

To the Instructor

We are very pleased that the first six editions of *Éxito comercial* (1991, 1996, 2001, 2006, 2011, and 2015) have met an instructional need in Spanish for specific purposes and business language studies at over 485 colleges and universities as well as over 45 companies, banks, agencies, and other language/culture training institutes and schools in nine countries, including the United States, Canada, Spain, Mexico, and Brazil. We are excited about the prospects for the continued—and we hope improved—educational contribution of this seventh edition, which builds on the fundamental design and strengths of the previous editions. The socioeconomic data for each of the 21 Spanish-speaking countries (including the Commonwealth of Puerto Rico), Brazil, and the United States have been updated. Other modifications continue to place a premium on leadership, critical thinking, problem solving, and practice with the Internet technology used daily in the business world. These skills, as we all know, are increasingly in demand in today's 24/7 e-global economy. The seventh edition is accompanied by online video and audio components.

A groundbreaking feature of the electronic version of this new edition is called **MindTap**, a digital learning tool that uses a pedagogical strategy of embedding the **Preguntas de orientación** within the **Lectura comercial** readings, as comprehension and critical thinking checks and reinforcement. Also embedded are PowerPoint® slides for the **Integridad y ética empresariales** and **Liderazgo** prompts that initiate and prime each chapter around the concept of leadership with integrity, as well as PowerPoint slides that summarize the **Lectura comercial** and **Lectura cultural** content. Also available are PowerPoint slides that summarize the **Vista panorámica** and **Actualidad política y económica** sections for each country presented. These PowerPoint slides can be modified and updated by the user as the basis for practicing oral presentations. An online link is provided for each country in the **Vista panorámica** so that users can easily update the country data. The content and activities of the former *Premium Website* have been moved to **MindTap**, so that learners, while using the e-text, can easily access the **Al teléfono** (listening and speaking activities), the **Comprensión y comunicación** videos, the geographic literacy **GeoReconocimiento** checks, and the online, self-grading quizzes (**Preguntas comerciales** and **Preguntas culturales**). **MindTap** also provides access to additional videos that reinforce both business and culture content areas in each chapter. **MindTap** is a powerful learning tool that we believe will greatly empower and benefit learners.

Enhancements to the paper and electronic seventh editions include the following:

- All readings and activities have been closely re-edited to reflect current business culture, practice and procedure, as well as recent developments in fields such as technology and office equipment, electronic communication, e-commerce, computer-aided design, and manufacturing.
- **Integridad y ética empresariales** boxes continue to highlight and reinforce the crucial importance of business ethics.
- **Liderazgo** boxes once again emphasize and reinforce the crucial importance of ethical leadership and leadership development in business.

- Updated **Lectura comercial**, **Vista panorámica**, **Actualidad política y económica** and **Lectura cultural** sections in every chapter provide cultural contextualization.
- Two new **Minicaso práctico** case studies deal with trade, business, and cultural issues.
- A new **Asimilador cultural** promotes critical thinking, problem solving, and leadership in terms of workplace diversity and inclusion.
- A revised and expanded Spanish to English glossary at the end of the book assists with general reading comprehension.
- The workbook will now be available in a separate plank on **MindTap**. Two new useful forms have been added to the workbook:
 - A detailed presentation form helps students to prepare, practice, and deliver country presentations in class. The country presentation can be given, for example, by an individual or a team of students, or by a student panel.
 - An evaluation form provides students with evaluation guidelines in self-assessing their own presentations or in assessing the presentations made by others.

Éxito comercial is designed to give students with advanced-intermediate and advanced levels of proficiency in Spanish a solid foundation in business vocabulary, basic business and cultural concepts, and situational practice that will help prepare them for success in today’s Spanish-speaking business world. It seeks to develop intercultural communicative competence for business purposes, which means that an individual is able to draw on his or her knowledge of business (concepts and practices) and culture (from geographic literacy to high “C” and low “c” culture), and apply this knowledge effectively in communicative situations. High “C” culture refers to the primary historical figures, events, and artistic expressions by which a nation identifies itself, whereas low “c” culture refers to the social values and conventions that shape everyday interaction and conduct within a given society (e.g., how people actually live and work when they are not in a museum, at school, etc.) Both of these dimensions of culture are important for those who conduct business within Spanish-speaking countries and communities. Ever since its first edition in 1991, *Éxito comercial* has factored into its pedagogical design what became known as the **five C’s of foreign language education**—Communication, Cultures, Connections, Comparisons, and Communities—before these were articulated as national standards for foreign language learning in 1996 by the American Council on the Teaching of Foreign Languages, the American Association of Teachers of Spanish and Portuguese, and its sister organizations (the American Association of Teachers of French and the American Association of Teachers of German), and then crystalized as the *Standards for Foreign Language Learning in the 21st Century* in 2006. It is assumed that those who use *Éxito comercial* in order to learn about doing business in Spanish have already mastered the fundamentals of Spanish grammar and that they control the general vocabulary needed for basic everyday communication.

Key business vocabulary, which may be unfamiliar to students, is presented in a short list entitled **Breve vocabulario útil**, which is found at the beginning of each chapter. It is then reinforced through introductory business content readings, which deal with a functional area of business in domestic and global contexts. The business

topics reflect the typical curriculum of an American business school. Due to the developmental nature of the text, students with a background in business or international studies will find that the descriptive readings reinforce their knowledge of business theory and principles. Both native speakers of Spanish and English without prior knowledge of business will find the readings informative and useful.

Previous editions of *Éxito comercial* have proven useful for students in the following disciplines:

- Spanish and Latin American Studies majors
- Business and International Business majors planning to interact with a rapidly growing and influential number of Hispanic co-workers, clients, and consumers, both abroad and within the United States
- International Studies or Government majors
- Undergraduate liberal arts majors wishing to expand their awareness of the Spanish language and Hispanic cultures, or seeking positions with the growing number of companies and agencies needing to conduct business in Spanish
- Majors in science, engineering, technology, and communications fields, including translation studies and interpreting, who plan to enter the expanding international business world

Éxito comercial has also proven suitable for students pursuing graduate work in Spanish and has been used as a training manual to help prepare them to design and teach a course in Business Spanish. In addition, language and culture training institutes as well as business firms may wish to organize special training programs for their employees. *Éxito comercial* has been used effectively for these purposes because it can be easily adapted to an institution's specific needs. It has been used in semester or quarter system courses meeting two or three days per week, in evening or Saturday sessions meeting once per week, and in intensive summer courses. It has also been used effectively by many instructors in a two-course sequence, for example, in a year-long course in which Chapters 1–7 are covered in the fall semester and Chapters 8–14 in the spring semester.

CONTEXTUAL STRUCTURE OF THE TEXT

Éxito comercial remains uniquely interwoven with a number of thematic threads that establish useful and coherent contexts for both teachers and students. It is based on a proven tripartite theoretical and pedagogical model for business language studies, whose principal components are business content, cultural context, and geographic/regional studies. The business content is established by the chapter-to-chapter organization and sequencing. Following the macroeconomic and cultural overview in Chapter 1, the text covers the establishment of a business firm and its subsequent development and activity in the international arena. This includes the initial organization of a company structure, its need for banking and accounting processes, capital investment (property, plant, and equipment), office systems, human resources management, the production of goods and services, marketing (from production to the consumer), financial management, entry into international markets (with a focus on those represented by the Spanish-speaking countries), import-export functions, and a futuristic outlook for business in our increasingly global and technological

economy. The business context focuses on the roles of future leaders and managers rather than on the operations performed by secretarial or office staff, although the business content certainly applies for all levels of conducting business. Spanish professors teaching a business course for the first time will continue to find the text to be very “user-friendly” because of its descriptive approach to business and the clear developmental sequencing of the functional business areas, from the creation and staffing of a company to its eventual involvement in international trade.

In each chapter, the geographic and regional studies context is established through a continental or hemispheric map (Europe, Africa, or the Americas) as well as a country-specific map. Tables and readings follow these maps and present an economic overview of each country. The country-specific coverage begins with Spain and Equatorial Guinea (a Spanish colony in Africa until its independence in 1968) and moves on to the Americas: Mexico, Central America, South America (the Andean and the Southern Cone countries, and Portuguese-speaking Brazil, the largest economy of the continent), and then back to the Caribbean (the Spanish-speaking Greater Antilles). It concludes the country “tour” with the United States, whose Hispanic population in all likelihood makes it the world’s second largest Spanish-speaking country, after Mexico. Throughout each section, students will find useful information about the geography, demography, government, economy, and commerce of each nation.

The geographic information is integrated with the business content from the outset. Both of these areas are in turn articulated with the cultural context, which deals with the social and business-related cultural patterns and conduct of the Hispanic world. To the extent possible, these themes have been related directly to the business content in each chapter. For example, honor, success, and forms of social interaction are presented in the chapters dealing with business organization and management; relations between men and women are addressed in the chapter on office management; and the impact of religion and holidays on business operations is discussed in the chapter on marketing and sales. Because cultural characteristics directly influence the way business—both national and international—is conducted, this cultural consideration is an essential feature for the manager planning to do business successfully with Spanish-speaking co-workers, clients, employers, and consumers.

INSTRUCTIONAL ORGANIZATION OF THE TEXT

Éxito comercial is divided into fourteen chapters, five appendices, and a vocabulary section (Spanish to English as well as English to Spanish). In addition to the geographic, business, and cultural contexts described earlier, each chapter is physically divided into four distinct sections for coherent instructional purposes.

I. Lectura comercial

This opening section in each chapter consists of a basic reading that covers the business content, focusing on aspects of the Hispanic context whenever feasible. Each business reading is previewed by a set of questions (**Preguntas de orientación**) as well as a short pre-reading vocabulary list of key terms. The business reading is followed by activities designed to reinforce comprehension and improve communication skills. The **Lectura comercial** also includes a **Para pensar** reading and activity, based

on an authentic document or graphic that requires additional analysis and critical thinking related to the business topic(s). Another highly recommended activity is for the student to do supplementary online readings in Spanish that deal with the topic (or related areas) presented in the **Lectura comercial**. This parallel online reading helps to build vocabulary through current authentic texts that reflect ongoing developments in the functional areas of business.

- **¿Qué sabe usted de negocios?** These questions are found in the pre-reading **Preguntas de orientación**, to which the student returns after completion of the **Lectura comercial**. They can be answered orally or in writing.
- **¿Qué recuerda?** These true/false statements are designed to reinforce comprehension of the business readings. Students are asked to explain in their own words why statements are or may be considered true or false in order to further practice language skills and clarify their own understanding of business concepts. This activity can be done orally (an excellent listening comprehension check) or in writing.
- **Exploración.** This section draws upon the prior business-related knowledge and experiences of the students and integrates these with new information presented in the basic business readings. It may be answered orally or in writing, and is intended to stimulate discussion while reinforcing comprehension and vocabulary acquisition.
- **Al teléfono.** This exercise, which provides situational practice with a key form of communication in business, is one of the most important. It is based on the online audio program, which contains fourteen telephone dialogues dealing with the business topic of the corresponding chapter of this seventh edition of *Éxito comercial*. The exercise is typically divided into three parts. The first part provides 4–5 pre-listening questions for students to read and think about. After listening to the dialogue, students may hear the same pre-listening questions again, as they are also available in **MindTap**. After listening to each question, use of the pause button will provide ample time to check listening comprehension in a variety of ways, depending on the proficiency level of students or the purpose of the instructor or learner: (1) an oral response in Spanish that answers the question in a complete or partial sentence or in a paragraph; (2) a complete or partial written response in Spanish; (3) a translation or interpretation (oral translation) of the questions and/or answers into English or the language of the instructor or learner; or (4) a complete or a partial sentence or a more extensive written response in English. The second part of the **Al teléfono** exercise is tied to the first activity (previously explained) and requires each student to pair up with another and to take an active role in making a phone call directly related to the discussion heard in the audio clip. The third part of the **Al teléfono** exercise moves beyond the audio content and requires students to pair up to make another phone call that is related more broadly to the content of the business reading, as opposed to the specific conversation in the audio. Following a practice period in class, students may be asked to perform or model the phone calls for the entire class or to do an oral summary of the phone conversation that took place, which may also be done by a third-party student who “listens in”

on the conversation. The callers should be encouraged not to face one another during the in-class phone calls, so that they are required to focus on their listening comprehension. (This is easily achieved by having them sit back-to-back or shoulder-to-shoulder facing in opposite directions. The exercise is also much more realistic if they use—or pretend to use—cell phones, which may indeed include a face-to-face video feature, to be used if that is the case.) This activity may also be assigned as homework to be done outside of class, using telephones in a more realistic setting. Students may make phone calls to one another or individual students may be assigned to call the instructor (e.g., during his or her office hours); or the instructor may call the students. The first part of the audio exercise appears in both the textbook and the workbook. The audio clips may also be used to develop pronunciation and fluency in Spanish as well as interpreting skills into English. A student may listen to the clips and repeat in Spanish the dialogue he or she is hearing, using the pause button as needed for this shadowing activity. Or a student may listen to the audio and practice both consecutive and simultaneous interpreting into English, again using the pause button as needed.

- **Navegando por Internet.** This web-based Internet activity refers students to the **MindTap** feature of *Éxito comercial* for an additional analytical and creative thinking exercise related to the business topic of each chapter.
- **Ejercicios de vocabulario.** These more traditional exercises, with a communicative and real-life twist in them, provide further reinforcement and practice of business terminology and language skills. Over the years, many students who have participated in a business internship in Spanish have emphasized that a key to their success was their knowledge of a broad range of basic business vocabulary. The exercises may be done orally to enhance communicative interaction and collaboration in class, or they may be done in writing.
- **¡A ver si me acuerdo!** Students ask one another to translate business terms from English to Spanish, contextualizing the activity for specific business purposes.
- **¿Qué significan?** Students ask one another to define business terms in Spanish and to provide synonyms if possible. Linguistic brainstorming should be encouraged.
- **Entrevista profesional.** In this interactive exercise, students interview one another using questions to solicit answers that further reinforce comprehension of the business reading.
- **Traducciones.** Students translate sentences from English to Spanish, individually or in pairs, using business vocabulary to summarize key concepts presented in the chapter. This allows them to further reinforce their understanding and to reproduce meaning through different forms or renditions, as there is seldom a single correct way to translate phrases, sentences, or contextualized discourse as compared to the translation of discrete vocabulary words. We have also found it productive to have students write their translations on the classroom board and have the whole class participate in constructive and creative peer editing. The exercise may be extended to include back-translation (a common practice in the business world and language industries) whereby one student listens to or reads the translation made by another and then translates

it back into the original language in order to verify the accuracy of the message transfer in the first version. In translating, students should be reminded that the fundamental goal is to translate for message, meaning, and sense as opposed to word for word. For example, when translating from English into Spanish, then “Spanish” the English, and vice versa, “English” the Spanish when going from Spanish into English. Beware of literal, word-for-word translations as these more often than not distort the idiomatic meaning of the intended message, such as when the simple question of *¿Cómo te llamas tú?* becomes “How yourself call you?” rather than the idiomatic “What’s your name?”!

- **Prueba de comprensión.** This activity, housed in the **MindTap** feature, is referenced in the textbook itself to remind instructors and students of its availability and usefulness. Students are asked to complete the **Preguntas comerciales** online.

II. *Una vista panorámica and La actualidad política y económica*

As in previous editions of *Éxito comercial*, this section provides a detailed statistical overview of current geographic, political, demographic, and economic realities of the Spanish-speaking world. In each chapter, thoroughly researched and updated information is provided in 61 categories for one or two countries. This section also incorporates a brief, historically anchored narrative on recent political and socioeconomic developments in each country. Continuing from the fifth and sixth editions, the reviews by qualified professionals from each country have been retained and re-edited to ensure accuracy and cultural authenticity. The exercises that follow furnish additional communicative practice while focusing on (1) geographic literacy; (2) the socioeconomic, political, and cultural data presented; and (3) other themes related to international business and business conducted in a Spanish-speaking country. **NOTE:** Instructors and students should use this information selectively as a basis or point of departure for communicative, analytical, comparative, critical thinking, and summative types of activities. It is not expected or intended that this very large quantity of continually changing data be absorbed or memorized in its entirety.

The **Vista panorámica** for each country begins with detailed maps of the individual country as well as the region where it is located. A comprehensive data overview for each country is then presented in a clear, easy-to-read table, which contains the following major categories:

- Official name of the country
- Nationality of the citizens
- Name and population of capital city
- Type of government
- Head of state/government
- National holidays
- Size of the country in square miles and kilometers (also compared to the U.S., e.g., the size of California, twice the size of Texas, etc. **NOTE:** This always becomes more relevant if the students are asked to compare the size of a country to their home state or the state or country in which they are living, studying, and/or working.)
- Administrative divisions (states, provinces, departments, etc.)

- Major cities
- Principal ports
- Climate
- Principal exports and markets
- Principal imports and suppliers
- General business hours
- Transportation infrastructure (kilometers of highways and percent paved, number of airports with paved runways)
- Communications infrastructure (number of telephone land lines, cell phones, and Internet connectivity)
- Arable land
- Population in the year 2015 and projections for years 2017 and 2025
- Population distribution in urban vs. rural areas
- Age distribution of population
- Literacy rate
- Ethnic groups
- National currency
- Inflation rate
- Labor force (number of workers)
- Unemployment rate
- Gross Domestic Product (GDP), GDP per capita, and distribution of GDP (agriculture, industry, services/government)
- Valuation of imports and exports in USD
- Natural resources
- Major industries
- Major languages spoken
- Religions
- Typical foods and beverages, normal meal times and customs
- Spatial relationships between speakers (proxemics) and body language and typical gestures (kinesics), and conduct (good manners and courtesy)

Because much of the data is dynamic and changes continuously, a very useful and interesting activity for students is to update the information in selected categories by using the Internet or sources such as those listed for the data in this seventh edition (which would be the latest editions of the *CIA World Factbook*, *The World Almanac and Book of Facts*, and the *Almanaque mundial*). This type of exercise also reflects the research that is so often conducted in the world of international business and consulting. Reviewers and users of previous editions of *Éxito comercial* have underscored the educational value of this particular activity.

La actualidad política y económica, updated and expanded in this edition, is an overview of the current political and socioeconomic situation of each country. It too should be further updated with student research of ongoing developments. It is followed by activities designed to increase language practice and to reinforce students' geographic, political, and socioeconomic knowledge. The follow-up activities include

one called **¿Qué sabe usted de (país)?** This exercise gives students an additional opportunity to enhance their communication and online research skills, while increasing their knowledge of the Spanish-speaking world. Students are invited to frame their responses in the context of having been hired as cross-cultural consultants for international business, such that they are providing clients with information and making recommendations based on the data, readings, and research that they have conducted. They must also plan a business trip for themselves or their client(s) to the country or countries covered in each chapter, which requires them to prepare a budget (and perhaps a memorandum containing a formal itinerary and request for funding) that contains current pricing and costs involved. Students are particularly encouraged to update the country information given in pertinent sections by using data gathered from the Internet (e.g., *CIA World Factbook*, *Nations of the World*, *U.S. Department of State Background Notes*, World Bank Group Countries, Interamerican Development Bank, United Nations, etc.), magazines, newspapers, television, and reference books such as the *Almanaque Mundial*, published yearly in Spanish, or the annual publication of *The World Almanac and Book of Facts*, and similar sources.

III. Lectura cultural

In these reading passages, students explore the cultural contexts of the Hispanic world within which the business activities are likely to occur. They encounter the cultural diversity of the Spanish-speaking world. Each reading is followed by a set of exercises:

- **¿Qué sabe usted de la cultura?** questions that are designed to reinforce information from the cultural reading.
- **Prueba de comprensión cultural**, an activity housed on **MindTap** of *Éxito comercial*, is now referenced in the textbook itself to remind instructors and students of its availability and usefulness. Students are asked to complete the **Preguntas culturales** on **MindTap**.
- **Asimilador cultural/Minidrama cultural**. In these narrative or dramatic passages, based on the previous cultural/commercial readings, students read or dramatize a situation in which individuals from different cultural backgrounds interact. In most cases, there is problematic behavior that occurs due to some form of cross-cultural insensitivity or misunderstanding. In a communicative adaptation of the activity, students are asked to respond to questions about the flawed interaction and to analyze, discuss, and make recommendations regarding what happened in the scenario. In some cases, the cross-cultural conflict is presented through a cultural “minidrama,” which can be performed, followed by similar questions designed to elicit increased cross-cultural performative awareness through analysis and discussion.

IV. Síntesis comercial y cultural

This final chapter section, composed of three parts—**Actividades comunicativas**, **Comprensión y comunicación**, and **Análisis y comparación**—provides real-life communicative activities designed to involve all students, regardless of their speaking level and abilities. Each activity integrates into realistic settings the business, geographic/regional studies, and cultural contexts presented and practiced in previous sections of each chapter. The extent to which students can function

in these contexts is limited only by their linguistic and cultural competence, as it would be in actual business situations. Reactions and responses may be as diverse as the students in the class, which leverages the richness of the classroom learning environment. In many instances there may be no single correct response, only one that may be deemed more appropriate under particular circumstances. In all cases, the students should be encouraged to determine and analyze the options that might be allowed by Hispanic society: how variables such as age, gender, social class, position (professional occupation and status), and place of residence (rural, urban, inland, coastal) may affect the manner in which people behave; how people might react in critical business situations in a particular Hispanic society or Spanish-speaking country or setting; what images and emotions may be culturally associated with words and phrases beyond the dictionary definition; and the appropriateness or inappropriateness of generalizations regarding Hispanic cultures. These are fascinating but complex issues to deal with at this or any other level of Spanish instruction, due to the great diversity among Spanish-speaking countries and communities. It is important that through these activities students consider an analytically nuanced preponderance of evidence (rather than an overly simplistic, “culture-by-the-numbers”) approach regarding basic similarities as well as differences in behavior. They need to identify sources of information and develop research skills for locating and organizing materials about Hispanic societies as well as those facets of Hispanic cultures that stimulate their own intellectual curiosity. These activities will help prepare students for dealing with the situations that they may encounter in the business world.

The **Actividades comunicativas** are the following:

- **Situaciones para dramatizar.** As a point of departure, students read these culturally contextualized situations designed to be enacted in small groups or in front of the class. This type of role-playing allows for diversity and creativity in student performance, and accommodates the different communication levels so frequently encountered in the real world of international business. The scene setting instructions are given in English, to encourage students to actively recall new vocabulary and expressions in Spanish.
- **Actividad empresarial.** In this activity, which reflects a current realistic function of international business—the role of the entrepreneur—students work for a fictional company and are asked to conduct research jointly or as teams, either on the Internet, via telecommunications, or in the local business community. They are then asked to present (orally, in writing, or both) their findings or recommendations on topics related to the business content of the chapter.
- **Minicaso práctico.** This activity requires students to synthesize and apply the business and cultural information presented in the chapter. After studying the short case study at home, the questions and scenarios derived from it are to be answered, discussed, and resolved either in small groups or by the entire class. They can also be given as a homework assignment. The case study is a technique widely used in business classes. It encourages students to communicate meaningfully in a variety of business situations. In addition to being a short business case study, the **Minicaso práctico** also serves often as a

cultural case study. It further develops two important critical thinking skills—analysis and problem solving—that are highly valued by employers.

The **Comprensión y comunicación** section is a sequence of video activities that contain seven separate stages of video comprehension and conversation practice, including the following:

- **Antes de ver** pre-viewing questions
- **Al ver** questions that students will return to and answer after viewing the video
- **Resumen** where students summarize or discuss what they have seen in the video
- **Ud. es el/la intérprete** which involves interpreting (oral translation), a frequently used skill in many international business situations
- **Actividad** which asks students to compare their written translation or their oral interpretation of **Ud. es el/la intérprete** with that of the actual video in order to check for listening comprehension (ask the students to listen to the video sound track before they view the video or to take notes on what they hear) or to critique aspects of the online renditions
- **Interpretación consecutiva y simultánea** exercises include practice in shadowing and consecutive and simultaneous interpreting
- **Otro fin** involves scripting a continuation or new ending for the video, which has proven to be an engaging creative activity, in which students can provide a tone such as humor, anger, etc.

The **Ud. es el/la intérprete**, designed for groups of three students, is the featured communicative activity of this sequence. One student provides a consecutive (sequential) interpretation, rather than the more difficult simultaneous interpretation (which may also be tried, per the prompt provided), for the other two students, who read the parts of an English-speaker and a Spanish-speaker attempting to engage in a conversation or negotiation. The tone and pace of the oral reading should reflect natural speech. The interpreter is asked to listen carefully and to provide a reasonable interpretation of what was said without looking at the script. In one part of the activity, the interpretation is from English to Spanish and in the other, from Spanish to English, as functional multidirectional fluency is required in international business. Interpreting, as with written translation, is both precise and flexible. There is almost always more than one acceptable rendition, which encourages students to be creative while always prioritizing accuracy of meaning and the message being transferred. Changes in the form of expression (e.g., the actual lexicon and syntax employed) should never lead to changes in meaning, which would be to mistranslate. This type of exercise also builds students' ability to circumlocute and, therefore, builds their communicative confidence. These activities may be used effectively as written translation exercises, but be certain to keep in mind the different modes of discourse that each represents: interpreting = oral rendition; translation = written rendition, the latter of which is generally more polished because of the editing that can be done.

In the **Análisis y comparación** section, students are presented with an updated table that summarizes specific data across all the Spanish-speaking countries covered in *Éxito comercial*, such as currencies and capitals, national populations and projected

growth, major exports and markets, typical gestures, foods (a key element of culture), etc. Each table is accompanied by questions and exercises in which students consider the various topics analytically and comparatively, often requiring them to perform calculations and use numbers and percentages in Spanish, as would occur in the business world. In this manner, the end of each chapter always reminds students of the broader context called “the Spanish-speaking countries” while engaging them in critical thinking and problem solving. The data summarized in this section at the end of each chapter makes the textbook a useful reference book as well.

GeoReconocimiento. This online activity, which appears in Chapters 1, 2, 3, 6, 9, 12 and 14, develops and reinforces geographic literacy. At the end of these chapters students are instructed to do the map activities found in **MindTap**. These activities require students to identify Spanish-speaking countries and regions on blank maps, answer questions, and draw comparisons.

Posibilidades profesionales. This activity, now featured at the end of each chapter, also refers students to **MindTap** and encourages them to explore job possibilities related to the business topic or field covered in that particular chapter.

APPENDICES

The five appendices constitute an important resource component of this text and provide the instructor and students with additional pertinent information as they pursue their study of Spanish for business and international trade. They include: (1) telephone protocol, (2) abbreviations and acronyms, (3) numbers, and weight, measurement, and temperature systems, (4) the job interview, and (5) comparative cultural tendencies in business. Instructors and students are encouraged to familiarize themselves with these useful appendices—particularly the one dealing with the job interview—and to use them in conjunction with the text. These appendices also add to the utility of the textbook as a reference book.

VOCABULARY

A list of economic and business terms at the end of each chapter provides most of the vocabulary necessary for completing the chapter exercises and activities. A much more extensive list of vocabulary (Spanish to English and English to Spanish) is provided at the end of the text in order to facilitate comprehension of the readings, both commercial and cultural.

MINDTAP

The **MindTap** feature for *Éxito comercial* provides a comprehensive ancillary program in one convenient place. In addition to flashcards, tutorial quizzes, and other study aids, the entire audio and video program is available to students and instructors in **MindTap**.

The video, beginning with Chapter 2 and highlighted in each subsequent chapter, provides the instructor and learner with short scenarios dealing with the business topics covered in Chapters 2–14. The scenarios, which use professional Spanish-speaking actors, are based on the **Ud. es el/la intérprete** exercises. For Chapters 3 and 9, the full **Ud. es el/la intérprete** activity is presented with three actors, one of

whom serves as an interpreter who facilitates (and models for pedagogical purposes) communication between monolingual speakers of Spanish and English. For the other chapters, the video portrays two Spanish-speaking individuals in a business situation. (The full text of the **Ud. es el/la intérprete** exercise has been translated into Spanish.) The scenarios lend themselves to a discussion that goes far beyond the questions posed at the end of each segment, and instructors and learners are encouraged to engage in a deeper analysis (the psychology used, communicative strategies and purposes, tone of voice, accents, gestures, attire, attitudes of the protagonists, cross-cultural conflicts, etc.) of the business encounters represented.

An important feature of the video component is the **Entrevista de trabajo**, which presents a sample beginning, middle, and end of three different successful job interviews. A final clip, in which the interviewer directly addresses the student who is viewing the video, also provides the student with an opportunity to practice his or her interview answers and techniques. This video segment is designed to be used in conjunction with **Apéndice 4: La entrevista de trabajo**, which presents useful information and techniques for successful job interviews. Together, they will help to prepare students to be successful job interviewees. Students are encouraged to record their mock job interviews in order to improve their technique.

The online audio program, which is the basis for the **Al teléfono** exercises mentioned earlier, provides the instructor and the learner with fourteen telephone dialogues, each dealing with the business topic of the corresponding chapter. These phone conversations, most of them between native speakers of Spanish (with different accents), represent an excellent listening comprehension activity for the learner. After each phone conversation, the listener hears four or five questions designed to check for comprehension of the passage. After each question, use of the pause button will provide ample time to verify listening comprehension. The written version of these questions is included in the **Al teléfono** exercises in the text as well as in the workbook. The **Al teléfono** recordings may also be used to help improve student pronunciation in Spanish by having students shadow or immediately repeat what the native Spanish speaker has just said or is saying.

Now featured in each chapter and available on **MindTap** are ten-item quizzes on both the business content and the cultural information as found in the appropriate reading passages. These may be used to provide formative or summative assessment of progress to either the student or the instructor, or both.

Lastly, the **MindTap** feature for the seventh edition of *Éxito comercial* provides both instructors and learners with additional resources pertaining to Business Spanish and the Internet.

The student edition of **MindTap** offers numerous cultural exploration activities, self-correcting quizzes, country data and tables (which may be updated as learners progress through the text), as well as other related activities. The exercise titled **Navegando por Internet** requires students to use the Internet to complete an activity related to the business reading. Not only do students use today's technology to locate authentic information in Spanish, but they also practice the research skills needed in the real world of business. **MindTap** is also home to the **Posibilidades profesionales** activity and the **GeoReconocimiento** activity described earlier.

The instructor edition of **MindTap** encompasses the student resources and also contains the transcripts for the audio and video programs, sample syllabi,

sample midterm and final exams, and updated PowerPoint summaries of the business content, which may be used for classroom teaching or distance learning. **MindTap** also provides PowerPoint slides for the **Integridad y ética empresariales** and **Liderazgo** emphases. *Éxito comercial* strives to synthesize the basic business knowledge, geographic literacy, and cross-cultural awareness required for the success of future managers and leaders who will do business with Spanish-speaking countries and communities. With this goal in mind, the program seeks to foster and enhance the skills, creativity, leadership, cooperative spirit, and good will of our future global managers, who must become lifelong learners of language and culture.

IMPORTANT AUTHORS' NOTE TO THE INSTRUCTOR

Because of the increasing complexity of domestic and international commerce, *Éxito comercial* deals with many functional areas and aspects of business, highlights many relevant cultural topics, and provides a plethora of exercises and activities for the learner. The abundance of topics and exercises makes it possible, indeed *necessary*, to select the chapters or portions of chapters to be covered or emphasized during the Business Spanish course. Some exercises, such as **Navegando por Internet**, **Actividad empresarial**, and **Análisis y comparación**, may be quite time-consuming and therefore impractical in terms of doing all of them for every chapter. Instructors, therefore, are encouraged to exercise their professional judgment and pedagogical preferences in deciding whether to teach the entire text or a selection of its chapters and exercises—or even parts of exercises. The seventh edition of *Éxito comercial* continues to be designed with this flexibility in mind.