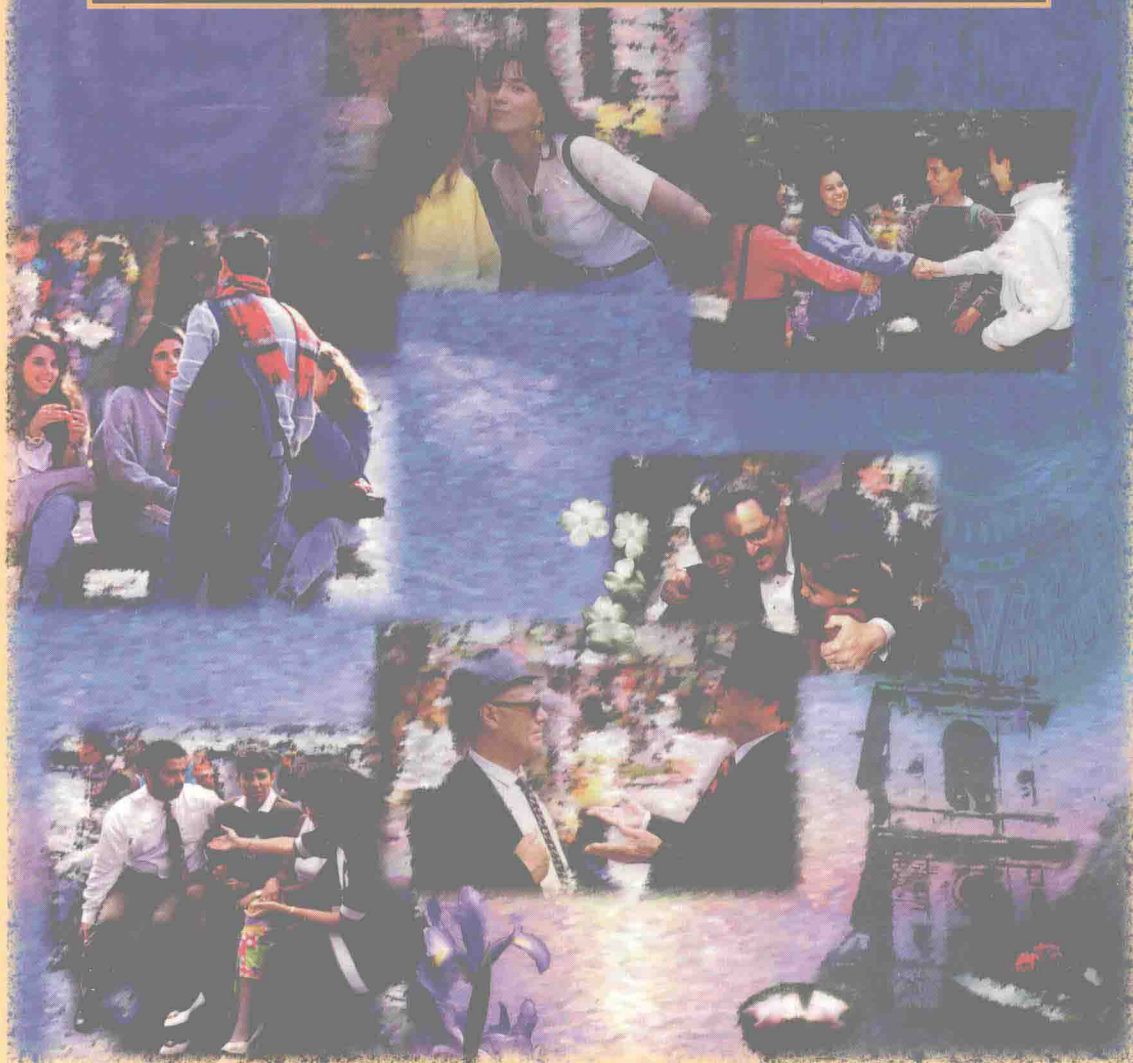


¡Qué tal?

AN INTRODUCTORY COURSE
Fourth Edition



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¿Qué tal?

AN INTRODUCTORY COURSE
Fourth Edition

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¿Qué tal?

An Introductory Course

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¿Qué tal?

Preface

The coauthors of *¿Qué tal?* have approached this new edition, its fourth, with excitement and energy. The importance of knowing Spanish has become more evident not only in this country but in the global community as well, making this an exciting time to be involved in Spanish instruction. And we are delighted that so many instructors have found and continue to find *¿Qué tal?* to be an appropriate vehicle for implementing a communicative approach with a brief, manageable textbook.

Based on the highly successful *Puntos de partida*, this fourth edition continues to emphasize essential vocabulary and grammar. We believe that the text continues to provide a flexible framework adaptable to individual teaching situations and goals—among them, a proficiency orientation and teaching for communicative competence.

Why Look at *¿Qué tal?* Again?

The overall goals of this edition of *¿Qué tal?* are identical to those of the first: “to help students develop proficiency in the four language skills essential to truly communicative language teaching.” The text’s teachability, its abundance of lively communicative activities, and its emphasis on meaningful use of Spanish by students have been enhanced in this edition. Chapters continue to be organized around contemporary cultural or everyday themes, and grammar is introduced and practiced within that real-world context. Thus, grammar, vocabulary, and culture work together as interactive elements. The text was prepared and revised with today’s students in mind—to help them learn *how* to learn Spanish and to give them the opportunity to use it to express their own meaning.

The following is a brief list of the major features of the fourth edition.

- A reduction of the number of chapters, to make the text even more manageable than previous editions

- A consistent chapter structure, to make course planning easier
- New **Voces del mundo hispánico** sections that include non-edited literary and journalistic readings as well as geographic, historic, and political information about the different regions of the Hispanic world, including the main groups of Spanish-speaking people in the United States
- An annotated *Instructor’s Edition*, with extensive on-page support for all sections
- New communicative activities throughout
- Enhancement of the doability of new and existing communicative activities via an easily implemented step-by-step approach
- New input-based activities at the beginning of many **Práctica** sequences that model new grammar and engage students in using new material before having to generate it in speaking
- New **Vocabulary Library** boxes that offer students vocabulary needed for communication without increasing the overall vocabulary load of the text
- Incorporation of authentic readings in the **Lectura cultural** sections
- Spiraled presentation of the uses of **por** and **para** throughout the text (highlighted in **¿Por o para?** boxes)
- Earlier introduction of the preterite (**Capítulo 8**) and of reflexive pronouns (**Capítulo 7**)
- A completely new **Capítulo 24**, with an engaging end-of-year activity
- New, more accessible realia throughout (with more in-text support), as well as new and improved drawings for vocabulary presentation and communicative activities
- Computer exercises in a revised software program for IBM and Macintosh equipment, new video materials, and other exciting new supplements

Instructors will find a more detailed discussion of these features in the *Instructor’s Manual* for the fourth edition.

Organization of the Fourth Edition

The chapter organization has been slightly altered in this edition of *¿Qué tal?* The text begins with a preliminary chapter of three mini-lessons, **Primeros pasos**, which provide a functional introduction to Spanish language and culture that enables students to express themselves on a wide variety of topics before the formal presentation of grammar begins.

The preliminary chapter is also set apart from the other chapters because its structure is different. After the **Primeros pasos**, **Capítulos 1–23** follow a consistent format:

Primer paso

Vocabulario

Pronunciación (first seven chapters)

Estructuras

Segundo paso

Vocabulario

Estructuras

Un paso más

Un poco de todo

Situación

Para escribir

Vocabulario (end-of-chapter list)

Lectura cultural (after odd-numbered chapters) or

Voces del mundo hispánico (after even-numbered chapters)

The following discussion of each repeating section of the chapters highlights their function as well as some features of the fourth edition.

- **Primer paso: Vocabulario** This section presents and practices thematic vocabulary and other simple structures that students will need for self-expression as they progress through the chapter.
- **Segundo paso: Vocabulario** This section either expands the theme vocabulary of the chapter or introduces a paradigm that fits in the theme, for example, **estar** with names of places; **estar** with adjectives; place prepositions; demonstratives; and so on. Although some of these items are typically found in the grammar sections of language textbooks, *¿Qué tal?* approaches them as vocabulary sets.
- **Pronunciación** This section focuses on individual sounds that are particularly difficult for native speakers of English.
- **Estructuras** This heading presents grammar topics, each introduced by a minidiologue, cartoon, or brief narrative, and followed by a series of contextualized exercises and activities that progress from more controlled to open-ended. Practice materials, carefully sequenced to lead students from

guided to free responses, include story sequences, paraphrase, interview, role-playing, and self-expression activities.

Throughout the text, you will note the attempt to introduce major grammar topics as background elements (in direction lines, dialogues, readings, lexical items) before the text formally presents the grammar for full student production and control.

- **Un poco de todo** These optional exercises and activities combine and review grammar presented in the chapter with that of previous chapters. Major topics consistently recycled in **Un poco de todo** include **ser** and **estar**, preterite and imperfect, gender, indicative and subjunctive, and so on.
- **Situación** These optional dialogues illustrate functional language and practical situations related to the chapter theme. In each chapter, students are given a task to perform as they read the dialogue. In most chapters, the dialogue is followed by **Notas comunicativas sobre el diálogo**, which highlight aspects of the language or culture that are of particular interest in the dialogue. Related role-plays are presented in **Comunicación**.
- **Para escribir** These brief optional composition topics guide students toward self-expression in writing.

The text concludes with **Capítulo 24 (Planeando un viaje al mundo hispánico)**, which leads students through an end-of-text activity, the organization of a trip, step by step.

Additional features of importance include:

- **Notas (comunicativas, lingüísticas, culturales)** These boxes highlight functional material or cultural information at logical points throughout all sections of the text.
- **De aquí y de allá** Occurring once in each **Primer paso: Vocabulario** section, these boxes highlight up-to-date vocabulary and expressions from all parts of the Hispanic world, with special emphasis in the diversity of Spanish worldwide.
- **Reciclado** These brief review boxes provide a link between previous grammar points and new material that builds on those grammar points.
- **Study Hints** These boxes give students specific advice about how to acquire language skills: how to learn vocabulary, how to study verbs, and so on. They occur at logical points throughout the text.
- **Vocabulary Library** These boxes offer students vocabulary needed for communication without increasing the overall vocabulary load of the text. They occur at logical points throughout the text.

Using *¿Qué tal?* in the Classroom: Statement of Purpose

The authors believe that students' *class time* is best spent in using Spanish: listening to and speaking with the instructor and each other, listening to and viewing audiovisual materials of many kinds and reading in-text and supplementary materials. It is recommended that instructors spot-check text exercises in class but devote more time to the marginal-note extensions and their variations in the *Instructor's Edition*, as well as to the many optional exercises and activities found there. Consequently, class time can be focused on new material and on novel language experiences that will maintain student interest and provide more exposure to spoken and written Spanish. Students make few gains in language learning when all their class time is spent correcting exercises. Answers for most exercises are provided in the *Instructor's Manual* and may be copied and distributed to students, for self-checking.

All exercises and activities in the *¿Qué tal?* program have been designed to help students develop proficiency in Spanish rather than simply display their grammatical knowledge. The authors believe that the process of attempting to use language provides an optimal language learning situation—one that will prepare students to function in Spanish in the situations that they are most likely to encounter outside the classroom.

¿Qué tal? and Developing Language Proficiency

The conceptualization of all editions of *¿Qué tal?* makes it an appropriate text to use for developing language proficiency.

- An insistence on the acquisition of vocabulary during the early stages of language learning (**Primeros pasos**) and then in each chapter throughout the text
- An emphasis on personalized and creative use of language to perform various functions or achieve various goals
- 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

Within each chapter, text materials are sequenced to facilitate and maximize progress in communication skills: from vocabulary acquisition activities, to grammar practice, to divergent activities that stimulate student creativity. The overall text organization progresses from a focus on formulaic expressions, to vocabulary and structures relevant to the “here and now” (descriptions, student life, family life), to survival situations (ordering a meal, travel-related activities), and to topics of broader conceptual interest (current events, the environment). Some material is introduced functionally in small chunks before the entire paradigm is presented. Major grammar topics such as the past tenses and the subjunctive are introduced and then reentered later in the text; most grammar topics and language functions are continually reviewed and reentered throughout the text and its ancillaries.

Supplementary Materials for the Fourth Edition

A variety of additional components have been developed to support *¿Qué tal?* Many are free to adopting institutions. Please contact your local McGraw-Hill representative for details on policies, prices, and availability.

Components that are new to this edition or significantly changed are marked with violet bullets.

- The **Workbook**, by Alice Arana (Fullerton College) and Oswaldo Arana (formerly of California State University, Fullerton), continues the successful format of previous editions by providing additional practice with vocabulary and structures through a variety of controlled and open-ended exercises, review sections, and guided compositions. More realia- and drawing-based activities have been included in the fourth edition. In addition, personalized input-based activities help to make practice with the forms of Spanish more meaningful to students. A new journal-writing section, **Mi diario**, encourages students to express themselves about aspects of the chapters' cultural themes, as does the new **En primera persona** feature.
- The **Laboratory Manual** and **Tape Program**, by María Sabló-Yates (Delta College), continue to emphasize listening comprehension activities. New listening activities in this edition include a **Los hispanos hablan** feature as well as completely new cultural listening passages with listening strategies. Most major sections begin with personalized activities that allow students to think about aspects of the chapter theme in their own lives as they listen to focused input with grammar. One section of each chapter, **Un paso más**, is now designed to be turned in to the instructor; no answers are

given for it on the tape or in the laboratory manual. Chapters continue to offer mechanical speaking practice as well as interview and dialogue-based activities. Many activities are realia- or drawing-based. One tape in the set includes all of the words in the end-of-chapter **Vocabulario** lists. You may wish to have copies of this tape made for student use. A **Tapescript** is also available. Cassette tapes are free to adopting institutions and are also available for student purchase upon request.

- The **Student Tapes** (new to the fourth edition) offer a self-test to help students review each chapter's structures and vocabulary. Designed for listening practice only, the *Student Tapes* do not depend on any written material.
- The **Instructor's Edition** of the student text (new to the fourth edition), contains on-page suggestions, many supplementary exercises for developing listening and speaking skills, and abundant variations and follow-ups on student text materials. Most annotations for the **Vocabulario** sections are bound into the back of the *Instructor's Edition* rather than appearing directly on the page.
- The **Instructor's Manual/Testbank** offers an extensive introduction to teaching techniques, general guidelines for instructors, suggestions for lesson planning and for semester/quarter schedules, a testing program, models for vocabulary introduction, supplementary exercises, and suggestions for the **Lectura cultural** and **Voces del mundo hispánico** sections of the student text. Answers to the text's mechanical exercises are also provided; you may wish to have them copied and distributed to students. The **Instructor's Manual** also now offers a wide variety of interactive and communicative games for practicing vocabulary and grammar, created by Linda H. Colville and Deana Alonso (Citrus College). Also included are two sets of structured role-plays, **Situaciones**, coordinated with each chapter's vocabulary and grammar. Supplementary exercises and activities are also included for these **Situaciones**.
- The **Destinos Video Modules** (vocabulary, functional language, situational language, and culture, taken from the popular *Destinos* television series as well as original footage shot on location), is also available for use with *¿Qué tal?*, along with a videodisc version of the situational language module.
- Additional video supplements include the **McGraw-Hill Video Library of Authentic Spanish Materials**.
- The **McGraw-Hill Electronic Language Tutor (MHELT 2.0)** offers many of the more controlled exercises from the student text and workbook. The *MHELT* program is available in both IBM and Macintosh formats. It has been thoroughly revised for this edition, in response to the compliments and suggestions from users of the original *MHELT* program.

- Also available is the innovative **Juegos comunicativos**, an interactive program by John Underwood (Western Washington University) and Richard Bassein (Mills College), which stresses communication skills in Spanish—ordering a meal, giving directions, and so on. (Available only in Apple II format.)
- Also available (and new to this edition) is a new software program for purchase by students, **Spanish Partner**. Developed at Vanderbilt University by Monica Morley and Karl Fisher, *Spanish Partner* is a user-friendly program that helps students master vocabulary and grammar topics that all beginning Spanish students need to know. *Spanish Partner* offers clear, user-oriented feedback that helps students learn from their mistakes.
- **Overhead Transparencies** offer all new visuals in four color, appropriate for vocabulary or grammar presentations.
- A set of **slides** from various parts of the Spanish-speaking world, with activities for classroom use, is also available to adopting institutions.
- A training/orientation **manual** for use with teaching assistants, by James F. Lee (University of Illinois, Urbana-Champaign), offers practical advice for beginning language instructors and language coordinators.
- **A Practical Guide to Language Learning**, by H. Douglas Brown (San Francisco State University), provides beginning foreign language students with a general introduction to the language learning process. This guide is free to adopting institutions, and it can also be made available for student purchase.

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

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