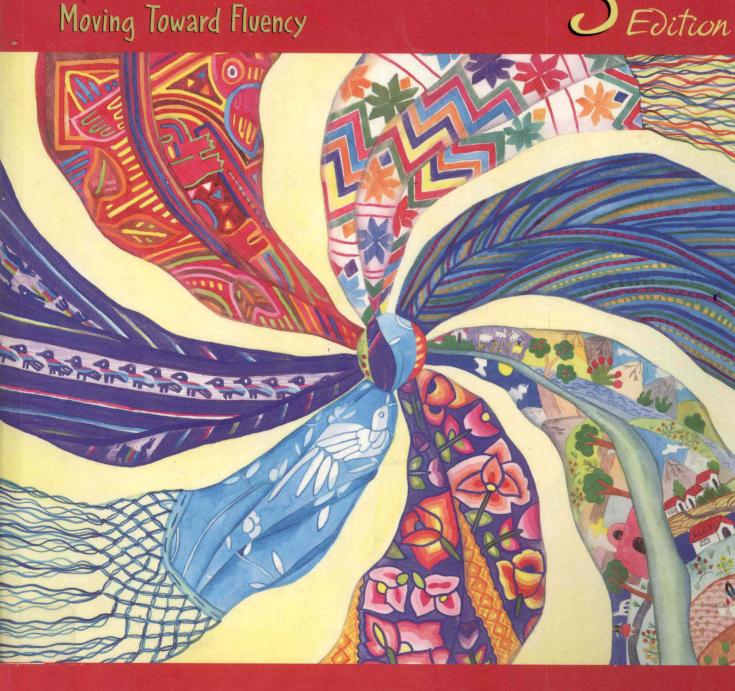
# Punto y aparte Spanish in Review Moving Toward Fluency Spanish in Review 3 rd 3 rd 4 Edition



FOERSTER · LAMBRIGHT



# Punto y aparte white

SPANISH IN REVIEW • MOVING TOWARD FLUENCY





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# To the Instructor

Welcome to the Third Edition of *Punto y aparte: Spanish in Review, Moving Toward Fluency!* To instructors already familiar with the *Punto y aparte* program, we hope you will find this new edition to be even better than the Second. To those using *Punto y aparte* for the first time, we hope you'll find it to be a unique and exciting intermediate-level Spanish program worthy of the enthusiastic responses received from both instructors and students since its debut in 1999.

# A Brief History of the **Punto** y **aparte** Program

The idea for the First Edition of Punto y aparte came in response to the need for a new instructional approach for the intermediate level. Instructors experienced in teaching a second-year, college-level language course can recognize one of the challenges inherent for both them and their students: After relatively quick progress through the novice and lower-intermediate levels of proficiency, students are commonly faced with the phenomenon of the "second-year plateau." They often become frustrated and lose the necessary motivation to continue on into the intermediate-high and advanced levels. Thus, our initial challenge was to identify learning strategies that would motivate students and help them move forward in the language acquisition process.

Many textbooks for this level tend to review the grammatical structures covered in the first two or three semesters of college-level Spanish and provide practice with each structure in communicative contexts; however, they address grammatical structures one at a time and in a predetermined order. Real-life communicative situations are never that predictable. Other second-year texts require students to perform communicative tasks at a proficiency level that they have not yet attained, again leading to frustration and diminished motivation.

Drawing on extensive work with oral proficiency testing and training, we recognized that the next level of proficiency was characterized by three main factors: (1) an expanded vocabulary, (2)

increased grammatical accuracy, and (3) paragraph-length discourse. (This third factor was the inspiration for the title of the program: The Spanish expression used to indicate the beginning of a new paragraph is **punto y aparte.**) It was with these factors in mind that the concept of "moving toward fluency through review" came about. First, we would offer each chapter's vocabulary items in thematic groupings to facilitate association and then continually recycle and expand the active vocabulary from one chapter to another.

Next, instead of providing the grammarcentered review that can be found in some second-year texts, we would take a communicative approach but still stress the importance of grammatical accuracy. To ensure success in this approach, we would define seven major communicative functions and then focus on the key grammatical structures (los puntos clave) needed to perform those functions. By doing so, it was hoped that students would begin to view the grammatical structures as the linguistic tools needed to successfully accomplish each of the communicative functions and realize that by increasing their grammatical accuracy they could ultimately communicate more effectively. To further emphasize the importance of grammar within a communicative approach, we would integrate consciousness-raising exercises and icons that would help draw students' attention to the grammatical structures.

Finally, we would provide students with ample tasks that require them to continually use their expanding vocabulary and to practice the grammatical structures within the context of the seven communicative functions. By doing so, we hoped that students' mastery of the vocabulary and the grammatical structures associated with the communicative functions would result in more paragraph-length discourse.

The end result of all this was the highly successful First Edition. We are now pleased to offer you this Third Edition of *Punto y aparte*, and we sincerely hope it will assist you in moving your

second-year students forward in their language acquisition process.

# Spanish in Review

One aspect of the philosophy behind *Punto y aparte* is the concept of *review* or, more specifically, *task repetition* and its positive effects on language learning. *Punto y aparte* focuses on and recycles seven major communicative functions:

- Descripción
- Comparación
- Reacciones y recomendaciones
- · Narración en el pasado
- Hablar de gustos
- Hacer hipótesis
- · Hablar del futuro

The uniqueness of this approach to intermediatelevel language acquisition lies in the fact that it not only deals with a limited number of linguistic functions, but also requires students to work with those functions simultaneously, thereby exposing them to the full range of natural language. Once students understand that the same seven communicative functions continually resurface even though the themes and cultural content of each chapter change, they will come to see the positive effects of task repetition.

Task repetition is also a central focus of the text's reading strategies. It is important to remember that even when reading in their first language, students may have problems comprehending a text. For this reason, *Punto y aparte* emphasizes three specific reading strategies to help students gain a better overall sense of what's happening in the second-language texts of our program. We like to refer to these reading strategies as "the three V's": learning *vocabulary* in context, *visualization*, and *verification*. (See the Guided Tour for further discussion of the three V's in juxtaposition with their consciousness-raising icons.)

# **Moving Toward Fluency**

Another goal of the *Punto y aparte* philosophy is to give students a tangible feeling of accomplishment by providing ample communicative activities, so they acquire the ability to use what they have learned in a variety of contexts. By focusing on and recycling seven communicative functions, we intend not to intimidate students, but rather to give them the feeling that they can successfully

accomplish these goals. To ensure that students move forward in their understanding of the forms that make their messages more accurate, consciousness-raising activities serve as an indirect way of helping them see how all of these functions work together. These activities require students to identify statements that exemplify the seven communicative functions and explain their use or purpose. To this end, consciousness-raising activities are integrated throughout the program.

Another tangible indicator to students that they are moving forward is acquiring an expanded vocabulary. Therefore, *Punto y aparte* stresses vocabulary acquisition as another of its main goals. New vocabulary items are presented in thematic groupings in each chapter but are also constantly recycled throughout the program. In this way, students continually use the vocabulary they have acquired from preceding chapters when discussing new topics related to the current chapter's theme.

It is very important that students understand from the outset how this program differs from previous programs they may have used. As they focus on the seven communicative functions, recycle and expand their vocabulary, and see *themselves* moving toward fluency, they should progress from studying grammatical structures in a vacuum to studying grammar as a support for expressing language functions, from memorizing isolated words to learning and using groups of thematically related words, and from being list makers to being paragraph makers.

# A Few More Words About Grammar

Although the Punto y aparte program promotes communicative language development, we want to stress that grammatical accuracy is very important to the success of this approach. From the very beginning we emphasize that learning grammatical structures and rules is different from acquiring the ability to use those structures and rules in realworld situations. We have created a variety of tasks designed to elicit the communicative functions identified by marginal icons. These icons also serve to draw students' attention to the grammatical rules needed to perform those tasks. For example, when students see the D icon next to an activity, they know that they will be generating descriptions and that, in order to do so well, they must keep in mind the rules for gender/number

agreement, the appropriate uses of ser and estar, and perhaps the use of past participles as adjectives. (See the chart on the inside front cover.) With the aid of this consciousness-raising device, students can begin to see more clearly that the grammatical structures represent the linguistic tools needed to express the seven communicative functions with accuracy. As students become more aware of this relationship between grammar and communicative function, they may notice the gaps in their grammatical knowledge that impede them from expressing themselves with ease. These are the "teachable moments" when a quick grammar review can take on new meaning for students. To aid you in such moments, we provide the "green pages" section at the back of the main text. It contains grammar explanations that you can use to review specific structures with students at any time throughout the course. (See the Explicación gramatical section of the Guided Tour for further discussion of this resource.)

# What's New in the Third Edition?

In response to feedback from many instructors and students who used the Second Edition, we have implemented a number of changes for the Third Edition of the *Punto y aparte* program.

- New chapter openers now include fine art and discussion questions that instructors can use as advance organizers to help introduce students to the themes of the chapter.
- New interior design elements, such as special color coding in grammar tables and within certain activity types, improve the pedagogy of the materials.
- The Cara a cara (in Para empezar) and La historia dialogues have been updated and now also appear in exciting new video animations available on the *Interactive CD-ROM* and as Premium Content on the *Online Learning Center*. These animations bring to life the characters (los cinco amigos) and the story line from the book.
- The Ampliación léxica sections have been moved to the Manual, and the Problemas repentinos activities formerly found in the Instructor's Manual now appear in the Vocabulario del tema section of the main text.
- Activities in the Vocabulario del tema and Puntos clave sections have been revised to

- integrate cultural themes related to the geographic region highlighted in each chapter.
- Without losing their rich cultural content, the Rincón cultural sections have been streamlined to contain only four Lugares fascinantes, but with a photo and more robust explanation of each.
- Several new readings help develop students' reading skills while also providing an engaging connection to the chapter theme and cultural coverage.
- Writing activities in ¡A escribir! sections are more structured, offering students more guidance in preparing coherent compositions.
- The Hablando del tema sections have been revised. Students now converse, debate, and offer reactions to questions and situations based on chapter themes.
- The hace... que explanation in the green pages has been expanded and now appears as one of the puntos clave of Narración en el pasado.
- In the *Instructor's Edition*, on-page annotations have been expanded to help you, the instructor, even more in the classroom and in your lesson planning. For example, answers to fill-in-the-blank activities are now superimposed over the blanks as annotated text.
- A new literary reader, Lecturas literarias: Moving Toward Linguistic and Cultural Fluency Through Literature, has been added as an ancillary to the Third Edition. It contains twelve literary readings that pertain to the chapter themes and geographic regions found in Punto y aparte. Each reading is supported by pre- and postreading activities that reinforce the metas comunicativas.
- Activities, photos, realia, and art have been updated and revised throughout the entire program to keep it fresh and relevant.

# Multimedia Supplements for the Third Edition

Several exciting new or redesigned multimedia supplements are available for the Third Edition of *Punto y aparte.* 

 McGraw-Hill has been proud to collaborate with Quia<sup>TM</sup> in developing the new Online Manual que acompaña Punto y aparte. Carefully integrated with the main text, this digital version of the printed Manual is easy for students to use and great for instructors who want to

- manage students' coursework online. Identical to the print version in terms of practice material, the *Online Manual* contains the full audio program 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.
- A new *Interactive CD-ROM* features exciting new animations of the five friends' interactions, corresponding to the dialogues in the Cara a cara and La historia sections of the main text. It also includes audio recordings and a wealth of games and activities that students can use to review the vocabulary, grammar, and cultural topics presented throughout *Punto y* aparte.
- An updated Online Learning Center provides more practice with the vocabulary, grammar, and culture presented in the main text. In addition, it offers the new character animations as Premium Content, along with helpful teaching resources for instructors.
- A new *Instructor's Resource CD* contains electronic files of the *Instructor's Manual, Audioscript,* and *Tracklisting for Audio Program* to help you in your lesson planning. The *Instructor's Manual* is delivered as MS Word files, which allows you to easily access a specific activity, quiz, or sample test and customize it to suit the specific needs of your class.

# Guided Tour of **Punto** y aparte

#### **Chapter Opener**

Each new chapter-opening page includes a piece of fine art, discussion questions that instructors can use as an advance organizer to move students into the chapter themes, and bulleted points listing the communicative functions, central themes, and country or region of focus for the chapter.

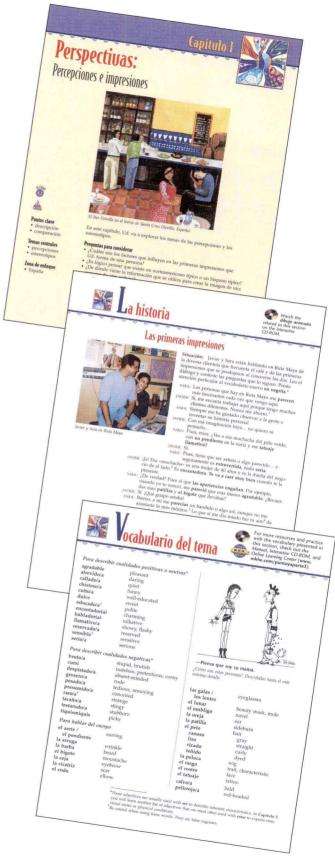
#### La historia

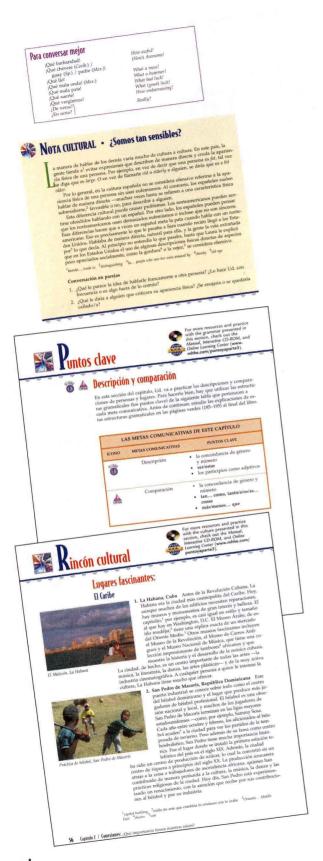
Each La historia section continues to present a dialogue between some of the five friends. Words that represent active vocabulary (those found in the Vocabulario del tema listing) appear in boldface. Following the dialogue are activities designed to introduce students to the themes presented in the dialogue and the rest of the chapter. Note that each dialogue has also been rendered as an exciting new video animation, available on the Interactive CD-ROM and as Premium Content on the Online Learning Center. These new animations bring to life the five friends and the story line from the book.

#### Vocabulario del tema

This section begins with a list of vocabulary items arranged thematically and/or semantically for easier association and reference.







A variety of communicative activities follows, allowing students ample opportunity to work with and acquire the new vocabulary. Para conversar mejor boxes provide useful idiomatic expressions for use in small-group conversations. Nota cultural boxes highlight one or more cultural aspects of the Spanish-speaking cultures. Each Nota cultural is followed by conversation questions that students can answer in pairs or small groups.

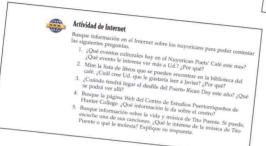
#### Puntos clave

This section of the chapter, which highlights at least one of the seven communicative functions, offers a short review of the grammatical structures that support each function. A brief exercise called **Ponerlo a prueba** allows students to check their command of the pertinent grammatical structures before moving on to the communicative activities.

#### Rincón cultural

This unique cultural section contains three parts. **Lugares fascinantes** presents points of interest in the chapter's country or region of focus.

Un artista hispano profiles a Hispanic artist from the country or region of focus. Lo hispano en los Estados Unidos presents information about interesting Hispanic people, cultural events, and/or community services found in the United States. Finally, in addition to the Actividad de Internet for the Lo hispano en los Estados Unidos section, every cultural point presented in the first two sections of the Rincón cultural has a corresponding activity and suggested links on the Online Learning Center.

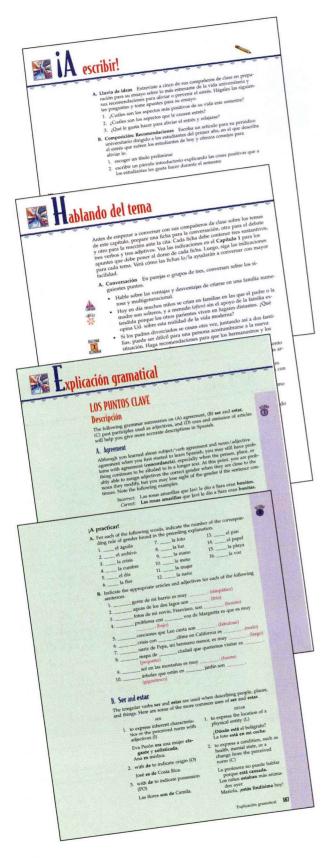


#### Lectura

Each chapter contains a reading that addresses the chapter theme and, starting in **Capítulo 4**, there is a second reading in the form of a poem. Pre- and post-reading activities emphasize reading strategies, comprehension, and expansion of the ideas presented in each reading for individual homework and small-group classroom discussion.

Consciousness-raising icons next to each reading highlight specific strategies. A **Vocabulario** icon in the margin alerts students to make wise strategy decisions about a new vocabulary item, such as deciphering the word based on the context, relating it to similar words they *do* know, looking it up in a dictionary, or ignoring it altogether. **Visualizar** icons remind students to visualize images of the people, places, things, and situations described at that point. A **Verificar** icon and a set of short questions, positioned at logical break points within longer readings and at the end of most readings, encourage students to monitor their comprehension up to that point.





#### ¡A escribir!

The main composition of each chapter is divided into three sections: a brainstorming activity, a guided composition based on the information gathered from the brainstorming activity, and a dialogue in which students comment on each others' composition. Additional writing activities are found throughout the text and are easily identifiable by the writing icon.

#### Hablando del tema

In this final section of each chapter, students converse, debate, and offer reactions to questions and situations based on chapter themes, requiring them to use higher-level speaking skills to support an opinion, discuss advantages and disadvantages, hypothesize, and so on.

#### Explicación gramatical

Explanations of the grammar structures associated with each communicative function can be found in the green pages near the end of the main text. A new tabbing system provides easy reference. ¡A practicar! exercises offer additional practice of the grammar points; the answers to all those exercises are provided in Apéndice 1. Explanations of additional grammatical structures can be found in the Referencia de gramática section at the end of the green pages.

**xviii** To the Instructor



# Premium Content on the Online Learning Center

If you have purchased a new copy of Punto y aparte you have access free of charge to premium content on the Online Learning Center at www.mhhe.com/ puntoyaparte3. This includes, among other items, the new La historia video animations and the complete audio program that supports the Manual. The card bound inside the front cover of this book provides a registration code needed to access the premium content. This code is unique to each individual user. Other study resources may be added to the premium content during the life of this edition of the book.

If you have purchased a used copy of Punto y aparte but would like access to the premium content, you may purchase a registration code for a nominal fee. Please visit the Online Learning Center for more information.

If you are an instructor, you do not need a special registration code for premium content. Instructors have full access to all levels of content via the Instructor's Edition link on the home page of the Online Learning Center. Please contact your local McGraw-Hill sales representative for your password to the Instructor's Edition.

# **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 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 Punto y aparte: Spanish in Review, Moving Toward Fluency, Third Edition.

#### For instructors and for students:

#### Manual que acompaña Punto y aparte

Commonly referred to as simply the Manual, this workbook/laboratory manual contains a variety of exercises and activities that students can use to practice the seven communicative functions with all of the four skills: reading, writing, listening, and speaking.

#### Quia Online Manual

The new Online Manual, produced in collaboration with Quia<sup>TM</sup>, offers the same outstanding practice as the printed Manual plus many additional advantages, such as onscreen links

to corresponding audio files, immediate feedback and scoring for students, and an easy-touse gradebook and class roster system for instructors. To gain access, students purchase a unique Student Book Key (passcode). Instructors should contact their local McGraw-Hill sales representative for an Instructor Book Key.

#### Audio CD Program

The Audio CD Program corresponds to the Práctica oral section found in the Para empezar and all main chapters of the Manual.

#### Interactive CD-ROM

The new Interactive CD-ROM features exciting new animations of the five friends' interactions, corresponding to the dialogues in the Cara a cara and La historia sections of the main text. It also includes new audio recordings and a wealth of games and activities that students can use to review the vocabulary, grammar, and cultural topics presented throughout Punto y aparte.

#### Online Learning Center

The updated Online Learning Center offers practice with the vocabulary, grammar, and culture presented in the main text. In addition, the new character animations are available as Premium Content for students, and there are helpful teaching resources for instructors.

#### Lecturas literarias

A new literary reader, Lecturas literarias: Moving Toward Linguistic and Cultural Fluency Through Literature, is available as an ancillary to the Third Edition. It contains twelve literary readings (two for each main chapter), each supported by pre- and post-reading activities.

#### Sin falta writing software

Sin falta, developed in partnership with Ultralingua, Inc., is a powerful Spanish writing program on CD-ROM with the following features: a word processor, a bilingual Spanish-English dictionary with over 250,000 entries, an online Spanish grammar reference, basic grammar check functions, and more!

#### For instructors:

#### Instructor's Edition

This special edition of the main text, specifically designed for instructors, contains helpful suggestions and information in on-page annotations for more effective in-class use of the various features of the main text and its supplements. New for this edition are in-place annotated answers to fill-in-the-blank activities.

#### Instructor's Resource CD

New for the Third Edition, the *Instructor's Resource CD* includes MSWord files of the *Instructor's Manual* (with sample tests) and *Tracklisting for Audio CD Program* and Adobe PDF files of the *Audioscript*.

#### • Instructor's Manual

This useful manual, now available electronically on the *Instructor's Resource CD* and in the Instructor's Edition of the *Online Learning Center*, includes even more helpful suggestions and resources for maximizing the various components of the *Punto y aparte* program.

#### Audioscript

This complete transcript of the *Audio CD Program* is now available electronically on the *Instructor's Resource CD* and in the Instructor's Edition of the *Online Learning Center*.

# Acknowledgments

We are extremely grateful to be publishing the Third Edition of Punto y aparte and would like to thank several friends, colleagues, and instructors who have aided us in myriad ways since the first days of the program. We would like to thank our colleagues Malia Lemond and Gloria Grande from the University of Texas at Austin; Thomas Harrington, María Silvina Persino, and Gustavo Remedi, from Trinity College; and the graduate students and supervisors Inés Berkquist, Elena Castro, María Mayberry and Lucía Osa Melero from the Department of Spanish and Portuguese at the University of Texas at Austin who were so generous with their time and support. We owe a special thanks to the five friends who have been portrayed throughout the Punto y aparte program: Fátima Alfonso-Pinto (as Sara Carrillo Jiménez), Guillermo Irizarry (as Javier Mercado Quevedo), Rafael Hoyle (as Sergio Wilson Flores), Anne Lambright (as Laura Taylor), Luis Guerrero (as Diego Ponce Flores) and Cristina Fernández (as Cristina). We thank the many instructors and friends who have participated in reviews or completed surveys of the Second Edition of Punto y aparte, and although we hope that they are pleased with this Third Edition, the appearance of their names does not necessarily constitute an endorsement of the program or its methodology.

María J. Amores, West Virginia University
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Joseph R. Weyers, College of Charleston Patricia Zuken, University of California, San Diego

We are especially grateful to Heather Jarry, who created the original paintings on the cover and those on the chapter-opening pages of this edition. Her talent has ensured a fresh new look for an ever-changing market.

It is always a pleasure to work with an organization that values teamwork above all; thus, many thanks are owed to the people at McGraw-Hill who worked behind the scenes on this Third Edition of Punto y aparte. William Glass, our publisher, was instrumental in shaping the revision plan for this edition. Laura Chastain carefully reviewed the manuscript for matters of style, clarity, and linguistic and cultural authenticity. We were so fortunate to have Allen J. Bernier as our development editor for the Third Edition. As a former instructor who had taught from the First Edition, Allen was able to offer many valuable insights and suggestions. However, perhaps even more important than his in-depth knowledge of the book was the respectful and diplomatic manner in which he offered his suggestions that made it such a pleasure to work with Allen. We thank the rest of the editorial team at McGraw-Hill, especially Jennifer Kirk for editing the Lecturas Literarias and Letizia Rossi and Scott Tinetti for helping guide this edition along the path from manuscript to publication. Many thanks are due to the production team at McGraw-Hill, especially David Staloch, Emma Ghiselli, Natalia Peschiera, Randy Hurst, and Louis Swaim as well as our designer, Violeta Díaz, for the wonderful new cover and updates to the interior design for this edition. We would like to thank Nick Agnew, executive marketing manager for World Languages, and the entire McGraw-Hill sales staff for their continuing efforts in promoting and making the Punto y aparte program such a success.

Finally, a very special thanks goes to Frank for being a source of unending support and encouragement on every level, to Guillermo for believing in us and for putting in many hours of overtime, and to our parents, who taught us the value of hard work.

The following tables list the resources available to students and instructors throughout the *Punto y aparte* program. Resources are cross-referenced, based on the main sections of each chapter in the main text with the goal of aiding you, the instructor, in your daily/weekly lesson plans and syllabus preparation.

# Supplements

- Audio Program (available in the Audio CD Program and as Premium Content on the Online Learning Center)
- Audioscript (available in electronic format on the *Instructor's Resource CD* and in the *Instructor's Edition of the Online Learning Center*)
- CD-ROM = Interactive CD-ROM

- Instructor's Manual (available in electronic format on the Instructor's Resource CD and in the Instructor's Edition of the Online Learning Center)
- Manual = Manual que acompaña Punto y aparte (the workbook)
- Online  $Manual = Quia^{TM}$  Online Manual que acompaña Punto y aparte (an online version of the print workbook produced by  $Quia^{TM}$ )
- Lecturas literarias = Lecturas Literarias: Moving Toward Linguistic and Cultural Fluency Through Literature (the new literary reader)
- Online Learning Center (the Punto y aparte website: www.mhhe.com/puntoyaparte3)

#### **COURSE-WIDE RESOURCES**

### Introduction to Punto y aparte

• Instructor's Manual: Introduction

#### **Test Construction Suggestions**

• Instructor's Manual: Test\_Suggest

#### Writing Evaluation Strategies

• Instructor's Manual: Add Materials

#### **Suggestions for Grading Compositions**

Instructor's Manual: Add Materials

#### **Guidesheets for Better Writing**

• Instructor's Manual: Add\_Materials

#### CD-ROM Video/Audioscript

Instructor's Manual: CD\_Script

#### PARA EMPEZAR

#### Cara a cara

- *Main Text*: pp. 2–7
- Instructor's Manual: PE\_Suggest
- *Manual*: pp. 1–3
- Online Manual: Para empezar, PE0.1A–PE0.1B
- • CD-ROM: Para empezar, Cara a cara
- Online Learning Center: Para empezar, Dibujo animado

#### Puntos clave

- *Main Text*: pp. 7–13
- Instructor's Manual: PE\_Suggest
- Manual: pp. 3–16
- Online *Manual*: Para empezar, PE0.1A–PE0.28C, PO0.3
- Audio Program: Para empezar, Disc 1, Track 5; Manual: p. 19; Audioscript: p. 1

- CD-ROM: Para empezar, Puntos clave
- Online Learning Center: Para empezar, Quizzes

#### ¡A escribir!

- *Main Text*: pp. 13–15
- Instructor's Manual: PE Suggest

#### ADDITIONAL RESOURCES

#### The First Day of Class

• Instructor's Manual: PE\_Suggest

### Additional Activities and Teaching Aids

• Instructor's Manual: PE\_Suggest

#### Sample Tests

• Instructor's Manual: PE Quiz

#### CAPÍTULO 1

#### La historia

- Main Text: pp. 17–18
- Instructor's Manual: Cap1\_Suggest
- CD-ROM: Cap. 1, La historia

#### Vocabulario del tema

- Main Text: pp. 19-23
- Instructor's Manual: Cap1\_Suggest
- Manual: pp. 21-25
- Online *Manual*: Cap. 1, PE1.1A–PE1.1G, PO1.3
- Audio Program: Para empezar, Disc 2, Tracks 4–5; Manual: p. 39; Audioscript: pp. 3–4
- CD-ROM: Cap. 1, Vocabulario del tema
- @ Online Learning Center: Cap. 1, Quizzes

#### Puntos clave

- Main Text: pp. 24-29
- Instructor's Manual: Cap1 Suggest
- Manual: pp. 25-34
- Online *Manual*: Cap. 1, PE1.21A–PE1.23F, PO1.4A–PO1.4B
- Audio Program: Para empezar, Disc 2, Tracks 6–7; Manual: p. 39; Audioscript: p. 4
- • CD-ROM: Cap. 1, Puntos clave

#### Rincón cultural

- Main Text: pp. 29-34
- Instructor's Manual: Cap1\_Suggest
- Manual: pp. 34-36
- Online Manual: Cap. 1, PE1.3A-PE1.3B

- CD-ROM: Cap. 1, Rincón cultural
- Online Learning Center: Cap. 1, Quizzes

#### Lectura

- Main Text: pp. 35–39
- Instructor's Manual: Cap1\_Suggest
- *Manual* (Portafolio de lecturas): pp. 36–37
- Online *Manual* (Portafolio de lecturas): Cap. 1, PE1.4
- CD-ROM: Cap. 1, Lectura

#### ¡A escribir!

- Main Text: pp. 39-40
- Instructor's Manual: Cap1\_Suggest
- Manual: p. 37
- Online Manual: Cap. 1, PE1.5

#### Hablando del tema

- *Main Text*: pp. 40–41
- Instructor's Manual: Cap1 Suggest
- © CD-ROM: Cap. 1, Hablando del tema

#### ADDITIONAL RESOURCES

#### Additional Activities and Teaching Aids

• Instructor's Manual: Cap1\_Suggest

#### Lecturas literarias

- La colmena (selecciones), by Camilo José Cela (Spain)
- «Rosamunda», by Carmen Laforet (Spain)

#### Sample Test

• Instructor's Manual: Cap1 Exam

#### **CAPÍTULO 2**

#### La historia

- Main Text: pp. 43-45
- Instructor's Manual: Cap2\_Suggest
- CD-ROM: Cap. 2, La historia
- Online Learning Center: Cap. 2, Dibujo animado

#### Vocabulario del tema

- Main Text: pp. 45–50
- Instructor's Manual: Cap2\_Suggest
- Manual: pp. 41-44
- Online Manual: Cap. 2, PE2.1A–PE2.1F, PO2.3
- Audio Program: Para empezar, Disc 2, Tracks 12–13; Manual: p. 62; Audioscript: pp. 6–7
- OCD-ROM: Cap. 2, Vocabulario del tema
- @ Online Learning Center: Cap. 2, Quizzes

#### Puntos clave

- *Main Text*: pp. 50–55
- Instructor's Manual: Cap2\_Suggest
- Manual: pp. 44-55
- Online Manual: Cap. 2, PE2.21A–PE2.24B, PO2.4A–PO2.4B
- Audio Program: Para empezar,
- Disc 2, Tracks 14–16; Manual: p. 62; Audioscript: p. 7
- CD-ROM: Cap. 2, Puntos clave
- Online Learning Center: Cap. 2, Quizzes

#### Rincón cultural

- Main Text: pp. 56-61
- Instructor's Manual: Cap2\_Suggest
- Manual: pp. 56-58

- Online Manual: Cap. 2, PE2.4A–PE2.4B
- • CD-ROM: Cap. 2, Rincón cultural
- Online Learning Center: Cap. 2, Quizzes

#### Lectura

- Main Text: pp. 61-66
- Instructor's Manual: Cap2\_Suggest
- Manual (Portafolio de lecturas): p. 58
- Online *Manual* (Portafolio de lecturas): Cap. 2, PE2.5
- CD-ROM: Cap. 2, Lectura

#### ¡A escribir!

- Main Text: p. 67
- Instructor's Manual: Cap2\_Suggest
- Manual: pp. 58-59
- Online Manual: Cap. 2, PE2.6

#### Hablando del tema

- Main Text: p. 68
- Instructor's Manual: Cap2\_Suggest
- CD-ROM: Cap. 2, Hablando del tema

#### ADDITIONAL RESOURCES

#### Additional Activities and Teaching Aids

• Instructor's Manual: Cap2\_Suggest

#### Lecturas literarias

- «Con los ojos cerrados», by Reynaldo Arenas (Cuba)
- *Tiempo muerto* (selecciones), by Avelino Stanley (Dominican Republic)

#### Sample Test

• Instructor's Manual: Cap2\_Exam