

DESTINOS

AN INTRODUCTION TO SPANISH



VAN PATTEN
MARKS
TESCHNER

DESTINOS

.....
An Introduction to Spanish

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Destinos

An Introduction to Spanish

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HIGHLIGHTS OF THE VOCABULARY AND GRAMMAR TOPICS IN THE TEXTBOOK AND WORKBOOK

Note: Grammar topics are grouped by unit, not by the order of their introduction. Not all topics are included here.

	<i>Vocabulario</i>	<i>Gramática</i>
Lecciones 1–2 pages 2–25	cognates; family members	ser ; articles and gender; possession
UN VIAJE A SEVILLA (ESPAÑA) page 27		
Lecciones 3–6 pages 28–68	numbers (0–21); academic subjects; animals; days of the week; telling time	hay ; estar ; ir ; present tense (regular verbs); subject pronouns; personal a ; interrogatives; adjective agreement
UN VIAJE A MADRID (ESPAÑA) page 69		
Lecciones 7–11 pages 70–118	clothing; numbers (21–99); interrogatives; months; seasons; colors; descriptive adjectives	saber ; conocer ; present tense (irregular verbs, stem-changing verbs); reflexive pronouns; more on possession and adjectives; demonstratives; ser and estar
UN VIAJE A LA ARGENTINA page 119		
Lecciones 12–18 pages 120–188	numbers (100–1000); food groups; writing and written materials	preterite tense; object pronouns; more on using adjectives; verbs used reflexively and nonreflexively; gustar and verbs like it
UN VIAJE A PUERTO RICO page 189		
Lecciones 19–26 pages 190–260	directions; more family members; weather; changes in states and conditions; parts of a house; domestic appliances; more descriptive adjectives	present and past progressive; imperfect; using imperfect and preterite together; por and para ; affirmative and negative words; tener idioms; comparisons; estar + adjectives

Vocabulario

Gramática

UN VIAJE A MÉXICO: EL PUEBLO, LA CAPITAL

page 263

Lecciones 27–36
pages 264–365parts of the body; medical
situations; places in a city;
stores; geographical features;
professions; social life; giving
advicefuture; superlatives; present subjunctive
and uses (noun and adjective clauses;
adverbial conjunctions of time);
commands; present perfect (indicative
and subjunctive)**UN VIAJE A MÉXICO: LA CAPITAL**

page 367

Lecciones 37–52
pages 368–491money; business; renting and
buying; tourist needs; travel;
restaurants; hotels; sports;
relationships; pastimespast subjunctive; conditional; *if*-clause
sentences; subjunctive with certain
conjunctions

PREFACE

Destinos: What Is It?

An old man has retired to his hacienda outside a small town close to Mexico City. With the wealth he has accumulated since leaving Spain at the end of its bloody Civil War, he is restoring the hacienda to its original sixteenth-century splendor. But his health has begun to fail, and now he hopes to live out the remainder of his years peacefully, in the tranquillity of the Mexican countryside.

Then a letter arrives—a letter in which a woman from Spain makes claims about the old man's past. Gathering his family around him, he reveals a secret, then announces that he must send someone to Spain to speak with the writer of the letter.

Enter Raquel Rodríguez, an attorney from Los Angeles who accepts the task of locating the letter writer and investigating her claims. What *is* the old man's secret? And what will Raquel discover on her unforgettable journey?

If all this sounds like a Friday night television show, you are only half right! This story is the premise for *Destinos: An Introduction to Spanish*. Consisting of fifty-two half-hour video episodes, *Destinos* is a television and video course that allows beginning language learners to hear Spanish and experience its cultural diversity while following a compelling story full of human emotions, the surprises that real life often offers, and the force of the human spirit.

Understanding Spanish

Adapting the format of the highly popular Hispanic *telenovela* (soap opera), *Destinos* is innovative in adopting a comprehension-based approach for the teaching of Spanish. The series of course allows students to develop speaking and writing skills, and abundant reading materials are also provided. But *Destinos* is especially suited to help learners develop good *listening comprehension skills*.

In each episode there are three kinds of Spanish. Two of them are specifically designed to be comprehensible to the beginner: the Spanish spoken by an off-screen narrator and that spoken by Raquel Rodríguez as she reviews the major highlights at the end of each episode. The purpose of this type of Spanish is to provide appropriate language for acquisition, that is, language that students can understand and from which they can learn.

In addition to this purposefully comprehensible Spanish, each episode also contains segments of more rapid conversational Spanish, that is, when the characters are speaking to each other. In most cases, actions and context will allow student viewers to follow this type of Spanish. Students are encouraged to follow along, get the general idea, and let comprehension develop over time. They are not asked to study and learn this type of Spanish, although they will often “pick up” words and phrases repeated in conversation (or emphasized in particular scenes). After watching the whole series, students should have achieved a level of comprehension far beyond that of most beginning students.

Another important feature of the Spanish of *Destinos* is captured in the review segments that Raquel usually provides toward the end of each show. Raquel’s review is accompanied by sentences on-screen that allow students to see how major grammatical features work. Thus, students not only *bear* Spanish that they can understand; they also *see* Spanish that they can understand, which further promotes language learning.

The Goals of *Destinos*

If, in addition to watching the series, the student uses the Textbook along with the Workbook/Study Guides and the audiocassette program, he or she can expect to accomplish a great deal with *Destinos*.

- By the end of one year a student-viewer should be able to understand most Spanish spoken slower than normal pace, understand some Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.
- In terms of speaking, students should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events, and achieve some ability in narrating past events.
- Students should be able to perform many daily routines, such as making phone calls, greeting and departing, and so on.
- Students should be able to read almost any simple material, and will have gained some experience in reading materials written for the native-speaking reader.
- The writing skills that students develop will often be the same as the speaking skills, that is, the ability to describe and narrate in the present, and to some extent in the past, and so on.

In addition to gaining these language skills, students who use the *Destinos* materials will gain a wealth of cultural knowledge and awareness about the areas of the world in which Spanish is spoken.

The Student Textbook and Other Student Materials

The Textbook

The Textbook that accompanies the *Destinos* series contains fifty-two lessons, each corresponding to one episode of the series. Episodes 6, 11, 18, 25, 26, 36, and 48–51 are review shows in which characters in the series take stock of what has happened up to that point. In these lessons in the Textbook, students review the story line and other material presented thus far.

With the exception of these review lessons and of Lesson 52 (atypical because it is the last in the series), a typical lesson in the Textbook is divided into five main sections: **Preparación**, **¿Tienes buena memoria?**, **Vocabulario del tema**, **Conversaciones**, and **Un poco de gramática**.

- The purpose of **Preparación** is to refresh students' memory about where the story left off in the last episode and to preview story elements and conversations from the upcoming episode. In this section students make guesses about what might happen, listen to and read some of the conversations that they will see in the upcoming episode, and generally prepare themselves for watching it.
- In **¿Tienes buena memoria?** students are “tested” on what they understand about events and characters from the current episode, and they are encouraged to think about those characters and the situations in which they find themselves. For those using *Destinos* in a classroom setting, the activities in this section may serve as a springboard for continued discussion about the story and characters.
- **Vocabulario del tema** sections usually review and offer opportunities for using vocabulary presented during the episode. At times, these sections also present new vocabulary that ties in with some situation in which the characters are involved. As students work through these sections, they first use the vocabulary to refer to the episode or other people, and they work toward using the vocabulary to talk about themselves and their own lives.
- In many lessons **Conversaciones** sections allow students to listen to and work with everyday conversational tools—for example, how to answer the phone, how to indicate that you don't understand, how to express gratitude, and so on.
- **Un poco de gramática** sections preview a grammatical point that students will learn more about in the Workbook/Study Guides. Each preview usually offers a brief glimpse into a grammatical point, followed immediately by an activity in which students are generally not asked to reproduce the grammatical point but instead to see and understand it in context.

Each lesson continues with a **Nota cultural** that is relevant to the current episode. This is usually a review of and expansion upon some aspect of culture (art, history, social commentary, and so on). In some cases new cultural information is

introduced that was not featured in the episode. Everyday cultural information (that is, habits and customs) is featured in briefer **Notas culturales** that occur as needed in each lesson. A reference **Vocabulario** list of active vocabulary for the lesson appears at the end.

The following materials appear at the end of the Textbook:

- an answer section for students to check their answers to many Textbook activities (Appendix 1)
- charts featuring the Spanish verb system (Appendix 2)
- a complete Spanish-English end vocabulary
- a brief reference index of the major characters in the series
- an index of the content of the Textbook.

The Workbook/Study Guides

There are two Workbook/Study Guides for students in the *Destinos* program: Workbook I (Lessons 1–26) and II (Lessons 27–52).

- Most lessons begin with a short reading or listening selection called **Más allá del episodio**. This contains information about characters and situations that goes beyond what appears in the episodes; for example, why some characters act the way they do. In some cases, background information about the story line is presented; for example, how a particular character came to live in a particular place or what was going on at the time another character did something.
- In **Gramática** the Workbook/Study Guides expand on the grammatical and structural features of Spanish previewed in the Textbook, allowing for more in-depth study of Spanish.
- Cognate study (**¡Aumenta tu vocabulario!**) and pronunciation sections (**Pronunciación**) are included in Workbook/Study Guide I. Workbook/Study Guide II features sections on reading authentic materials, called **¡A leer!**, and review sections called **Repaso**.
- Both Workbook/Study Guides have composition sections called **Para escribir**.
- Students may monitor their progress by taking a Self-Test at the end of most lessons.

Some lessons contain **Notas culturales**, as needed, and most lessons end with a **Vocabulario** list of additional active vocabulary that supplements that of the Textbook.

As happens in the Textbook, the Workbook/Study Guide lessons that correspond to review episodes do not follow this repeating format. Rather, they consist of summary and review sections on grammar structures and of review activities that focus on vocabulary, knowledge of the story line, and self-expression.

Students will find the following materials at the end of the Workbook/Study Guides:

- an answer section for students to check their answers to many Workbook/Study Guide activities (Appendix 1)

- charts featuring the Spanish verb system (Appendix 2)
- an index of the content of the Workbook/Study Guides, integrated with that of the Textbook.

A Comment About Methodology

Instructors and students alike will want to take special note of the input-to-output nature of the Textbook and Workbook/Study Guide materials. Students see and hear language used before being asked to produce it. The **Preparación** and **¿Tienes buena memoria?** sections use written and spoken language that students respond to first by checking, marking true/false, selecting the best guess, supplying the name of a character, and so on. Only later in the course are they explicitly asked to talk or write about the episodes and characters in these sections. In the sections that deal with vocabulary and grammar, students first encounter input activities, ones in which the target item is seen or heard in a simple context. After several input activities, they engage in more productive use of the items.

Other Components of the Series

The following materials accompany the television series, student Textbook and Workbook/Study Guides:

For Students:

- an audiocassette program (Part I: Lessons 1–26; Part II: Lessons 27–52) designed to be used with the Textbook and Workbook/Study Guides (Reel-to-reel tapes are available upon request.)
- an optional software program (for IBM and Macintosh) by John Underwood (Western Washington University), featuring comprehension, vocabulary, and grammar activities that supplement those in the Textbook and Workbook/Study Guides
- professional supplements (medical, legal, education, social services, business, tourism) by Ralph Kite and Deni Heyck (Loyola University of Chicago), with accompanying cassette programs, for those wishing to learn Spanish for use in professional settings.

For Faculty:

- a Faculty Guide (with a Telecourse Guide insert) that offers, among other things, general suggestions for using the series, lesson-by-lesson suggestions and supplementary activities, additional Self-Tests, and sample examinations
- a videoscript (of the series episodes) and an audioscript (of the materials in the audiocassette program)
- video modules (with an accompanying Instructor's Guide) that highlight functional language, vocabulary presentations, and cultural information. (These may be used independently of the series.)

Additional materials may become available throughout the life of the series.

How to Use *Destinos*

In a traditional classroom setting *Destinos* may be used in a number of ways.

- The Textbook and video episodes may both be used in class. For example, the **Preparación** section could be an activity for the whole class, after which the class could view the episode together. On subsequent days the rest of the Textbook could be completed in class. Most of the material in the Workbook/Study Guides could be assigned for homework, with follow-up discussions and selected activities done in class.
- The Textbook only could be used in class. Students could view the episodes at home, in the media center, or in the language laboratory.
- *Destinos* is especially appropriate as a complete telecourse for the distance (“at-home”) learner. Students watch each episode and complete all sections of the Textbook and Workbook/Study Guides, as indicated by the Study Guides preceding Lessons 1 and 2 and Lessons 27 and 28.

In all cases it is recommended that students watch each episode from beginning to end, without interruption. Students can replay and review selected segments (for pedagogical purposes, for enjoyment, and so on) once they are familiar with the content of an episode. The Faculty Guide provides more detailed suggestions for using the *Destinos* materials.

Where Else Can *Destinos* Be Used?

The *Destinos* materials can also be used:

- as a complete college-credit television course
- as the foundation for a classroom-based beginning Spanish course at the college level
- as an offering for adult or continuing education students
- as the foundation for a classroom-based first- and second-year Spanish course at the high-school level
- as a supplement to beginning, intermediate, or advanced courses, at all levels of instruction
- as a resource for informal learning
- as training materials for Spanish language classes in business and industry
- as an important addition to library video collections.

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Preparación

¿Tienes buena memoria?

Vocabulario del tema

Conversaciones (not in all lessons)

Un poco de gramática

Nota cultural

Vocabulario

Additional **Notas culturales** appear as appropriate.

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