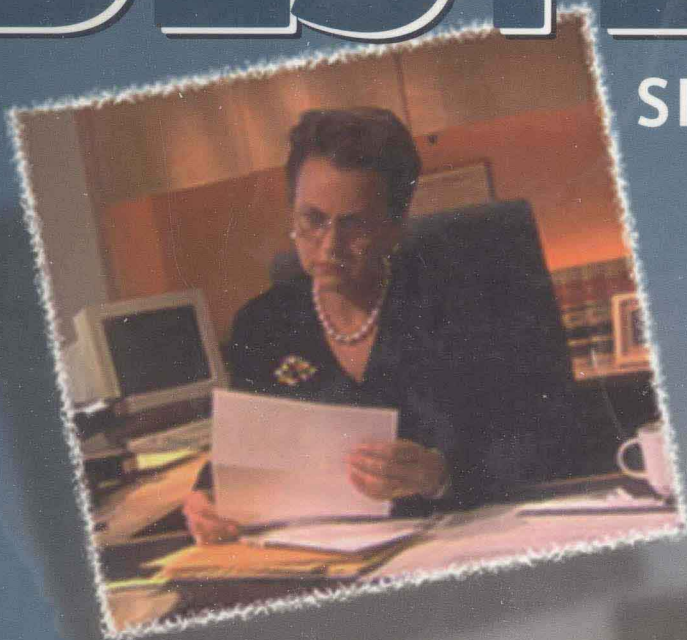


nuevos **DESTINOS**

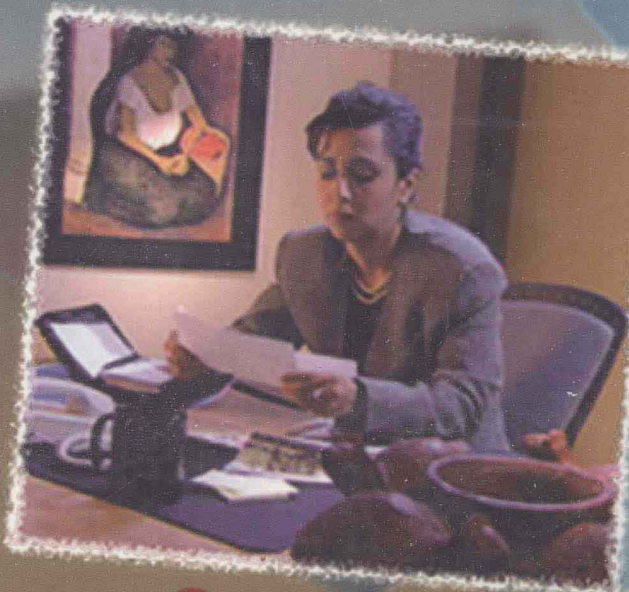
SPANISH IN REVIEW

LOS
ESTADOS
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Los Angeles

MÉXICO



México D.F.

Cynthia B. Medina

nuevos **DESTINOS**

Spanish in Review



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York College of Pennsylvania

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DEDICATORIA

To all of my students past, present, and future.

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This is an  book.

Nuevos Destinos
Spanish in Review

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nuevos
DESTINOS

Prefacio

Nuevos Destinos: Cinco años después

Flashback Five Years Ago: Five years ago, the aging Mexican industrialist Fernando Castillo hired Raquel Rodríguez—a skilled lawyer—to investigate a case involving claims made about his past in Spain. After accepting the case, Raquel traveled to Spain where she began her search for a woman who had written a letter to don Fernando, a letter that prompted don Fernando to reveal a secret to his family that he had kept for more than 50 years. What was the secret? And what effect would it have on him and his family at this point in his life? Thus began the adventure for Raquel, whose investigative skills ultimately led her to Argentina, Puerto Rico, and Mexico, in search of the truth. Of course, along the way there were also some intriguing developments in her personal life . . .

This journey was the basis for the highly successful *Destinos* Spanish series, which premiered in 1992. This 52-episode series with accompanying print materials has since introduced thousands of students of Spanish to a unique language learning experience, rich in cultural diversity and compelling human stories. In fact, viewers have become so involved with the story of Raquel and the Castillo family that they wonder what has happened to these characters in the meantime.

Flashforward to the Present: After successfully solving the Castillo family mystery, Raquel returned to her law practice in Los Angeles. Five years have now passed, during which time Raquel has had little contact with the Castillos. This changes, however, when she receives a letter from Ramón Castillo, the son of don Fernando. Ramón has written to inform Raquel of the death of his uncle Pedro, don Fernando's brother. Lucía Hinojosa, a young lawyer from Mexico, has been hired to handle the estate. Ramón has requested that Raquel assist Lucía in any way that she can. Gladly offering her services, Raquel looks forward to meeting Lucía.

So begins another adventure for Raquel Rodríguez, the adventure of *Nuevos Destinos*. In this new four-hour video series, Raquel and Lucía endeavor to unravel numerous legal complications involving the Castillo family and the family estate, La Gavia. Important to the new case, however, are details from Raquel's original investigation. Thus, as the new mystery unfolds, students view a summarized version of the original *Destinos* story and learn what has happened to many of the original characters.

As with the original *Destinos* series, *Nuevos Destinos* provides students a unique video-based language learning experience. The print materials serve to support viewing and discussion of the video, provide cultural content, review vocabulary and grammar, and further develop reading and writing skills in Spanish.

Flexibility: Using *Nuevos Destinos* in Two Different Courses

The *Nuevos Destinos* video provides the foundation for a new Spanish program. It is accompanied by a core student textbook and two separate student manuals that make the text appropriate for two different courses: 1) an intensive or high beginner course, and 2) an intermediate grammar review course. Certain features of the textbook, in conjunction with the two separate student manuals, give the *Nuevos Destinos* program the flexibility necessary to serve these two different courses. Information about the print materials—and how these provide flexibility for use in different courses—is provided below.

The Student Textbook

Comprised of a preliminary chapter and 15 regular chapters that correspond to the 15 video episodes, the Textbook offers a comprehensive *review* of vocabulary and major grammatical structures found in most beginning Spanish texts.

Activities are appropriately challenging for all students who have a basic foundation in Spanish (i.e., approximately two years of high school Spanish or one year of college Spanish). Additionally, many activities contain a feature (**¡Un desafío!**) that challenges the more advanced students. Although intended for use by instructors who are using *Nuevos Destinos* in an intermediate review course, the **¡Un desafío!** feature can also be used in intensive or high beginner courses if deemed appropriate by the instructor.

Chapter Structure

- The **Metas** section of the chapter opening page provides a brief summary of the video storyline (**La trama**) and also identifies the communicative and cultural objectives (**Comunicación, Cultura**) of the chapter.
- **El vídeo** contains pre- and post-viewing video activities that focus on the storyline. The inclusion of a unique feature called **Hace cinco años** helps students distinguish between the original story and the new story.
- The **Enfoque léxico** section contains the chapter's theme vocabulary and vocabulary-based activities. In **Vocabulario del tema**, students are presented with vocabulary lists, often accompanied by visuals. Focused vocabulary practice activities follow. Some chapters also have an **Ampliación léxica** feature that contains additional vocabulary items as well as useful information about vocabulary usage. The brief **Nota cultural** boxes are often found in the **Enfoque léxico** sections. These features present useful information about daily life, customs and celebrations, society, and similar topics related to the Spanish-speaking world.
- The **Enfoque cultural** section presents cultural information about the Spanish-speaking world, generally focusing on major regions, prominent figures, and historical facts. These engaging passages are followed by activities that assess students' comprehension of the cultural information and also help them make comparisons and contrasts with their own cultural background.
- Grammar points are presented in **Enfoque estructural** sections. Characterized by clear, concise explanations, each grammar point is followed by a set of practice activities that include both structured and open-ended material. The grammar points are numbered consecutively within each chapter and are reflected as such in the **Metas** section of each chapter opener (for example, **P.1** is **Capítulo preliminar**, grammar point one; **4.2** is the second grammar point in **Capítulo 4**, and so forth).
- Each chapter ends with **Para terminar: Actividad final**, a culminating activity that ties together the chapter theme, vocabulary, and grammar presented in the chapter.
- Authentic literary selections (**Lectura**) are presented after every other chapter, beginning with **Capítulo 1**. These selections serve to introduce students to some of the important literary works of the Spanish-speaking world while also helping to improve their reading skills in Spanish.

The Student Manuals

Depending on the course and the level of the students, instructors will want to have students purchase either The Student Manual for Intensive and High Beginner Courses (Cynthia B. Medina, York College; Ana María Pérez-Gironés, Wesleyan University; José Luis Suárez, University of Texas at El Paso) or The Student Manual for Intermediate Grammar Review Courses (Cynthia B. Medina, York College; Ana María Pérez-Gironés, Wesleyan University; José Luis Suárez, University of Texas at El Paso). The former serves courses that provide an intensive review of first-year Spanish, while the latter is intended for intermediate level courses. While some material is similar in both Student Manuals, the majority of the content is different and unique to each. The Student Manuals serve different courses, and the content reflects this distinction in level as noted below.

Distinguishing Features of the Student Manuals

The Student Manual for Intensive and High Beginner Courses

- Chapters begin with **El vídeo**, a set of activities (both written and listening-based) that offer additional activities to assess students'

comprehension of the storyline. At the end of this section, in **Más allá del episodio**, students will *read* additional information about the characters and related aspects of the video.

- In **Práctica oral y auditiva**, students will complete listening-based activities that focus on the vocabulary and grammar from the Textbook.
- Students will also do additional review work with their Spanish pronunciation in the section called **Pronunciación**, included in the **Capítulo preliminar** and **Capítulos 1–7**.
- In **Práctica escrita**, students will find additional focused written practice of vocabulary and grammar from the Textbook. This section contains a balanced combination of form-focused and open-ended activities.
- In **¿Cuál se usa?**, students will also review words that are often problematic for English-speaking learners of Spanish, such as **volver/devolver**.
- The **Enfoque cultural** feature found in this Student Manual parallels the same feature found in the Textbook. Here, students will read about different aspects of the culture of the Spanish-speaking world. This feature in the Student Manual is related to, but not the same, as that found in the Textbook.
- Finally, students will end each lesson with a writing task in **¡Manos a la obra!** These activities serve to further develop students' writing ability within a structured framework.

The Student Manual for Intermediate Grammar Review Courses

- Chapters begin with **El vídeo**, a set of activities (both written and listening-based) that offer additional activities to assess students' comprehension of the storyline. At the end of this section, in **Más allá del episodio**, students will *hear* additional information about the characters and related aspects of the video.
- In **Práctica oral y auditiva**, students will complete listening-based activities that focus on the vocabulary and grammar from the Textbook.
- In **Práctica escrita**, students will find additional focused written practice of vocabulary and grammar from the Textbook. This section

contains a balanced combination of form-focused and open-ended activities.

- Additionally, students will be presented with expansion grammar structures generally dealt with in intermediate grammar courses. These structures, found in **Ampliación estructural**, are not found in the Textbook. Focused practice activities for these sections are also provided.
- In **¿Cuál se usa?**, students will also review words that are often problematic for English speaking learners of Spanish, such as **volver/devolver**.
- Students will end each lesson with a writing task in **¡Manos a la obra!** These tasks require greater production at the discourse level and thus are appropriately challenging for students at this level.
- There is also a literary passage (**Lectura**) with pre- and post-reading activities after every other chapter, starting after **Capítulo 2**.

A Word about the Past Tense

You might be struck by the early use of the past tense forms (both preterite and imperfect) in the Textbook and Student Manuals. The unique nature of the *Nuevos Destinos* video, which retells a story from five years ago while simultaneously revealing the current storyline, necessitates the introduction of the past tense almost immediately. In order to present activities that are based on the original storyline, past tense forms are utilized.

Although it is assumed that students will be able to recognize and understand these forms, to expect students to produce these forms before they are actively reviewed in **Capítulo 3** (preterite) and **Capítulo 6** (imperfect) is to expect too much. Therefore, only minimal and very guided production of these forms is required before they are formally presented in the later chapters.

Nonetheless, it is recommended that students quickly review the preterite and imperfect tenses before beginning *Nuevos Destinos*. This rapid review will ensure that all students are starting with the minimal knowledge necessary to complete the activities successfully. (See the Instructor's Manual for additional suggestions and sample activities for reviewing the simple past tenses.)

Multimedia: *Nuevos Destinos* Video, CD-ROM, and Website

Video

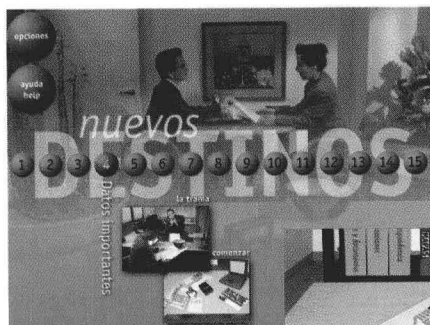
This is Raquel Rodríguez, a Mexican-American lawyer from Los Angeles, California. Five years ago, Raquel investigated a case for the wealthy Castillo family of Mexico. Now, another case involving the Castillo family has arisen, one that is puzzling right up to the very end.



This is Lucía Hinojosa, a lawyer from Mexico City. Lucía, the executor of the Castillo estate, has been asked to consult Raquel about the original investigation carried out five years ago. Her task is to solve the current mystery surrounding the Castillo family.

The engaging four-hour video that provides the foundation for the *Nuevos Destinos* materials is comprised of 15 episodes, each approximately 15 minutes in length. This manageable length allows instructors to show the episodes in class if they desire or if time permits. Other instructors may decide to assign the viewing of the video as an out-of-class lab assignment. Either decision is compatible with the pedagogy of *Nuevos Destinos*.

In each episode, students will watch the story unfold between Raquel and Lucía as they investigate the current legal mysteries surrounding the Castillo family. There will also be numerous flashback scenes from the original *Destinos* series as Raquel recounts that investigation to Lucía.



CD-ROM

An optional CD-ROM accompanies the *Nuevos Destinos* materials. This 15-lesson CD provides an interactive task-based language learning experience in which students serve as Raquel's assistant in her law office. In each lesson, as students complete various tasks, they gather additional information about the video story. They also learn interesting extra details about the characters and the story, details that can be found only in the CD-ROM.

The tasks that students complete include: reading letters from the video characters, newspaper articles about their lives, as well as other documents; receiving



and making phone calls; organizing notecards and photo albums; and sending and receiving faxes and e-mail messages. These real-world tasks also provide students exciting opportunities to review grammar and vocabulary further and develop their four skills in Spanish in a uniquely engaging, purposeful fashion.

Many of the documents (both written and listening-based) include a **¿cuánto entiendes?** feature that assesses students' comprehension of the document.

A set of reference materials available on the CD-ROM gives students access to family albums, correspondence and publications from the lessons, and Raquel's notecards and audiocassettes describing her original journey. There is also an album containing "magic maps" of Spain, Argentina, Puerto Rico, and Mexico, the four countries visited in the original *Destinos*. These maps, enhanced by the use of video clips, audio, and graphics, provide general information about each country as well as story specific information about certain cities.

Nuevos Destinos on the Web

Beginning in early 1998, students and instructors will be able to access an intermediate Spanish website. The site will contain additional materials and information about the *Nuevos Destinos* video series and characters. It can be found at www.spanish.mhhe.com.

Other Supplementary Materials

- Written by Rodney Bransdorfer (Central Washington University), the **Instructor's Edition** of the student text contains on-page suggestions for activities and information found in the Textbook, as well as supplementary exercises for developing listening and speaking skills. The **¡Un desafío!** feature identifies optional activities and information that are considered slightly more challenging, and therefore more appropriate for students in intermediate grammar review courses.
- The **Instructor's Manual**, **Testbank**, **Tapescripts**, and **Videoscript** offer general teaching guidelines for using the *Nuevos Destinos* video and CD-ROM, as well as guidelines for using the print materials, including suggestions for lesson planning and supplementary exercises. The Testbank portion includes materials that assess students' comprehension of the video storyline, as well as their knowledge of grammar, vocabulary, and cultural content from each of the chapters. Integrated into these materials is a focus on the assessment of students' four skills: reading, writing, speaking, and listening. Also included in this supplement are the Tapescripts for each of the Student Manuals, as well as a complete Videoscript of the *Nuevos Destinos* video.
- The **Picture File** contains 50 color photos of key characters and scenes taken from the original *Destinos* and the *Nuevos Destinos* videos.
- The **Instructor's Guide to the CD-ROM** contains a more detailed explanation of the contents of the CD-ROM, as well as suggestions for using the CD-ROM.

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