

¡Dímelo tú!

**A Complete
Course**

Fourth Edition

**Samaniego / Blommers / Lagunas-Solar
Ritzi-Marouf / Rodríguez**



WEB-ENHANCED



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(fax) 407-345-4060
(e-mail) hbintl@harcourt.com

Address for Editorial Correspondence

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Preface to the Student's Edition



Teaching for Competency

To develop fluency in Spanish, you must learn to perform a wide variety of communicative language tasks (e.g., asking and answering questions, describing, narrating, making comparisons, expressing opinions, hypothesizing). You must learn to perform these tasks in a multiplicity of contexts that include, for example, at home, at school, in a department store, at a restaurant, at a travel agency, while traveling abroad, at a hotel, at a concert, at a lecture, in a movie theater, or at a night club. Finally, you must learn to perform these tasks within an appropriate range of accuracy. In *¡Dímelo tú!*, you will accomplish this by *interacting* in Spanish with your classmates and with your instructor on a daily basis.

Organization of *¡Dímelo tú!*, Fourth Edition

¡Dímelo tú!, Fourth Edition, consists of a model lesson called **Para empezar** and fourteen regular chapters.

Para empezar

In this short model lesson, you will learn how to greet people, make introductions, and say good-bye. You will also read about the global importance of the Spanish language and culture and learn to use the major components of the *¡Dímelo tú!*, Fourth Edition, lessons.

Chapters 1–14

The fourteen chapters of *¡Dímelo tú!*, Fourth Edition, are each divided into three **Pasos** with the following components:

Lo que ya sabes. This two-page photo spread opens every chapter of the text. The photos have been selected to introduce the chapter theme and the country of focus, while the questions that accompany the photos are designed to elicit what you already know about the theme and the country being studied.

Tarea box. This green homework assignment box appears at the beginning of each **Paso**. You will be instructed to study the lesson's grammatical structures in **En preparación** and write out the answers to the corresponding exercises in **¡A practicar!** In addition, you will be instructed to listen to the first part of the **Paso** dialogue or narrative and to answer specific questions before beginning the **Paso** in class. Handy check-off boxes allow you to keep track of how much of the homework you have done.

¿Eres buen observador? This section introduces the theme of the **Paso** by having you look at a specific photo or drawing, or at a variety of advertisements from all over the Spanish-speaking world, and answer questions. These questions require you to make cross-cultural comparisons and intelligent guesses about some aspect of the lesson's theme.

¿Qué se dice...? Built into the illustrated narratives and dialogues in this section are the new lesson vocabulary and structures. The first narrative in every **Paso** is recorded on your student audio CD. You are expected to listen to it and answer the questions in the text at home, *before* beginning the **Paso** in class. Your instructor will use the drawings to help you understand as he or she narrates the remaining parts of the story or dialogue. In class, you are expected to listen carefully to the narration; you are not expected to understand every word, but you should be able to grasp the main points.

Ahora, ¡a hablar! In this section, you will be guided through your first productive efforts with the structures and vocabulary that you learned to understand in the previous section, **¿Qué se dice...?**

Y ahora, ¡a conversar! In this section, you will do a variety of pair and group cooperative activities designed to encourage creativity with the language and to develop fluency in speaking. Here, you are expected to fully participate in a variety of interactive activities, which can include such items as look-alike pictures, interview grids, or cooperative activities.

¡Luz! ¡Cámara! ¡Acción! In this section, you will be asked to perform two role-plays, which will allow you to see for yourself if you have mastered the communicative language tasks of the lesson.

¿Comprendes lo que se dice? The first two **Pasos** in each chapter include this listening section. In **Paso 1**, you will listen to brief dialogues, short radio and television news reports, weather reports, and the like. In **Paso 2**, you will view a cultural video on the Spanish-speaking country presented in the chapter. These sections always introduce specific listening strategies that are practiced in prelistening activities.

Noticiero cultural. The first two **Pasos** of each chapter include short cultural readings. The reading in **Paso 1: Lugar** focuses on a specific Hispanic country or a specific location within that country. The reading in **Paso 2** focuses either on **Gente**, which highlights a noteworthy Hispanic figure from the country of focus, or on **Costumbres**, which uses a short dialogue to present a common cross-cultural misunderstanding that you will be asked to identify and explain.

Viajemos por el ciberespacio a... In each **Paso** there is a section that encourages you to travel through cyberspace to every Spanish-speaking country featured in this book. You will end up in sites where you can read the headlines in some of the world's most prestigious newspapers; where you can find out what is happening in the Hispanic world of sports or what's playing in theaters or movie houses in Mexico City, Buenos Aires, Lima, or Madrid; and where, through the World Wide Web, you can communicate directly with the people in Hispanic cities around the globe. Each section includes a :CueCat™ bar code that, when swiped with a :CueCat Reader, will take you directly to the **¡Dímelo tú!** site.

¿Te gusta escribir? This section, which occurs at the end of **Paso 2**, allows you to develop your writing skills in Spanish in much the same way that you would develop your writing skills in English. Each writing task begins with initial planning and brainstorming. Then you write a first draft, which is shared, reviewed, and edited by your peers. Ultimately, you prepare a final draft incorporating your peers' suggestions and corrections, which is turned in for grading.

¿Te gusta leer? This section, which occurs in **Paso 3**, contains a reading selection preceded by specific reading strategies and prereading activities in a section called **Estrategias para leer**. The reading selections are taken from Hispanic magazines and newspapers, as well as from literary works and cultural essays authored by contributing writers.

En preparación. All major grammatical explanations appear in this section, which is shaded in green, at the end of each chapter. For easy reference, grammatical points numerically correspond to each chapter of the text. In addition, the numerically coded exercises in the sections titled **Ahora, ¡a hablar!** also coincide with these numbers. Finally, this same numbering system is used in the homework assignments that appear in the **Tarea** boxes that introduce each **Paso**. Before beginning each **Paso**, you need to study the corresponding grammatical sections at home and come to class prepared to ask questions about anything you did not understand.

¿Sabías que...? These sections provide specific cultural information on many aspects of contemporary life in Latin America and Spain.

A propósito... These sections have several functions: They present grammatical structures, as needed, to perform specific communicative tasks; they preview major grammatical structures explained in later chapters; and they present vocabulary clusters related to the **Paso** topic.

Reference section

Appendices. Appendix A contains answers to selected activities in the **Noticiero cultural** sections. It also contains information that a second student needs in order to complete the pair-work activities in the **Y ahora, ¡a conversar!** sections that require such materials as look-alike pictures or data for information-gap tasks. Appendix B includes information on accentuation; Appendices C–E provide extensive charts of regular, stem-changing, and irregular verbs; and Appendix F has brief explanations of supplemental grammar points not formally presented in *¡Dímelo tú!*

Vocabularies. Both the Spanish-English and English-Spanish end vocabularies include the words and expressions used actively in the text. Entries in the Spanish-English vocabulary are followed by the number of the chapter and **Paso** where they are first introduced.

Index. This textbook contains two indexes, one for grammar and one for culture and functions.

Visual icons used throughout the text



The pair-work icon is used throughout each **Paso**, in particular in the **Ahora, ¡a hablar!**, **Y ahora, ¡a conversar!**, and **¡Luz! ¡Cámara! ¡Acción!** sections, to help students and the instructor readily identify activities designed for paired work.



The group-work icon is used throughout each **Paso**, in particular in the **Y ahora, ¡a conversar!**, and **¡Luz! ¡Cámara! ¡Acción!** sections, to help students and the instructor readily identify activities designed for work in groups of three or more.



The listening icon is used in the **¿Qué se dice...?** sections to indicate that students must listen to the Student Audio CD before coming to class. This icon is also used in the **¿Comprendes lo que se dice?** section in **Paso 1** to indicate that students will be listening to an audio CD or cassette in class.



The video icon is used in the **¿Comprendes lo que se dice?** section in **Paso 2** to indicate that students will be viewing and listening to a videotape in class.



The writing icon is used in the **Ahora, ¡a hablar!**, **Y ahora, ¡a conversar!**, and **¡Luz! ¡Cámara! ¡Acción!** sections whenever the activities require that students write extensively. This icon is also used in the **¿Te gusta escribir?** section to indicate that this is the major writing section of the chapter.



The reading icon is used in the **Noticiero cultural** and **¿Te gusta leer?** sections to inform students that these are reading activities.



The CD-ROM icon is used on the chapter opener to direct students to the activities for that chapter.



The Web icon occurs in each **Paso** to direct the students to the *¡Dímelo tú!* Web site where they can do the **Viajemos por el ciberespacio a...** activities.

Student Activities Manual: *Cuaderno de actividades y manual de laboratorio*

The Student Activities Manual: *Cuaderno de actividades y manual de laboratorio* is an integral part of the *¡Dímelo tú!*, Fourth Edition, program. It provides you with the additional reading, writing, and listening comprehension practice necessary to attain competency in Spanish. The activities workbook provides numerous vocabulary-building exercises, writing activities, and cultural readings, all focusing on the specific structures and vocabulary being presented in each chapter.

In the audio program, you will listen to radio broadcasts and advertisements, public address announcements, phone conversations, and the like, and participate actively by doing such things as checking off the correct responses, taking notes, or drawing the person or thing being described. These listening activities are specially designed to incorporate the structures and vocabulary presented in each chapter.

¡Dímelo tú! Dasher™ Tutorial Software Dual-Platform CD-ROM

Available in Windows and Macintosh formats, this program features error analysis and is particularly suitable for practicing specific problem structures, reviewing before a test, or learning a concept if a student has been absent due to illness.

¡Dímelo tú! World Wide Web Site (<http://www.harcourtcollege.com/spanish/dimelotu>)

The *¡Dímelo tú!* home page on the Harcourt College Publishers' Web site has a student section where students can access activities and information correlated to specific **Pasos**. Students can travel throughout the Spanish-speaking world via cyberspace. The activities at this site allow students to participate in Spanish-speaking chat rooms; check what movies are showing this week in Buenos Aires, Guatemala City, or Mexico City; read today's headlines in newspapers in Madrid, Havana, or Lima; or visit Lake Titicaca in Bolivia, the Museo del Oro in Bogota, or the rain forests of Costa Rica. The instructor's section of the *¡Dímelo tú!* Web site provides instructional tips and resources.

New WebCT™ E-SAM All of the same content of the Student Activities Manual: *Cuaderno de actividades y manual de laboratorio* (Workbook and Lab Manual) and the audio-listening input are provided in an interactive WebCT™ environment.

New WebCT™ Enhanced Distance-Learning Course This has been designed, written, and classroom-tested by Francisco Rodríguez, *¡Dímelo tú!* coauthor and professor of Spanish at Santa Barbara City College, for totally online distance-learning courses.

¡Dímelo tú! Interactive Multimedia CD-ROM

The dual platform (Mac and Windows) interactive CD-ROM component has a four-skills and culture-based approach. This multimedia-based component features video and audio activities, as well as games, all of which enable students to further develop their listening and speaking skills along with their cultural awareness.

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How Should I Study Spanish?



Learning Spanish, like learning to play the piano or tennis, requires daily practice. Your ability to understand and to communicate in Spanish will increase each day if you are willing to use the language. Take advantage of every minute you are in the classroom. Don't be afraid to make mistakes when speaking, as this is a normal part of the learning process.

Here is a list of recommendations for how to study Spanish.

- 1. Practice every day.** In class, make every effort to use what you already know. Outside of class, practice what you are learning with classmates or find a student who speaks the language to practice with you. Repeated use of Spanish will help you internalize the language.
- 2. Learn to make intelligent guesses.** This will be especially important when doing the Internet activities. Spanish has hundreds of cognates, words that look or sound the same as their English equivalents. Learn to recognize and use them. For example, what do the following words mean in English?

clase
conversación
grupo
información
repite
universidad

- 3. Find what works for you!** Experiment to find your own learning style and use what works best for you! Some possibilities are: Make vocabulary cards with Spanish on one side and the English equivalent or a picture on the other; write the answers to all textbook exercises; say words aloud as you study them; use the audio CD that goes with the text at home; look at pictures in magazines or newspapers and try to describe them in Spanish.
- 4. Organize your study time.** When planning your schedule, decide on a certain time each day to study Spanish and stick to it. If you miss a day, make it up! It's much easier to learn a foreign language in small segments each day, rather than trying to study an entire chapter in a few hours.
- 5. Participate!** Create learning opportunities for yourself. Don't wait to be called on or for someone else in class to take the initiative. Be aggressive.
- 6. Don't be afraid.** Don't panic because you don't know a particular word. Listen to what you do understand and guess at the unknown.
- 7. Draw on your own life experience.** Listen to the context and try to anticipate what you will hear each day. For example, if talking about McDonald's, what would you expect the following to mean?

hamburguesa
lechuga
cebolla
mayonesa
mostaza
patatas fritas
salsa de tomate
tomate

8. **Listen to Spanish-language radio and TV programs.** Learn the lyrics to songs in Spanish you like, and be daring—get involved with one of the many soap operas, called **telenovelas**, currently being transmitted on TV in the United States.
9. **Take advantage of the many Web sites in Spanish.** Try to read what they print. Use visual images and cognates to help you understand. If they have an audio component available, listen to it several times if necessary and try to get the gist of what is being said.
10. **When reading, don't expect to understand every word you see.** You will often be asked to work with authentic materials that clearly have some language that you understand and some that you are not expected to know. Always focus on what you *do know* and use that information to make intelligent guesses about the words and expressions you do not know. All other information probably is not within reach for you at this time. That is perfectly OK. In the questions about a reading, you might be asked to consider the information that is within reach and try to guess at the rest. The questions are likely to guide you towards correct answers.

Ahora, ¡manos a la obra! ¡Buena suerte! (*Now, let's get to work! Good luck!*)

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