NEW to Mosaicos, Sixth Edition

Students and instructors will benefit from a wealth of new content and features in this edition. Detailed, contextualized descriptions are provided in the features walk-through that follows.

- **amplifire Dynamic Study Modules**, available in MySpanishLab, are designed to improve learning and long-term retention of vocabulary and grammar via a learning tool developed from the latest research in neuroscience and cognitive psychology on how we learn best. Students master critical course concepts online with amplifire, resulting in a better classroom experience centered on meaningful communication.

- ¡Cineastas en acción!, a new video program created especially for Mosaicos, sixth edition, brings together five young filmmakers from different Spanish-speaking countries to attend a summer program at the Los Angeles Film Institute. As part of the program, each will produce documentaries on Hispanic culture in the United States or abroad while competing for a prestigious scholarship for best documentary. Who will win? Students using the Mosaicos program will decide.

  And, of course, our five young filmmakers will not only learn about making documentaries, but they will also learn about each other, and create new bonds as they experience the diversity of Hispanic cultures in Los Angeles.

- Each chapter begins with a robust and interesting two-page cultural section—**Enfoque cultural**—which introduces students to the country of focus and starts the cultural integration that continues throughout the chapter.

- Midway through the chapter, **Mosaico cultural** provides a journalistic, thematic cultural presentation. The focus is not on a specific country, but rather on the chapter's theme and how it is reflected in different Spanish-speaking countries, including Hispanic communities in the United States.

- Relevant and interesting cultural information is presented as the introduction to many activities through brief **Cultura** sections. Rather than just a boxed aside, the cultural information presented through text and photographs forms the precursor to the activity, making clear and direct connections between language and culture. Accompanying Comparaciones, Conexiones, or Comunicadases questions encourage meaningful communication and cross-cultural reflection.

- Teacher notes provide additional cultural information relevant to specific activities that the instructor may wish to highlight to further enrich the cultural aspect of the activities.

- **Learning Outcomes** are provided at the beginning of the chapter giving students a clear idea of the expected performance goals.

- Care has been taken to ensure that the ACTFL Performance Descriptors—Presentational, Interpersonal, and Interpersonal—are put to consistent use throughout the chapter. A boxed Teacher's Note at the beginning of each chapter details precisely which activities fulfill the requirements for each mode. Additionally, the Mosaicos skills section is organized around the modes.

- Advance organizers accompany the **Situación** role plays, providing guidance for students to increase their success in communicating. Each grammar module now culminates with one rather than two Situaciones activities with careful attention given to the activity’s “situation” being realistic and encouraging meaningful communication among students. Additional **Situación** activities are available in MySpanishLab and via the Situaciones mobile app including rubrics for activities intended to be completed in real time with Pearson’s network of native speakers from around the world.

- The **visual aspect** of the vocabulary presentation has been enhanced providing even more contextualization for the new vocabulary.

- **Guided Vocabulary Tutorials** are provided within MySpanishLab. Students work through a series of word recognition activities, most of which culminate with a pronunciation activity in which students compare their pronunciation to that of a native speaker.

- **Pronunciation presentation and practice** is provided for each chapter within MySpanishLab with accompanying text and audio followed by activities.

- Each vocabulary section now begins with an input-based comprehension check. The first vocabulary presentation is followed by an audio-based activity, **Escucha y confirma. Para confirmar** follows the second two vocabulary presentations, providing students with the first step toward achieving comprehension.

- A new form-focused activity, **¿Comprendes?**, follows the presentation of each grammatical structure. This quick, form-focused activity provides students with the opportunity to test themselves in order to ensure they have understood the form of the structure before moving on. **¿Comprendes?** activities are also available to be completed online in MySpanishLab.

- **En directo** boxes, which provide colloquial expressions for specific activities making speech more native-like, now include audio so that students can listen to the expressions used in realistic conversational contexts.

- The **Mosaicos skills** section has been edited to make it more manageable for students. Some of the readings for the Lee section have been updated, ensuring consistently high-interest readings at the appropriate level. Additionally, the texts featured in the Lee section of chapters 13–15 are now pieces of authentic literature including stories and a poem.

- **Comprueba lo que sabes**, found in MySpanishLab is interactive and encourages students to self-check their mastery of chapter content. Additional practice and games that reinforce chapter vocabulary and grammar is available online.

- **Annotated Scope and Sequence** The authors share their thinking through annotations in the Scope and Sequence of the Annotated Instructor’s Edition, explaining the rationale of the grammar scope and sequence.
WHY MOSAICOS? WHY THEN... AND WHY NOW?

It has been twenty years since Mosaicos first appeared in 1994, ushering in a new and evolved vision of how the elements that comprise basic language instruction could be combined in a highly communicative, culturally based language program. Its vision was complete and synthetic, both in the integrity of each element as well as the gathering of these elements into an integrated, connected whole. This vision of wholeness was transformed to become a sound and compelling approach, reflecting the nature of language and how it is learned. The Mosaicos title was carefully chosen to reflect the principles upon which it was founded and the manner in which it was structured.

The most basic elements of this approach were the following:

- A guided communicative approach based on solid methodological principles combined with years of empirical classroom experience, creating an informed and sensible pedagogy that works not only in theory, but also in practice.
- Learning language in context with a focus on meaning.
- The integration of culture as an essential part of language and of the experience of learning it.
- A synthetic and focused approach to listening, speaking, reading, and writing.
- The interweaving throughout the program of these elements.

The innovative and evolved approach taken in Mosaicos set a new standard for language programs and changed basic language publishing. Most important, Mosaicos has continued to evolve in response to current standards of language teaching, the recommendations of our many reviewers and their experiences in the classroom, as well as the new technologies that transform the potential for achieving more and better communication in the classroom. The new sixth edition of Mosaicos is more solid and more integrated than ever before, creating for students a multifaceted experience of the intricate mosaic of the Spanish language and its cultures.

Over the past twenty years, many new and reimagined Beginning Spanish programs have appeared, but Mosaicos, sixth edition continues to offer a unique approach for this reason:

Mosaicos offers instructors the truly communicative, deeply culture-focused approach they seek while providing the guidance and tools students need to be successful using a program with highly communicative goals. With Mosaicos, there is no need to compromise.

This inclusiveness of Mosaicos, sixth edition extends to the broad range of students often found in many Spanish-language classrooms. Accommodating the needs and abilities of all students, from struggling learners to gifted ones, without compromising either group, is a perpetual dilemma for instructors. Mosaicos, sixth edition provides a highly communicative program with an articulated focus on culture, built in such a way that all students receive the guided learning support they need to succeed and become accomplished learners as they benefit from the rich program and opportunities for communication. Even the struggling student’s individual possibilities for learning and communication are not shortened; the Mosaicos, sixth edition program offers the opportunity for achieving more than these students may have thought possible, allowing them to fulfill their true potential.
HOW DOES MOSAICOS DO THIS?

Integrated Culture  Context  Communication and Guidance  Four-Skills Synthesis

These words have appeared in many programs, but we believe the sixth edition of Mosaicos meticulously elaborates those simple words into a beautifully conceived, tightly woven, highly articulated program.

CULTURE

Up front and center, and everywhere in between!

All language is enveloped by and imbued with culture—it is the very substance of language. Culture is found both at the forefront and embedded throughout every chapter in Mosaicos, sixth edition. From its first edition, the authors of Mosaicos emphasized the link between culture and language and, in response to the broad and emphatic desire from our many users and reviewers, the new sixth edition has taken this coverage to new levels. Let’s look at the many ways in which culture is integrated throughout the new Mosaicos, sixth edition program by looking at examples from Chapter 4.

NEW! Enfoque cultural: Each chapter begins with a robust and interesting two-page cultural section that introduces students to the country of focus, giving students a real sense of the vibrancy and uniqueness of the Hispanic cultures. The cultural presentation has been significantly increased at the beginning of the chapter for two reasons. First, many students lack cultural knowledge of the countries in focus, including their geographic location, and thus benefit from this orientation before delving into the chapter. Second, leaving the main cultural presentation for the end of the chapter (as many programs do) makes culture look like an afterthought that is separate from the language itself.

Maps provide geographic location and shared borders with surrounding countries, along with visuals of some cultural and geographic features.

A work of art from the country in focus is provided, along with cultural information about the work, and it is enhanced online with a fully Interactive Art Tour in MySpanishLab. These tours, developed by experts in language and culture, feature Spanish narrations, offer an in-depth look at the work of art, and enable students to zoom in on details they couldn’t otherwise see. At the same time, the tours provide further cultural information.

The Interactive Globe, located in the Enfoque cultural sections and found in MySpanishLab, allows students to further explore the country of focus and the cultural theme of each chapter through Vistas culturales videos and popular newspapers and magazines.

NEW! ¿Qué te parece? Far from a dry list of statistics, these interesting and memorable cultural facts, serve to pique students’ interest and begin to give shape to the individual countries,
NEW! A full page is devoted to a country-focused, cultural photostory with captioned readings, giving students a sense of the richness and the accomplishments of the country’s culture and facilitates a discussion around culture. Language is carefully controlled, which ensures that students can comfortably comprehend the content. Vocabulary and grammar from previous chapters are recycled, but no new structures are introduced. Any new, non-active vocabulary is either cognate or is glossed. The photographs also provide context with visual clues.

NEW! Chapter theme, learning outcomes, and culture all come together in Mosaico cultural. Midway through the chapter (between the vocabulary and grammar sections), Mosaico cultural provides a journalistic, thematic, cultural presentation. The focus here is not on a specific country but rather on different cultural aspects of the Hispanic world, including Latinos in the United States, which are relevant to the chapter theme. The communicative Compare questions that follow the readings provide the opportunity for cross-cultural reflection.

NEW! ¿Cuánto sabes? Brief questions on the two chapter-opening cultural pages serve as a classroom warm-up and help ensure that students are accountable and that they read for meaning.
Un viaje (Step) a Colombia. PREPARACIÓN. Tu familia va a viajar a Colombia. Selecciona la mejor recomendación para cada persona. Después añade (add) algo que quieres hacer sí y explica por qué.

1. a. Mi hermana quiere visitar un lugar religioso muy original.
   b. A mis padres les gustaría ver joyas (jewelry) precolombinas.
   c. Mi prima quiere escuchar música colombiana.
   d. Mis abuelos prefieren las actividades al aire libre.

INTERCAMBIO. Busca información en Internet y prepara una breve descripción de uno de los lugares que los grupos de eventos sugieren. Incluye la ubicación (localización) y las actividades asociadas con el lugar, el grupo o los eventos. Luego, comparte la información con la clase.

1. Los Príncipes del Valenato
2. La Catedral de Sal
3. El Museo del Oro
4. El Parque Arqueológico de San Agustín
¡Cineastas en acción!: Where people and cultures come together!

The Cast
All aspiring documentary filmmakers

Esteban [Costa Rica]
Artistic, free-spirited surfer

Yolanda [Mexico]
Vegan, Green, Hipster,
Esteban’s good looks catch her eye, but Federico tries to touch her heart.

Vanessa [Spain]
Madrileña, Trasnochadora, Full of fun and high spirits, Who cannot love fashionista Vanessa?

Federico [Argentina]
Meat lover. A little macho and full of himself. Can he win over vegan Yolanda who finds him just plain annoying?

Héctor [Peru]
The nice guy and everyone’s friend.

THE LOCATION

The Los Angeles Film Institute

Our protagonists’ rendezvous point: Blanca’s house, their home for the summer

The city of Los Angeles and a myriad of sites throughout the Hispanic world
THE SET-UP

Our five aspiring young filmmakers attend the Los Angeles Film Institute’s summer program on documentary filmmaking. Each explores, learns, and then documents the wealth of Hispanic culture in the United States and abroad as part of their course work. Each has also brought previously shot footage from Spanish-speaking countries around the world. Lots of cultural exchange goes on among these new friends as they share aspects of their native cultures and personal experiences through video.

However, our friendly applicants are in competition with each other for a prestigious scholarship—spending the next academic year at the Institute—awarded to the student who produces the best work over the course of the summer. Who decides who deserves to win the coveted beca? Students using the Mosaicos, sixth edition program will decide!

Technology also opens up further cultural exchange. The filmmakers are able to virtually share their various projects using tablets and smartphones. In addition, when Vanessa’s cousin contacts her on Skype from Guatemala, they hop onto her Facebook page to view her photo album of Guatemala while she narrates her experiences working there. ¡El mundo se convierte en un pasatiempo!

THE PEDAGOGY

The central theme of each video segment expands on the overarching theme of each Mosaicos, sixth edition chapter. In the chapter ¿Qué hacen para divertirse?, we’ll visit a Peruvian restaurant in Los Angeles where the chef shares her recipe for pescado encebollado. We learn through Federico’s eyes what his neighborhood and house in Buenos Aires look like in the chapter ¿Dónde vives?. In ¿Qué te gusta comprar?, we’ll view a Latino fashion show in Los Angeles and in ¿Qué es tu tradición?, we get a close-up look at the exuberance of the La Mercè festival in Barcelona. Tapas culture in Spain, gay marriage in Argentina, surfing in Perú—just a few of the many worlds our friends explore and share!

- Dialogues reinforce each chapter’s vocabulary and grammar.
- In-text activities in the En acción section of the chapter provide pre-, during, and post-viewing activities (continuing the process approach of the Mosaicos four-skills section).
- Instructors can—at their discretion and reflecting their own methodology—choose whether Spanish captions are available to students. A variety of different types of auto-graded interactive activities are provided within MySpanishLab that assess listening comprehension and cultural knowledge.
- Additional culturally-based video activities are found in MySpanishLab.
CONTEXT

Vocabulary and grammar where they belong—in communicative and cultural context!

In addition to presenting language in the context of culture, one of the hallmarks of Mosaicos has always been the presentation of vocabulary and grammar in context through a communicatively rich format.

Vocabulario en contexto

New vocabulary is presented in contexts that reflect the chapter theme. Vocabulary is chunked into three modules per chapter so students can learn and practice a manageable amount. Language samples, photos, line drawings, and realia are used to present new material, rather than word lists and translations. Vocabulary is then consistently recycled in new contexts, within and across the chapters, blending it with new words and structures.

Boldface type is used within the language samples to highlight key words and phrases that students will need to learn to use actively. Audio icons remind students that recorded versions of the language samples are available online or on CD. A convenient list of these words and phrases with their translation is provided at the end of the chapter with accompanying audio.

NEW! Learning Outcomes clearly listed at the beginning of the chapter give students a clear idea of their goals for this section.

Strategically placed Lengua boxes provide students with succinct information right at the point of need to support self-expression.

En otras palabras boxes give examples of regional variations of the language.
Funciones y formas

In Mosaicos, sixth edition, grammar is presented as a means to effective communication, moving from meaning to form and providing an understanding that is both functional and structural. Students are first presented with new structures in meaningful contexts through visuals and brief language samples. The new structures are highlighted in boldface type.

NEW! Audio is provided in MySpanishLab for all of the language samples.

A short, comprehension-based Píñolabo activity follows each language sample. These activities form part of the presentation of grammar in context. Students use comprehension and reasoning skills to figure out the answers, by focusing on the connection between meaning (función) and the new grammatical structure (forma).

Charts and bulleted explanations—clear, concise, and easy to understand—are designed to be studied at home or used for reference in class.

Online English Grammar Readiness Checks and Tutorials: Online English Grammar Readiness Checks assess students’ understanding of the English Grammar topics needed to successfully understand the Spanish ones in the chapter and provide personalized remediation via animated English Grammar Tutorials in MySpanishLab. Understanding English grammar terminology greatly facilitates learning of the corresponding Spanish concepts. Instructors no longer need to spend valuable class time talking about the language of language . . . they can instead use the language in meaningful ways.

Online Spanish Grammar Tutorials: Online interactive grammar tutorials in MySpanishLab offer named explanations and illustrated examples to help students further comprehend the concepts they are learning. The tutorial ends with an auto-scored comprehension check.

These multiple and complementary means of grammar presentation provide students with different portals for understanding, while serving different learning styles and ensuring that students grasp the concepts.
COMMUNICATION AND GUIDANCE

Providing students the guidance they need to express themselves with confidence!

Just as language and culture are inseparable in Mosaicos, sixth edition, communication and the guidance provided to foster communication are inseparable as well. Since both the vocabulary and grammar sections contribute unique aspects to the guidance provided, we will look at each one.

With Mosaicos, sixth edition, almost all of the activities provided in the textbook are communicative in nature. Discrete point practice is primarily provided online through MySpanishLab or in the printed Student Activities Manual. Classroom time is devoted to communicative practice.

The progression within each activity set moves the student along gradually from comprehension to open-ended expression. This carefully stepped progression ensures students are guided through the process and not rushed to produce before they are ready.

COMMUNICATING AND PRACTICING WITH VOCABULARY

NEW! Escucha y confirma: A listening activity follows the first of the three vocabulary presentations per chapter. This input-based comprehension check gives students listening practice while allowing them to assess their understanding of the vocabulary and determine if they are ready to move on to additional vocabulary practice in meaningful contexts.

NEW! Para confirmar: The first activity of the second two vocabulary presentations is always an input-based comprehension check allowing students to ensure their grasp of the vocabulary before moving on to additional vocabulary practice in meaningful contexts.

NEW! Brief Cultura presentations introduce selected vocabulary activities to raise awareness of the cultural contexts in which language is used. Accompanying Comparaciones, Conexiones, or Comunicad ques questions encourage meaningful communication and cross-cultural reflection.

The activity sequence fosters the use of new and previously learned vocabulary in natural, thematically relevant contexts. Activities foster personalization as students are encouraged to talk about what is known to them, themselves, and the people they know and gradually increase in expectation of output as students become comfortable using the new vocabulary. The vast majority of the activities are done in pairs or groups so that students spend their classroom time in conversation.

COMMUNICATING AND PRACTICING WITH GRAMMAR

NEW! ¿Comprendes?: A new form-focused activity follows the grammar presentation. Students can do the activity in class with the instructor or as graded online homework before coming to class as all ¿Comprendes? activities are auto-graded and include immediate feedback when completed within MySpanishLab. In these quick, form-focused activities students check that they are able to produce the new grammatical forms before moving to the contextualized and communicative activities.

The continuing activity sequence moves students gradually from meaningful, form-focused activities towards production of open-ended, personalized communication. The activities focus attention on the communicative purpose of the linguistic structures while invoking culturally relevant contexts. All activities require students to process meaning as well as form so that they develop skil in using their linguistic knowledge to gather information, answer questions, and resolve problems. For example, even the form-focused activities require students to process meaning, not just fill in the blank with the correct response, making the connection between meaning and form. For good reason, the grammar section is called Funciones y formas—a hallmark of the Mosaicos approach.

Instructor annotations offer suggestions on how to personalize and expand the activities, guide students through multi-stage activities, and encourage students to engage in metalinguistic processing.

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NEW! Brief Cultura presentations introduce selected grammar activities to raise awareness of the cultural contexts in which language is used. Accompanying Comparaciones, Conexiones, or Comunidades questions encourage meaningful communication and cross-cultural reflection.

NEW! The En directo boxes, which provide colloquial expressions for the activity, now include audio so that students can listen to the expressions used in meaningful conversational context.

NEW! Situación Advance Organizers. The encompassing goal of these activities has always been embraced by our users. To provide students with guidance to increase their success in communicating through open-ended role plays, the authors have provided advance organizers for the Situación activities. Each student prepares by listing specifics for the indicated topics of vocabulary, grammar, and culture (where appropriate) that will facilitate their conversation with their classmate.

NEW! Situaciones app. Additional Situación role-play activities are available in MySpanishLab and via a mobile app that can be easily accessed on tablets and smartphones.

Situación. Another of the hallmarks of Mosaics has always been the culminating role-play activities for each grammar section. Students have the opportunity to converse in realistic contexts by putting together everything they have learned. These open-ended communicative activities prompt students to integrate relevant grammatical structures, vocabulary, and culture with contexts drawn from the chapter theme. Students also have the opportunity to complete activities and communicate “live” with native speakers around the world.

NEW! Each grammar module now culminates with one rather than two Situación activities with careful attention to creating realistic situations for the students to enact.
FOUR-SKILLS SYNTHESIS
Bringing it ALL together!

Mosaicos section: Not only are listening, speaking, reading, and writing practiced throughout the chapters of Mosaicos, sixth edition but the final culminating section of each chapter—Mosaicos—is devoted to the development and practice of each of these communication skills in a highly focused manner. True to the synthetic nature of this section, the chapter’s thematic content and vocabulary are brought together with its linguistic structures and cultural focus. Hence the name, Mosaicos, whereby students have the opportunity to bring it all together into a coherent whole.

To enhance the development of these skills, guidance is provided for each section. First, specific strategies are presented for each of the four skills. The strategies build on each other within and across the chapters. Activities are designed so that students systematically practice implementing the strategies presented. Second, a process approach, with pre-, during, and post-activities, is applied for all four skills through the Preparación and Un paso más steps. The cumulative effect of the fifteen Mosaicos sections throughout the text will greatly increase students’ abilities to effectively listen, speak, read, and write.

NEW! Comprueba boxes provide a self-check guide for students to help them determine if they have covered the main points accurately and sufficiently.

NEW! Each set of activities is now organized around the three ACTFL Performance Descriptors of the three Modes of Communication: Prepresentational, Interpretive, and Interpersonal. This organization maximizes learning as three parts of a single goal: communication. By consistently using all three interrelated modes, students’ opportunity to use the language in relation to the theme is multiplied. Instructor annotations indicate the mode for each activity.

NEW! Based on pre-revision survey feedback from our users, some readings for the Lee section have been updated, ensuring consistently high-interest readings at the appropriate level. Additionally, the last three chapters, 13–15, now introduce students to authentic literature, enriching the program while giving those students who go on to the Intermediate level an introduction to reading and interpreting literature.

If students need more practice with any of the four skills, additional practice is provided for each skill within the Student Activities Manual, available in print or in Pearson's award-winning online learning and assessment MySpanishLab platform.
CHAPTER SELF-ASSESSMENT
A check to ensure that all the pieces are firmly in place!

Within the MySpanishLab online learning and assessment system, at the end of each chapter, students can check their mastery of chapter content through further practice in a variety of activities, resources, and games that reinforce chapter vocabulary, grammar, and culture in different ways. Examples of available resources are:

- **NEW! amplifire Online Dynamic Study Modules** are designed to improve learning and long-term retention of vocabulary and grammar. With amplifire study modules, students not only master critical concepts, but they study faster, learn better, and remember longer. Based on the latest research in neuroscience and cognitive psychology on how we learn best, learners cycle through a process of test/learn/retest until they achieve mastery of the content. The result is a personalized, adaptive approach—tailored to individual students’ needs.

- **amplifire** is the only assessment available that is able to quickly and effectively pinpoint knowledge gaps and areas of misinformation—where learners were confident but incorrect about their answer choices. Instructors can use the results to determine what information the learners retained and where misinformation and gaps still exist, and adjust their curricula accordingly.

- **Vocabulary Flashcards** with audio recordings by a native speaker help students review words and quiz themselves on the active vocabulary. Flashcards can be accessed via mobile devices for practice on the go.

- **NEW! Games** are a painless, enjoyable, and effective way to practice new skills. Games vary from Concentration (flip cards to match words to visuals), to Soccer (provide the appropriate word in a context), to a Quiz Show game in which students choose the appropriate response in a multiple-choice format. Questions are contextualized and move beyond simple form-based exercises to more meaningful, engaging activities.

- **Oral Practice**: Provides two oral activities. Students record their response to the activity and submit it for instructor grading.

- **NEW! The Practice Test with Study Plan** is an auto-scored, full-length test that reviews chapter vocabulary and grammar. Students are given a study plan based on their performance. The study plan refers them to explanations in the eText, extra practice activities, and tutorials to help them review concepts where they need additional practice.

And, finally, Why Mosaics? Because Mosaics has the ribbon... ensuring you never lose your place...
Informed by National Standards

The National Standards for Foreign Language Learning: Preparing for the 21st Century, whose five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) have served as an organizing principle for language instruction for more than a decade, inform the pedagogy of the sixth edition of Mosaicos. Marginal notes throughout the Annotated Instructor’s Edition draw attention to the way specific activities and other elements of the program help students develop proficiency in the five goal areas. A number of strategies have been implemented to achieve success.

Communication. Students are promoted to engage in meaningful conversations throughout the text, providing and obtaining information, expressing their opinions and preferences, and sharing their experiences. Readings and listening activities invite them to interpret language on a variety of topics, while presentaciones and writing assignments call on them to present information and ideas in both written and oral modes. The ACTFL Performance Descriptors of the three Modes of Communication—Presentational, Interpretive, and Interpersonal—are used consistently throughout the chapters and are the organizing principle for the Mosaicos skills’ section. By consistently using all three modes, students’ opportunity to use the language in relation to the theme is multiplied.

Cultures. Many features of the Mosaicos program give students an understanding of the relationship between culture and language: the Enfoque cultural opening spread; the maps, the art, and the accompanying Art Tour; the Mosaico cultural section; the cultural vignettes in the ¡Cineastas en acción! video; the Cultura sections; and the culture integrated within the activities.

Connections. Ample opportunities are provided for students to make connections with other disciplines through mini-readings, readings, the Enfoque cultural section, the Mosaico cultural section, the Conexiones questions which accompany the Cultura sections, the diverse cultural vignettes of the ¡Cineastas en acción! video, and the conversation activities throughout the text. Students gain information and insight into the distinctive viewpoints of Spanish speakers and their culture.

Comparisons. Lengua y En otras palabras boxes, the Compara questions in each Mosaico cultural section, and the Comparaciones questions in the Cultura sections—all provide students with points of comparison between English and Spanish (and among the varieties of Spanish spoken in different parts of the world). Readings and activities frequently juxtapose U.S. and Hispanic cultural products, practices, and perspectives.

Communities. Students are encouraged to extend their learning through guided research on the Internet and/or other sources, and many of the topics explored in Mosaicos can stimulate exploration, personal enjoyment, and enrichment beyond the confines of formal language instruction. Comunidades questions which accompany many of the Cultura sections encourage reaching out to the community and cross-cultural reflection.
The Complete Mosaicos Program

Mosaicos is a complete teaching and learning program that includes a variety of resources for students and instructors, including an innovative offering of online resources.

FOR THE STUDENT

Student Text: (ISBN 10: 0-205-25540-X)

The Mosaicos, sixth edition Student Text is available in a complete, hardbound version, consisting of a preliminary chapter followed by Chapters 1 through 15. The program is also available as three paperback volumes rather than the single hardcover version. Volume 1 of the paperback series contains the preliminary chapter plus Chapters 1 to 5; Volume 2, Chapters 6 to 10; and Volume 3, Chapters 10 to 15. All three volumes include the complete front and back matter.


The Student Activities Manual (SAM), thoroughly revised for this edition, includes workbook activities together with audio- and video-based activities, all designed to provide extensive practice of the vocabulary, grammar, culture, and skills introduced in each chapter. The organization of these materials parallels that of the student text and includes a Repaso section at the end that provides additional activities designed to help students review the material of the chapter as well as to prepare for tests.

The online Student Activities Manual found in MySpanishLab now features premium content which includes a variety of interactive activities not available in print.

Answer Key to Accompany Student Activities Manual (ISBN 10: 0-205-25544-2)

An Answer Key to the Student Activities Manual is available separately, giving instructors the option of allowing students to check their homework. The Answer Key now includes answers to all SAM activities.

Audio CDs to Accompany Student Text (ISBN 10: 0-205-25542-6)

A set of audio CDs contains recordings of the Vocabulario en contexto and Funciones y formas language samples, the Mosaicocultural reading passages, and the audio material for the Escucha y confirma listening activities included in the student text. These recordings are also available online.

Audio CDs to Accompany Student Activities Manual (ISBN 10: 0-205-25541-8)

A second set of audio CDs contains audio material for the listening activities in the Student Activities Manual. These recordings are also available online.

Video on DVD (ISBN 10: 0-205-25545-0)

¡Cineastas en acción! is a new series of video films to accompany the sixth edition of Mosaicos. Vocabulary and grammar structures of each chapter are used in realistic situations while gaining a deeper understanding of Hispanic cultures.

Pre-viewing, viewing, and post-viewing activities are found in the ¡Cineastas en acción! sections of the textbook and the Student Activities Manual. The video is available for student purchase on DVD, and it is also available within MySpanishLab.


MySpanishLab, part of our MyLanguageLabs suite of products, is an online homework, tutorial, and assessment product designed to improve results by helping students quickly master concepts, and by providing educators with a robust set of tools for easily gauging and addressing the performance of individuals and classrooms.

MyLanguageLabs has helped almost one million students successfully learn a language by providing them everything they need: full eText, online activities, instant feedback, amplifire dynamic study modules, and an engaging collection of language-specific learning tools, all in one online program. For more information, including case studies that illustrate how MyLanguageLabs improves results, visit www.mylanguagelabs.com.
FOR THE INSTRUCTOR


The Annotated Instructor’s Edition contains an abundance of marginal annotations designed especially for novice instructors, instructors who are new to the Mosaicos program, or instructors who have limited time for class preparation. The format allows ample space for annotations alongside full-size pages of the student text. Marginal annotations suggest warm-up and expansion exercises and activities and provide teaching tips, additional cultural information, and audiocasts for the in-text Listening activities. Answers to discrete-point activities are printed in blue type for the instructor’s convenience.

Instructor’s Resource Manual (available online)

The Instructor’s Resource Manual (IRM) contains complete lesson plans for all chapters, integrated syllabi for regular and hybrid courses, as well as helpful suggestions for new and experienced instructors alike. It also provides videocasts for all episodes of the Cineastas en acción! video, audiocasts for listening activities in the Student Activities Manual, and a complete guide to all Mosaicos supplements. The Instructor’s Resource Manual is available to instructors online at the Mosaicos Instructor Resource Center and in MySpanishLab.

Supplementary Activities (available online)

Available in MySpanishLab, the Supplementary Activities ancillary consists of a range of engaging activities that complement the vocabulary and grammar themes of each chapter. It offers instructors additional materials that can serve to energize and enrich their students’ classroom experience.

Testing Program (available online)

The Testing Program has been thoroughly revised and expanded for this edition. The testing content correlates with the vocabulary, grammar, culture, and skills material presented in the student text. For each chapter of the text, a bank of testing activities is provided in modular form; instructors can select and combine modules to create customized tests tailored to the needs of their classes. Two complete, ready-to-use tests are also provided for each chapter. The testing modules are available to instructors online in MySpanishLab for those who wish to create computerized tests (MyTest!) or in the Mosaicos Instructor Resource Center as downloadable Word documents.


A special set of audio CDs, available to instructors only, contains recordings corresponding to the Listening comprehension portions of the Testing Program.

PowerPoint™ Presentations (ISBN 10: 0-205-99712-0)

A PowerPoint™ Presentation is available for each chapter of the text. These dynamic, visually engaging presentations allow instructors to enliven class sessions and reinforce key concepts. The presentations are available to instructors online in MySpanishLab or in the Mosaicos Instructor Resource Center.

Situaciones adicionales (available online)

The downloadable Situaciones adicionales provide instructors with additional opportunities for reinforcing and assessing students’ speaking skills. The activities are also available via the Situaciones mobile app.

Instructor Resource Center

Several of the instructor supplements listed above—the Instructor’s Resource Manual, the Testing Program, the PowerPoint™ Presentations—are available for download at the access-protected Mosaicos Instructor Resource Center (www.pearsonhighered.com/mosaicos). An access code will be provided at no charge to instructors once their faculty status has been verified.

ONLINE RESOURCES

MySpanishLab with Pearson eText—Access Card—for Mosaicos: Spanish as a World Language

MySpanishLab, part of our MyLanguageLabs suite of products, is an online homework, tutorial, and assessment product designed to improve results by helping students quickly master concepts, and by providing educators with a robust set of tools for easily gauging and addressing the performance of individuals and classrooms.

MyLanguageLabs has helped almost one million students successfully learn a language by providing them everything they need: full eText, online activities, instant feedback, ampBFire dynamic study modules, and an engaging collection of language-specific learning tools, all in one online program. For more information, including case studies that illustrate how MyLanguageLabs improves results, visit www.my languagelabs.com.

COMPANION WEBSITE

The open-access Companion Website (www.pearsonhighered.com/mosaicos) includes audio to accompany listening activities and sample language from the textbook and audio to accompany the listening activities in the Student Activities Manual.
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