quia™ Online Textbook Activities available through CENTRO, the online learning management system for McGraw-Hill World Languages.



INTERCAMBIO

Preferencias alimenticias

Propósito: escribir un artículo sobre las preferencias y hábitos de un compañero (una compañera) de clase con relación a la comida.

Papeles: dos estudiantes entrevistan a otro/a; los (las) tres escriben el artículo.

Paso 1 Dos personas deben entrevistar a otra para poder llenar el cuadro (table) a continuación. La información tiene que ver con el hecho de salir a comer en vez de (instead of) comer en casa.

SITUACIÓN

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

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

Situación, Purpose: At the end of every third lesson in *Vistazos*, students encounter a **Situación** instead of an **Intercambio**. In this activity, students are provided with a thematically linked situation to which they are asked to respond.

Suggestion: Ask students to first discuss the situation in pairs or small groups before conducting a whole-class discussion. As an instructor, how would you respond to such a request?

Paso 2 Share your thoughts with at least two classmates.

COMUNICACIÓN

Act. B, Production Activity.
Note: This is the first production oriented activity for work with daily routines. **Pasos 1 and 2.**
Suggestion: Allow about 3 minutes for each paso. **Paso 3.**
Suggestion: Allow students about 5 minutes to compare and make a list. Then call on one pair to present to the class. Susan y David, presenten su lista de actividades para el estudiante estudioso. (Students present.) ¿Están todos de acuerdo? Hay otras posibilidades? Bien. Susan y David, presenten ahora su lista de actividades para el estudiante relajado. (Repeat with other pairs). **Follow-up:** Survey the class: ¿Cuántos son como el estudiante estudioso? You may also put a scale on the board from 1 to 5 (5 = muy estudioso, 1 = poco estudioso) and have students place themselves on the scale. Susan, en esta escala, ¿eres, un cinco? ¿un cuatro? Do not ask questions that require students to conjugate a verb in the first person. Students will study this verb form later in the lesson.

ACTIVIDAD B El estudioso y el relajado

Paso 1 Alberto is a studious, responsible university student. What might his daily routine look like? Mention at least three activities that you think he does.

MODELO Estudia por la noche.

Paso 2 Andrés is a more relaxed, easygoing university student. How might his daily routine be different than Alberto's? Mention at least three activities that Andrés probably does.

MODELO Mira la televisión por la noche.

Paso 3 Now compare your ideas with those of a classmate. Did both come up with similar descriptions for Alberto and Andrés? Compile a master list with all of your ideas and be ready to report to the class.

¿Sabías que... ? Desi Arnaz fue la primera superestrella^a latina? Aunque muchas personas de ascendencia latina como Jennifer López, Salma Hayek y Ricky Martin tienen gran fama hoy en día, el primer latino de gran fama en la música, el cine y la televisión de los Estados Unidos fue Desi Arnaz de la serie *I Love Lucy*.

Arnaz nació con el nombre de Desiderio Alberto Arnaz de Acha III en Cuba en 1917. La familia Arnaz, con muy poco dinero, llegó a Miami en 1933. Uno de los primeros trabajos de Desi fue limpiar jaulas^b de canarios. Pero la música siempre fue su pasión y decidió dedicarse a la carrera de músico y cantante.^c Formó su propio grupo musical y con éxitos^d como «Babalú», su carrera lo llevó^e a Broadway y después a Hollywood.

En 1940 Arnaz conoció a Lucille Ball y se casó con ella.^f La serie *I Love Lucy* se estrenó^g en 1951 y aunque Lucy era la estrella, el genio creativo de esa y muchas otras producciones televisivas era Desi. Gracias al personaje de Ricky Ricardo, la presencia latina en la televisión y la cultura norteamericana^h en general se establecieron. Pero el matrimonio entre Desi y Lucille no duróⁱ y se divorciaron en 1960, después de tener dos hijos. En 1976 Desi publicó^j su autobiografía, *A Book*, y diez años más tarde murió^k de cáncer. Muchos críticos contemporáneos dicen que las superestrellas latinas de hoy le deben^l mucho a Desi, quien abrió la puerta^m para los

musician and singer ^ahits ^lto... took him ^hse...
no... did not last ^ove ^labrió... opened the door

Así se dice

Why are some verbs preceded by **se**? Such verbs are called reflexive verbs, and you will learn about them in **Lección 5**. For now, take note of which verbs are used with **se**. ¡OJO! (Careful!) **Se** does not mean *he* or *she*. **Él** and **ella** mean *he* and *she*.

(Ella) Se levanta.
She gets up.

(Él) Se acuesta.
He goes to bed.

Vistazos culturales This informative and colorful two-page cultural section appears near the end of each unit and at the end of the **Lección preliminar** and **Lección final** and addresses a specific theme as it applies to a variety of Spanish-speaking countries. Each **Vistazos culturales** is followed by comprehension questions in **¿Qué recuerdas?** and a **Navegando la Red** activity in which students complete a project and present their findings to the class. This complete **Navegando la Red** activity as well as links to search engines are available in the Student Edition of the *Vistazos* Online Learning Center at www.mhhe.com/vistazos3.

VISTAZOS CULTURALES

La vida diaria en el mundo hispano

¿Sabías que... el horario diario en el mundo hispano es muy diferente que el de este país? En muchos países hispanos la gente come, trabaja, va de compras y sale con amigos más tarde. Por ejemplo, en España es común cenar entre las 9.00 y 10.00 de la noche, mientras que aquí la costumbre es cenar entre las 5.00 y 7.00 de la tarde. Sin embargo, en el mundo hispano hay diferencias de costumbre de país a país y de individuos a individuos como es el caso en este país.

“In... people” “In... go shopping” “In... eat”

En la mayoría de los países hispanos la comida más fuerte del día es el almuerzo. Por lo general la gente hispana come el almuerzo más tarde que la gente norteamericana. La siguiente tabla resume las diferencias generales entre los horarios de este país, España y México.

En los Estados Unidos y el Canadá el almuerzo típico es una comida rápida que dura entre 30 minutos y una hora. En muchos países hispanos, el almuerzo puede durar un par de horas. La gente no se marcha inmediatamente después de comer. Se queda un rato para conversar con la familia.

“In... a couple” “In... don't leave” “In... They stay awhile”

| PAÍS | EL DESAYUNO | EL ALMUERZO | LA CENA |
|--------------------------------|-------------|-------------|------------|
| los Estados Unidos y el Canadá | 7.00-9.00 | 11.00-1.00 | 5.00-7.00 |
| España | 9.00-11.00 | 2.00-4.00 | 9.00-11.00 |
| México (parte central) | 7.00-9.00 | 2.00-4.00 | 8.00-10.00 |

El horario oficial en muchos países hispanos se divide en veinticuatro horas y no hay distinción entre A.M. y P.M. Este sistema de tiempo se usa en los horarios del cine, del transporte público, de las tiendas y de los bancos, etcétera.

“In... si divide” “In... a”

En este país el día laboral comienza a eso de las 8.00 de la mañana y termina a eso de las 6.00 de la tarde. En España el día laboral comienza a las 8.00 de la mañana pero termina a eso de las 1.30 cuando la gente come y toma una siesta. Después de la siesta, a eso de las 3.00 o 4.00 de la tarde, la gente vuelve al trabajo donde permanecerá hasta las 7.00 u⁸ 8.00 de la tarde.

“In... a” “In... a”

La siesta es un descanso de un par de horas en que los trabajadores suelen regresar a casa para almorzar, convivir con la familia y descansar antes de regresar al trabajo. (Desafortunadamente, esta costumbre está desapareciendo con las demandas y el ritmo acelerado de la sociedad del siglo XXI.)

“In... a”

En España, México y otros países las discotecas suelen abrirse a las 11.30 de la noche y se cierran a eso de las 4.30 o 5.00 de la mañana. En este país muchos clubes y discotecas se abren y se cierran más temprano.

“In... a” “In... a”

Los horarios diferentes

La hora El día laboral La vida nocturna

¿Qué hiciste ayer?

GRAMMAR SUMMARY

UNIDAD UNO For Lección preliminar-Lección 3

The Verb ser

| | | | |
|-----------|------|---------------|-------|
| (yo) | soy | (nuestros/as) | somos |
| (tú) | eres | (vosotros/as) | sois |
| (Ud.) | es | (Uds.) | son |
| (él/ella) | es | (ellos/ellas) | son |

The verb **ser** is used to:

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

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

The Verb estar

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

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

Present Tense of Regular Verbs

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

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

86 ochenta y seis Grammar Summary for Lección preliminar-Lección 3

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

What's New in the Third Edition? We have made the following changes to *Vistazos* in response to instructor feedback on the Second Edition.

- CENTRO is the exciting new online portal for McGraw-Hill World Languages digital products. Produced in collaboration with Quia™, CENTRO offers students who have purchased the *Online Manual* and/or the *Online Textbook Activities* access to these digital products as well as to the complete DVD, animated Grammar Tutorials, and a link to the *Online Learning Center*, all for no additional fee! Once students and instructors set up their Quia™ account for the *Online Manual* and/or the *Online Textbook Activities*, they can use the same username and password to gain access to CENTRO at www.mhcentro.com.
- The **Vistazos culturales** spreads at the end of each unit now contain notes to the instructor with suggestions on how to use these readings in class. In addition, they have been edited for length and difficulty.
- More input activities have been added in the form of **¿Qué leíste?** and **¿Qué oíste?**: These recurring interactive input activities are also known as “dictoglosses.” The students read or hear a paragraph in class, work together to recreate it, and then compare their version with the original version. **¿Qué leíste?** becomes **¿Qué oíste?** in **Lección 10** to indicate the shift to an aural activity.
- More production-based activities provide students with additional opportunities to speak and interact from the first lesson:
 1. **En tu opinión:** Students read about a situation and then offer their reactions to it.
 2. **En el escenario:** Students role-play different situations.
 3. **Una historia:** Students examine a series of drawings and create a story based on what they see. They are encouraged to go beyond the drawings and add background information on the characters and settings.
- New on-page annotations in the early lessons serve to explain some of the philosophical and methodological aspects of *Vistazos* to first-time instructors. For example, annotations for activities in **Lección 1** are now flagged with “Input Activity” or “Production Activity” to help familiarize first-time instructors with the natural progression from input to production activities

within each **Vocabulario** or **Gramática** section that is a key element of the *Vistazos* methodology.

- The **Los hispanos hablan** testimonials have been renamed **Videoteca** and moved to the student *Manual*. Audio-only versions of these testimonials are included in the *Audio Program*, and the video segments can still be seen on the *Video on DVD*, in CENTRO, or on the *Online Learning Center*.
- Finally, activities and other proven features have been revised to keep the program fresh and up-to-date for the many loyal users of *Vistazos*.

Supplements

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks to your students. We create and publish an extensive array of print, video, and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill representative to learn about the availability of the supplements that accompany this Third Edition of *Vistazos*.

For Instructors and for Students

- The *Manual que acompaña Vistazos*, offers additional practice with vocabulary, grammar, and listening comprehension. A distinguishing feature of the *Manual* is the **Vamos a ver** section near the end of every third lesson that provides nonconversational listening practice. Students listen to a short presentation about a topic related to the unit themes, thus practicing the skills needed to comprehend a lecture. The *Manual* also offers a **Videoteca** activity at the end of every lesson. Formerly the **Los hispanos hablan** from the Second Edition, these activities offer video interviews with Spanish speakers from around the world as well as pre- and post-viewing activities.
- McGraw-Hill is proud to partner with Quia™ in the development of the *Online Manual que acompaña Vistazos*, Third Edition. Carefully integrated with the textbook, this robust digital version of the printed *Manual* is easy for students to use and great for instructors who want to manage students' coursework online. Identical in practice material to the print

version, the *Online Manual* contains the full audio program, as well as the **Videoteca** video segments, and provides students with automatic feedback and scoring of their work. The Instructor's Workstation contains an easy-to-use gradebook and class roster system that facilitates course management.



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



■ The *Audio Program* that accompanies the *Manual* provides additional listening comprehension practice outside of the classroom and is available on audio CD and on the *Online Learning Center*.



■ The *Online Learning Center* provides practice with the grammar and vocabulary presented in the textbook. It also helps students bring the Spanish-speaking world into their language-learning experience through a variety of cultural resources.



■ The *Video Program*, now available on DVD, in CENTRO, and on the *Online Learning Center*, contains the **Videoteca** interviews as well as six exciting segments shot on location that examine particular themes within each unit and include interviews with Spanish speakers.

- Three *cultural and literary readers* are available to supplement first- and second-year Spanish instruction. Written in Spanish, these readers offer the chance for students to broaden their knowledge of the richness of the cultures of the Spanish-speaking world as well as to increase their developing reading skills.
 1. *El mundo hispano: An Introductory Cultural and Literary Reader* contains cultural information on the six major regions of the Spanish-speaking world, including the United States, as well as excerpts from Spanish-language literary classics with accompanying comprehension questions.
 2. *Mundos de fantasía: Fábulas, cuentos de hadas y leyendas* contains popular Hispanic fables, fairy tales, and legends.
 3. *Cocina y comidas hispanas* highlights favorite recipes from around the Hispanic world.

For Instructors Only

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



■ The Instructor's Edition of the *Online Learning Center* contains the following resources to assist instructors in getting the most out of the *Vistazos* program.

1. *Instructor's Manual*
2. *Testing Program*
3. *Audioscript* (transcript of the *Audio Program*)
4. *Videoscript* (transcript of the *Video Program*)
5. *Digital Transparencies* (line art from the textbook)

- *Making Communicative Language Teaching Happen*, Second Edition, by James F. Lee and Bill VanPatten presents and explains current theories and research in the field of Second Language Acquisition. It is a natural companion volume for instructors using *Vistazos*.
- *From input to output*, by Bill VanPatten, explains in everyday, nonacademic language the progression from input to output that is central to the methodology of *Vistazos*.



CourseSmart is a new way for faculty to find and review eTextbooks. It's also a great option for students who are interested in accessing their course materials digitally and saving money. CourseSmart offers thousands of the most commonly adopted textbooks across hundreds of courses from a wide variety of higher education publishers. It is the only place for faculty to review and compare the full text of a textbook online, providing immediate access without the environmental impact of requesting a print exam copy. At CourseSmart, students can save up to 50% off the cost of a print book, reduce their impact on the environment, and gain access to powerful web tools for learning including full text search, notes and highlighting, and email tools for sharing notes between classmates. For further details contact your sales representative or go to www.coursesmart.com.

Acknowledgments

We would like to thank the following instructors for reviewing previous editions of *Vistazos*. The appearance of their names does not necessarily constitute an endorsement of the text or its methodology.

Kathryn Birkhead, *Pikes Peak Community College*
Todd Hernández, *Marquette University*
Heather Jones, *St. Mary's College*
Hilda M. Kachmar, *College of St. Catherine*
Ronald P. Leow, *Georgetown University*
Frances M. Matos-Schultz, *University of Minnesota*
Susan McMillen Villar, *University of Minnesota*
Montserrat Mir, *Illinois State University*
Carla Phillips, *University of Tennessee*
Renato B. Rodríguez, *Parkland College*
Amy Rossomondo, *University of Kansas-Lawrence*

We would also like to thank the following instructors and students who participated in a series of surveys and reviews of previous editions of *¿Sabías que...?* Their insightful comments were indispensable in the development of the fifth edition of *¿Sabías que...?* and consequently in the development of this third edition of *Vistazos*.

Matthew C. Alba, *University of New Mexico, Albuquerque*
Susan Lynne Albartal, *Southern Connecticut State University, New Haven*
Jennifer L. Baker, *State University of New York, Albany*
Emily A. Ballou, *University of Massachusetts, Amherst*
Alicia Barron, *University of New Mexico, Albuquerque*
Paloma A. Borreguero, *University of Washington*
Kathleen J. “Kit” Brown, *Ohio University, Athens*
Patricia Ann Carrano, *Southern Connecticut State University, New Haven*
Lisa C. Celona, *Southern Connecticut State University, New Haven*
Angela DeLutis-Eichenberger, *University of Maryland, College Park*
Loredana Margaret Di Stravolo, *University of Maryland, College Park*
Rafael Dumett, *University of San Francisco*
Students of Andrew Farley, *University of Notre Dame*
Gayle Fiedler Vierma, *University of Southern California*
Roberto Fuertes-Manjón, *Midwestern State University*

Deborah Jean Gill, *Pennsylvania State University, DuBois*
Elena González Ros, *Brandeis University*
Ruth J. Hoff, *Wittenberg University*
Anthony Houston, *St. Louis University*
Manel Lacorte, *University of Maryland, College Park*
Martin Laina, *University of Notre Dame*
Rachel Ann Linville, *University of Maryland*
Frances M. Matos-Schultz, *University of Minnesota*
Kristina McCollam Wiebe, *Kansas State University*
Susan McMillen Villar, *University of Minnesota*
Alice A. Miano, *Stanford University*
James Michnowicz, *University of Virginia, Wise*
Michael Morris, *Northern Illinois University*
Donald W. Mueller, *University of Virginia, Wise*
Dora V. Older, *Brandeis University*
Zara Pastos, *Whitworth College*
Catalina Pérez Abreu, *University of New Mexico, Albuquerque*
Kelly Robertson, *Whitworth College*
Silvia Rodríguez, *College of Charleston*
Regina Roebuck, *University of Louisville*
Cristina Sanz, *Georgetown University*
Jennie Sevedge, *Whitworth College*
Paula Straile, *Hampton University, Yorktown, Virginia*
Andrea Topash-Ríos, *University of Notre Dame*
María Magdalena Uzin, *University of Maryland, Mt. Rainier*
Joseph R. Weyers, *College of Charleston*
Julie Wilhelm, *Iowa State University*

Many other individuals deserve our thanks and appreciation for their help and support. First, we thank Gregory Keating for his work on the original manuscript for the **Vistazos culturales** sections. For creating the original quizzes found on the *Online Learning Center*, we thank Deborah Gill, Gayle Vierma, and Julie Sellers. We extend special thanks to the people who shared their thoughts and generously gave their time to be interviewed for the **Vamos a ver** and **Los hispanos hablan** video segments. We also thank Laura Chastain, whose careful reading of the manuscript for details of style, clarity, and language added considerably to the quality of the final version.

Thanks are due to the entire production team at McGraw-Hill, especially Catherine Morris, Sonia Brown, Tandra Jorgensen, Louis Swaim, and Margarite Reynolds.

We are grateful to our publisher William R. Glass, our sponsoring editor Katherine K. Crouch, and to Jorge Arbujas and the rest of the McGraw-Hill

Marketing and Sales team for their unflagging support and promotion of the *Vistazos* program. Very special thanks are also due to the editorial team of Scott Tinetti, Allen J. Bernier, and Janina Tunac Basey for a wonderful editing job and helping this edition move so smoothly on its path from manuscript to publication.

Last, but not least, we would like to thank our family and friends who have given us a great deal of support over the years. You know who you are and we care a great deal about you all!