Thalia Dorwick
Ana M. Pérez-Gironés
Anne Becher
Casilde A. Isabelli

Puntos de partida

WESLEYAN UNIVERSITY
UNIVERSITY OF COLORADO, BOULDER
UNIVERSITY OF NEVADA, RENO
Muchas gracias to the many students who have learned Spanish with Puntos. It is you who make this text meaningful. We hope we have inspired you to make the Spanish language and Hispanic cultures a meaningful part of your lives. What you say and do in Spanish is what ultimately matters most.

«Cada maestrillo tiene su librillo», as the Spanish refrán says. This librillo (which is really a complete learning program, not just a book) would not be what it is without the many instructors who have used it and given us suggestions and direction. Nuestro libro es su libro. ¡Muchas gracias!
As one of the best-selling introductory Spanish titles, *Puntos de partida*, or *Puntos*, as it is commonly referred to, has offered over a million students a starting place for their language studies. Today, the Spanish classroom is changing as are the teaching and learning experiences. Professors are offering more hybrid and online courses, technology is providing functionality we could only dream about a few years ago, and the students we teach are ever-changing. To complement the changing environment, materials for inside and outside the classroom must change and evolve as well. By employing a wide array of research tools including surveys, focus groups, symposia, and ethnographic studies, we listened to our customers—students and professors—to determine the most effective components of *Puntos* and to take an important leap forward in digital innovation.

**WHAT DID WE LEARN FROM THE RESEARCH?**

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

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

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

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

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

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

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

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

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

Puntos . . .

• breaks new ground to meet the changing needs of face-to-face, hybrid, and online Spanish programs.

• offers students more opportunities to develop their communication skills via TelePuntos, a new integrated video section with corresponding in-text and digital activities.

• innovates through LearnSmart, a first-of-its-kind adaptive learning system within Connect Spanish that adjusts to the learning needs of every student in every classroom.

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

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

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

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

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

Martha Guerrero-Phiaum, Santa Ana College

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

Janet Burke Norden, Baylor University

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

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

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

Sandra Watts, University of North Carolina, Charlotte

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

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

What did we learn from our beta test students?

• 68% agree or strongly agree that they were actively engaged in the LearnSmart activities.
• 75% agree or strongly agree that LearnSmart increased their comprehension by studying vocabulary and grammar outside of the classroom.
• 93% believe LearnSmart to be an effective way to review and learn concepts.
• 90% would recommend LearnSmart to a friend.
In addition to addressing the variety of student levels in your classes, the Puntos program also appeals to students with diverse study habits. According to ethnographic research conducted by McGraw-Hill, four student types have emerged across disciplines.

**Forward Learners**

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

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

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

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

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

You can sort and assign based on language skill, grammar structure, vocabulary theme, the amount of time the activity takes, or the activity type (multiple choice, fill-in-the-blank, and so on). Once you create your section assignments, you can easily share your course with your colleagues, and as a course coordinator you can quickly see how all sections are progressing through the course assignments.
As a complement to Connect Spanish, McGraw-Hill and Blackboard have teamed up. What does this mean for your introductory Spanish course?

1. **Your life, simplified.** Now you and your students can access all McGraw-Hill Connect content directly from within your Blackboard course. Say good-bye to the days of logging in to multiple applications, and say hello to true, single sign-on.

2. **Deep integration of content and tools.** Not only do you get single sign-on with Connect, you also get deep integration of McGraw-Hill content and content engines right in Blackboard. Whether you’re choosing a book for your course or building Connect assignments, all the tools you need are right where you want them—inside Blackboard.

3. **Seamless gradebooks.** Are you tired of keeping multiple gradebooks and manually synchronizing grades into Blackboard? We thought so. When a student completes an integrated Connect assignment, the grade for that assignment automatically (and instantly) feeds into your Blackboard grade center.

4. **A solution for everyone.** Whether your institution is already using Blackboard or you just want to try Blackboard on your own, we have a solution for you. McGraw-Hill and Blackboard can now offer you easy access to industry-leading technology and content, whether your campus hosts it or we do. Be sure to ask your local McGraw-Hill representative for details.

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

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

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

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

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

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

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

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

Nuria López-Ortega, 
University of Cincinnati
Thalia Dorwick has retired as McGraw-Hill’s Editor-in-Chief for Humanities, Social Sciences, and Languages. For many years she was also in charge of McGraw-Hill’s World Languages college list in Spanish, French, Italian, German, Japanese, and Russian. She has taught at Allegheny College, California State University (Sacramento), and Case Western Reserve University, where she received her Ph.D. in Spanish in 1973. She has been recognized as an Outstanding Foreign Language Teacher by the California Foreign Language Teachers Association. Dr. Dorwick is the coauthor of several textbooks and the author of several articles on language teaching issues. She is a frequent guest speaker on topics related to language learning, and was an invited speaker at the II Congreso Internacional de la Lengua Española, in Valladolid, Spain, in October 2001. In retirement she consults for McGraw-Hill, especially in the area of world languages, which is of personal interest to her. She also serves on the Board of Trustees of Case Western Reserve University and on the Board of Directors of the Berkeley Repertory Theatre.

Ana María Pérez-Gironés is an Adjunct Professor of Spanish at Wesleyan University, Middletown, Connecticut. She received a Licenciatura en Filología Anglogermánica from the Universidad de Sevilla in 1985, and her M.A. in General Linguistics from Cornell University in 1988. Her professional interests include second language acquisition and the integration of cultural competence and technology in language teaching. She has published a variety of pedagogical material, and is co-author of the programs A otro nivel, Apúntate, Más, and Puntos en breve. At Wesleyan, she teaches and coordinates Spanish language courses at all levels, including Spanish for heritage speakers, and she has directed the university’s Program in Madrid.

Anne Becher received her M.A. in Hispanic Linguistics in 1992 from the University of Colorado, Boulder, where she coordinates Beginning Spanish and teaches pedagogy and methods courses for the Department of Spanish and Portuguese. She has taught beginning through advanced levels of Spanish since 1996, including several years teaching Modified Spanish classes for students with difficulty learning languages. She has published several reviews in Hispania, presents frequently at the Colorado Congress of Foreign Language Teachers (CCFLT) conferences, and has served on the boards of CCFLT and the Colorado chapter of American Association of Teachers of Spanish and Portuguese. She co-edited the bilingual literary journal La selva subterránea from 1987–1996.

Casilde A. Isabelli is an Associate Professor of Spanish Linguistics and formerly the Coordinator of the Basic Spanish Language Program at the University of Nevada, Reno, where she teaches graduate and undergraduate courses in language, linguistics, and methodology. She received her Ph.D. in Spanish Applied Linguistics with a concentration in Second Language Acquisition and Teacher Education (SLATE) at the University of Illinois at Urbana-Champaign in 2001, and an M.A. in Hispanic Literature and Linguistics at the University of Iowa in 1994. Dr. Isabelli’s research and publications focus on the effects of immersion experiences and formal instruction on SLA and psycholinguistically motivated theories behind SLA (processing instruction and language transfer). She also served as a World Languages Training Advisory Board Member for the eighth edition of Puntos de partida.
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We would like to thank the overwhelming number of friends and colleagues who served on boards of advisors or as consultants, completed reviews or surveys, and attended symposia or focus groups. Their feedback was indispensable in creating the Puntos program. The appearance of their names in the following lists does not necessarily constitute their endorsement of the program or its methodology.

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<td>Sandra Watts</td>
<td>University of North Carolina, Charlotte</td>
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Mundo interactivo Consultants

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<td>Macomb Community College</td>
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Special Consultants

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<td>Timothy Foxsmith</td>
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<td>Justin White</td>
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<td>University of Colorado, Boulder</td>
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<td>Verónica Saunero-Ward, Bolivia</td>
<td>Florida State University</td>
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Symposia

Amelia Island, FL

Flavia Belpoliti  
University of Houston

Sarah Bentley  
Portland Community College

Sara Casler  
Sierra College

Jorge Cubillos  
University of Delaware

Paul Larson  
Baylor University

María Elizabeth Mahaffey  
University of North Carolina, Charlotte

Leticia McGrath  
Georgia Southern University

Catherine Ortiz  
University of Texas at Arlington

Yanira Paz  
University of Kentucky

Carlos Ramirez  
University of Pittsburgh

Carmen Sotolongo  
El Camino College

Edda Temoche-Weldele  
Grossmont College

Amy Uribe  
Lone Star College

Karen Zetrouer  
Santa Fe Community College

Key West, FL

Michelle Cipriano  
Wright State University

Edward Erazo  
Broward College–Central

Cindy Espinosa  
Central Michigan University

Vanessa Lazo-Wilson  
Austin Community College–Round Rock

Kathy Leonard  
University of Nevada, Reno

Melissa Logue  
Columbus State Community College

Germán Negrán  
University of Nevada, Las Vegas

Sylvia Nikopoulos  
Central Piedmont Community College

Isabel Parra  
University of Cincinnati, Batavia

Carlos Pedroza  
Palomar College

Beatriz Potter  
Valdosta State University

Latasha Russell  
Florida State College, South Campus

Nancy Stucker  
Cabrillo College

Lucero Tenorio  
Oklahoma State University, Stillwater

Lilia Vidal  
Miracosta College

Spring 2011 Focus Groups

Orlando, FL

Rosalina Collins  
Polk State College

Elizabeth Dowdy  
State College of Florida Manatee

Dina Fabery  
University of Central Florida

Roxana Levin  
St. Petersburg College

Mónica Montalvo  
University of Central Florida

Dora Romero  
Broward College

Alicia J. von Lehe  
Santa Fe College

Houston, TX

Flavia Belpoliti  
University of Houston

Encarnia Bermejo  
Houston Baptist University

Rosa Dávila  
Austin Community College

Silvia Huntsman  
Sam Houston State University

Sheila Jones  
Sam Houston State University

Alejandro Latínez  
Sam Houston State University

Maria López  
Houston Community College

Lizette Moon  
Houston Community College

Norma Mouton  
Sam Houston State University

Carmen Parrón  
Sam Houston State University

David Quintero  
Seattle Community College

Amy Uribe  
Lone Star College

Dana Point, CA

Verónica Álvarez  
Golden West College

Valeria Barragán  
Saddleback College

Marius Cucurny  
Golden West College

David Detwiler  
Miracosta College

Martha Guerrero-Phlaum  
Santa Ana College

Vanessa Gutiérrez  
Palomar College

Carmenmara Hernández-Bravo  
Saddleback College

Leticia López-Jaurequi  
Santa Ana College

Verónica Pizano  
Golden West College

Dora Schoenbrun-Fernández  
San Diego Mesa College

Maribel Villaseñor  
Santiago Canyon College
Acknowledgments

Fall 2011 Focus Groups

Dallas, TX
Bill Dooley
Baylor University
Raymond Elliott
University of Texas at Arlington
José Luis Escorcia
Baylor University
César Grisales
Broward Community College
Ann Ortiz
Campbell University
Jaime Palmer
Tarrant Community College
Christina Fox-Ballí
Eastfield College
Natalia Verjat
Tarrant Community College
Margarita Rodríguez
Lone Star College
Susana Solera-Adoboe
Southern Methodist University
Abigail Méndez
Borough of Manhattan Community College
Eda Henao
Borough of Manhattan Community College
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Baylor University
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Tarrant County College
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Johnson County Community College
Darren Crasto
Houston Community College
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El Centro College
Bill Dooley
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Raymond Elliott
University of Texas at Arlington
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Baylor University

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Borough of Manhattan Community College
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Westchester University of Pennsylvania
Maria Enrico
Borough of Manhattan Community College
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Borough of Manhattan Community College
Janet Norden
Baylor University
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Tarrant County College
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Johnson County Community College
Darren Crasto
Houston Community College
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El Centro College
Bill Dooley
Baylor University
Raymond Elliott
University of Texas at Arlington
José Luis Escorcia
Baylor University

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Saddleback College
Graciela Boruszko
Pomona College
Mayra Cortés-Torres
Pima Community College
Jaime Estrada-Olalde
San Diego City College
Juan Carlos Gallego
California State University, Fullerton
Javier Galván
Santa Ana College
Elena Grajeda
Pima Community College
Lynda Graveson
Saddleback College
Martha Guerrero-Phlam
Santa Ana College
Debbie Kaakiola Strohsbusch
University of Wisconsin, Madison
Silvia Álvarez-Olarra
Borough of Manhattan Community College
Claudia Behnke
Northern Arizona University
Sara Casler
Sierra College
Ed Erazo
Broward Community College

Fall 2011 Class Testers

Verónica Álvarez
Golden West College
Claudia Behnke
Northern Arizona University
Sara Casler
Sierra College
Ed Erazo
Broward Community College
Jaime Estrada-Olalde
San Diego City College
Anna Kalminskaya
University of Nevada, Reno
Constance Kihyet
Saddleback College
Kathleen Leonard
University of Nevada, Reno
Catherine Ortiz
University of Texas at Arlington
Lynne Overesch-Maister
Johnson County Community College
Beatriz Potter
Valdosta State University
Fran Raucci
Dutchess Community College
Beatriz Robinson  
University of Nevada, Reno  
Dora Romero  
Broward Community College  
Rosalinda Sandoval  
San Diego City College

Sam Sommerville  
Johnson County Community College  
Kerri Stephenson  
Johnson County Community College  
Lucero Tenorio  
Oklahoma State University, Stillwater

Amy Uribe  
Lone Star College  
Amber Williams-Lara  
Lone Star College  
Melissa Ziegler  
University of Wisconsin, Madison

LearnSmart  

Beta Testing Instructors  
Maria Amores  
University of West Virginia  
Sarah Bentley  
Portland Community College  
Graciela Boruszko  
Pepperdine University  
Sara Casler  
Sierra College  
Christopher DiCapua  
Community College of Philadelphia  
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Baylor University  
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El Camino College  
Max Garntan  
Chattanooga State Community College  
Elena Grajeda  
Pima County Community College  
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St. Petersburg College  
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University of Cincinnati  
Robert Martinsen  
Brigham Young University  
Ornella Mazzuca  
Dutchess Community College  
Bryan McBride  
Eastern Arizona College  
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Portland Community College  
Javier Morín  
Delmar College  
Ann Ortiz  
Campbell University

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University of Pittsburgh  
Beatriz Robinson  
University of Nevada, Reno  
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Broward College  
Irene Schmitt  
Johnson County Community College  
Louis Silvers  
Monroe Community College  
Craig Stokes  
Dutchess Community College  
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University of Oklahoma  
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Florida Atlantic University

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What’s New for the Ninth Edition?

There have been many changes made for this edition. However those changes were not made lightly, nor without extensive feedback and confirmation from you, our clients, as evidenced by the lists of reviewers presented earlier in this front matter. Here are some of the highlights of this revision. For specific details, especially an exhaustive list of chapter-by-chapter changes, please see the Instructor’s Manual (IM), available online at www.connectspanish.com.

General Details

• New interior design
• Larger trim size for the Instructor’s Edition, allowing for a larger image of the Student Edition pages
• All new drawings and many new photos, and a greater use of photos (rather than drawings) whenever feasible
• The optional Un paso más section from the eighth edition (8e) has been replaced by the following “skills” sections, which appear before the end-of-chapter En resumen: En este capítulo section.
  • New two-page reading (A leer) spread, which includes Lectura cultural and Del mundo hispano. Lectura cultural offers many smaller chunks of cultural content, with comprehension and discussion questions. Del mundo hispano is a more traditional reading presentation with pre- and post-reading activities and discussion questions. The Del mundo hispano readings are author-written or based on authentic materials (e.g., ads, brochures) in the first ten chapters, and poems or short literary selections in Capítulos 11–18.
  • New listening (A escuchar) section with audio activity and ¡Música! feature
  • New writing (A escribir) section
• Answers to all activities are in new on-page annotations (light blue text) or in the annotations wrap
• New “pointer boxes” help explain the text’s features to students.
• Introduction of active vocabulary other than in Vocabulario: Preparación or in grammar paradigms is noted for instructors in the annotations wrap. (This is not a change; the system is just more salient now.)
• Exciting new technology: Connect Spanish, LearnSmart, Blackboard
• New DVD, with activities support in the text (TelePuntos) and IM
• Revised and combined Workbook and Laboratory Manual (one product, two volumes: Vol. 1 = Capítulos 1–9; Vol. 2 = Capítulos 10–18), available in print or online as part of Connect Spanish.

Organizational Changes

• 18 chapters: The preliminary chapter (Ante todo) from the 8e is now Capítulo 1, most other chapters have shifted forward, and Capítulo 18 content from the 8e has been incorporated into Capítulos 17 and 18.
• The regional focus has changed for six chapters for a more logical organization, with corresponding changes to activities and readings.
• See the IM for detailed charts of the new organization.
Culture

- Virtually all new cultural content is based on information from the cultural ambassadors, natives of each country of focus, who sent us key phrases and cultural tidbits to be woven into the fabric of Puntos. Additional basic information about each country of focus has been added to the annotations wrap and IM.

- The new Lectura cultural feature gives students some highlights about each country of focus and a “feeling” for it, rather than encyclopedic knowledge.

- Nota cultural features are now all in Spanish and have been rewritten, with a personal question at the end.

- See “Cultural Content” in the “Using Puntos in the Classroom” section later in this front matter.

Vocabulary

- Many Vocabulario: Preparación presentations have been revised, with some adjustment of individual vocabulary items to reflect current usage and a major revision of technology vocabulary in Capítulo 12.

Grammar

- Grammar explanations have been revised to include more charts and summaries, more bullet-point explanations, and better-focused examples; many Gramática en acción presentations have been rewritten, and internal repetition within grammar sections helps to reinforce learning. (See “Grammar Explanations” in the “Using Puntos in the Classroom” section later in this front matter.)

- Spanish grammar terms are more salient throughout for those instructors who prefer to present grammar in Spanish.

Activities

- Activities thoroughly revised for relevance and for clarity to students
- Additional scaffolding provided for many activities in general and in the new Estrategia feature
- Many completely new activities
- Dehydrated activities (with slashes) largely recast or simplified
- More integration of culture into activities when feasible (not to excess)
- The En su comunidad feature added to each Un poco de todo offers interview activities for students to use with native speakers
Using Puntos 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 activities are provided for students online at www.connectspanish.com so that they can check their work before going to class. Thus, instructors can spot-check homework 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 and Instructor’s Manual. 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 homework.

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 (Capítulo 1: 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.

Grammar Explanations

Many people say that students don’t read. We think that that’s not completely accurate. They read a lot, though it tends to be in the form of online articles, e-mail, updates on Facebook and Twitter, and so on. Students are therefore used to getting information in bits and pieces, not to reading lengthy technical explanations.

Recognizing that fact, the authors have tried to make the grammar explanations (dense, technical by their very nature) more accessible. The first major attempt to do something in this vein came in the fifth edition, when the grammar explanations were recast into a two-column format: left-hand column for prose explanations,
right-hand column for charts, tables, and paradigms. The approach was field-tested with students, in focus groups, with students saying that the design was clearer to them and that it enabled them to scan more easily for important information.

In the ninth edition, revisions to the grammar explanations have been extensive. They were driven in large part by very detailed, on-page comments written by instructors and teaching assistants who created user diaries for the authors, and also by comments from co-authors who activity teach with the text. The salient features of the revisions to the grammar include:

• A reduction in overall length of explanations whenever possible
• A reduction in the number of words in explanations overall, to make them less dense
• The inclusion of information in bulleted lists whenever possible
• The introduction of more redundancy into explanations, so that the same information is conveyed in a number of ways within a given grammar explanation: in prose explanations, in bullet points, in charts and tables, in summary form (sometimes twice in a given explanation: once at the beginning of the explanation, once at the end). This happens most frequently with important grammar topics.
• The alignment of information in grammar displays so that important information “pops” more visually
• The recasting of examples in such a way as to make the grammar point more salient
• The use of “pointer boxes” to remind students about features of the text that help them learn, like the use of red highlighting and parenthetical information for verbs

Cultural Content

Historically in the evolution of Puntos, cultural materials have been rewritten every few editions. Initially the program did not have a large amount of cultural content, the thinking being that the teaching of language and culture should be done separately and that it was “too much” for students to absorb not only information about the language but also information about the culture. This (perhaps artificial) separation of language and culture eventually fell away, and the authors began to search for optimal ways to select what kinds of cultural information to include and how best to integrate it with the vocabulary and grammar content.

For this edition, about 90% of the cultural content of the text has been rewritten. The following principles guided our work.

• Less is more. = Do not attempt to convey in-depth cultural information about all of the countries of the Spanish-speaking world. Rather, try to convey a smaller number of facts about each country and try to convey a sense of the “spirit” of the country, what natives think is representative and important about it.
• Get information from natives of the countries in question. = The contributions of the cultural ambassadors guided us in selecting what information to include.
• Integrate culture. = Include cultural information in exercises, activities, and Gramática en acción features whenever possible, keeping in mind that students should not have to process unfamiliar cultural information and grammar at the same time.
• Keep cultural information short. = This led to the rewriting of most Nota cultural features into very short, sometimes bullet-organized paragraphs. It meant that the Lectura cultural feature also conveys information in small chunks rather than in extended readings. We feel that this approach is particularly appropriate for a first-year program.
• Ask questions about cultural content. The Nota cultural and Lectura cultural features are followed by questions that relate the cultural content to students' own culture, to help them expand their cross-cultural competence and recognize their own cultural patterns.

Instructors will find explicit cultural content in the following places.

• In the new chapter-opening two-page spreads: The left-hand page has a photo from the country of focus and related to the chapter's theme. Questions on this page allow instructors to start a whole-class discussion about the theme. The right-hand page has a map of the country (or countries) with geographical context, as well as population figures and three bullet points of interest about the country (or countries).

• In Nota cultural features: Comprehension questions are in the annotations wrap.

• In some Gramática en acción features

• In some Práctica and Conversación activities, and in Un poco de todo sections

• In all Lengua y cultura activities (in Un poco de todo)

• In the all-new En su comunidad activities (in Un poco de todo)

• In the new two-page A leer reading spreads

• In the new A escuchar listening passage

• In the new DVD Program and accompanying activities in the TelePuntos section

• In photographs and realia throughout the text

Program Materials

Whether you're using the Puntos de partida program in print form or in the new exciting Connect Spanish platform, a variety of additional components are available to support the needs of your students and you. Many are free to adopting institutions. Please contact your local McGraw-Hill representative for details on policies, prices, and availability.

Connect Spanish: Used in conjunction with Puntos de partida, Connect Spanish brings the Puntos program into the twenty-first century by providing a digital solution for schools with online programs, whether they be 100% online or hybrid. Some of the key features and capabilities of Connect Spanish include:

• complete integration of text, workbook / laboratory manual, audio, and video material

• additional practice with key vocabulary, grammar, and cultural material

• interactive, task-based scenarios (Mundo interactivo) that explore a wide variety of topics within a cultural framework

• LearnSmart adaptive learning system that offers individualized study plans to suit individual students' needs

• fully integrated gradebook

• ability to customize a syllabus and assignments to fit the needs of individual programs


Annotated Instructor's Edition: 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 is 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 annotations wrap space include Resources notes that identify digital transparencies and other key resources, notes and suggestions for adapting certain activities to accommodate Heritage Speaker students, Culture notes, and notes that identify activities that support the National Standards.

Workbook / Laboratory Manual: Written by Alice and Oswaldo Arana and María Sabló-Yates, the newly revised and combined Workbook and Laboratory Manual is offered in two volumes: Capítulos 1–9 in Volume 1; Capítulos 10–18 in Volume 2. Both volumes are available in print or as part of Connect Spanish.

DVD Program: The all-new two-disc DVD Program contains the Salu2 video segments that correspond to the TelePuntos sections of each chapter. Salu2 (short for Saludos, or Greetings) is a fictitious morning news show based in Los Angeles and hosted by two anchors, a Mexican-American man (Víctor) and a Panamanian woman (Ana). Their reports, based on chapter themes, are augmented by additional live reports from a roaming field reporter from Mexico named Laura and in some cases by fans of the show that have sent in footage on a specific topic. Students will see footage from around the Spanish-speaking world, including from countries such as Argentina, Costa Rica, the Dominican Republic, Ecuador, Mexico, Peru, Puerto Rico, Spain, and the United States. There are pre-, during, and post-viewing activities in the TelePuntos sections as well as a Producción personal section that will prompt students to film related topics outside of the classroom environment and then share those video segments with others.

Audio Program: The Audio Program provides the audio content for the following program features and is available on audio CDs or in downloadable format (mp3 files) at www.connectspanish.com.

- Listening activities in the Workbook / Laboratory Manual
- Words and phrases from the vocabulary presentations
- Gramática en acción segments that introduce each grammar topic

Supplemental Materials to accompany Puntos de partida, by Sharon Foerster and Jean Miller: Comprising 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.

Instructor’s Manual: Available electronically at www.connectspanish.com, the IM offers an extensive introduction to teaching techniques, general guidelines for instructors, suggestions for lesson planning in semester and quarter schedules, detailed chapter-by-chapter suggestions, and much more, thus making it an indispensable resource for any adopter of the Puntos program.

Testing Program (print): The print Testing Program, available in downloadable Word files from www.connectspanish.com, contains five different tests for each chapter, as well as sample mid-term and final exams.

EZ Test Test Generator (online): McGraw-Hill’s EZ Test is a flexible and easy-to-use electronic testing platform that 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 a test can be created.

Digital Transparencies: PDF files of all Vocabulario: Preparación art and any art that is not permissions-restricted are available to instructors at www.connectspanish.com.
Online Resources (instructors only): The following resources are available only to instructors at www.connectspanish.com.

- Connect Spanish Instructor’s Guide
- Instructor’s Manual
- Testing Program (print and digital)
- Testing Audio Program (mp3s)
- Audioscript
- Videoscript
- Digital Transparencies (for the text)
- Image Bank
- Cultural PowerPoint Presentations
- Grammar PowerPoint Presentations

Online Resources (instructors and students): The following resources are available to both instructors and students at www.connectspanish.com.

- Textbook Answer Key
- Audio Program (mp3s)
- Grammar Tutorials
- Interactive Verb Charts
- iTunes Playlist (for ¡Música! sections)