

Atando cabos

Curso intermedio de español



Marta Rosso-O'Laughlin



María González-Aguilar

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Dedicatoria

Dedico este libro a mi marido, Pablo Radicella,
y a nuestro hijo, Lucas, en restitución de los
momentos que les robé para hacerlo.

—Maria González-Aguilar

To Michael, Andrés, and Nicolás, who every day
teach me a little more of the language of the heart.

—M.R.-O'L.



Preface

Introduction

Atando cabos is a Spanish intermediate-level program developed with the purpose of teaching students to express, interpret, and negotiate meaning in context. As a content-based program it emphasizes interaction and communication. This emphasis on real interaction enables students to develop fluency and accuracy and to function within Hispanic cultures. Our program can be used in the third and/or fourth semesters, and has been designed keeping in mind the wide range of language proficiency typically encountered in intermediate classes. It addresses the difficulty encountered by intermediate instructors when trying to teach to an audience with very different backgrounds in language study, and simultaneously offers each student the opportunity to focus on his/her specific problem areas. *Atando cabos* presents a learner-centered approach to aid students in developing an awareness of their needs while allowing them the freedom to work individually on selected areas.

Atando cabos emphasizes the functional use of language throughout the program within a proficiency-oriented framework. The development of the basic skills—listening, speaking, reading, writing, and cultural awareness—are given equal weight and are taught as building blocks toward proficiency and communication. Communicative activities, based on authentic materials, along with clear grammatical explanations and charts, are used to facilitate the learning process. The development of sociolinguistic competence is given a special place as the springboard to the non-classroom world.

The *Atando cabos* Program

The *Atando cabos* program consists of several integrated components: a Student Textbook, an Annotated Instructor's Edition, an Instructor's Resource Manual, a Workbook/Lab Manual with Answer Key and an accompanying audioprogram available on compact disc or cassette, a Testing Program, a CD-ROM, a Website, and a Video. All components were created especially for the *Atando cabos* program.

Program overview

The *Atando cabos* textbook is organized in two distinct parts.

Part 1: *Atando cabos* (Capítulos 1–12) forms the core of the text and consists of twelve thematically organized chapters. Each chapter contains contextualized vocabulary presentations, followed by vocabulary development activities; grammatical explanations specific to the second year; communicative activities that review particular grammar points contextualized in the reading selection and/or in the vocabulary presentation; a section on the functions of language devoted to developing sociolinguistic awareness; a wealth of readings and reading and writing strategies; and a chapter project in which students will integrate all the material previously presented and practiced.

Part 2: Cabos sueltos, in the second half of the book, is a grammar review of the basic structures usually covered within the first year of study. It serves to prepare the ground for the grammar practice at the second-year level that is presented in **Part 1** of the book. **Cabos sueltos** provides clear grammar coverage for the student, and therefore helps instructors avoid loss of class time due to any one student's need for review. This treatment of grammar also gives students the opportunity to review individually, either in class or at home, any given structure not fully covered in their first year of study. For example, students are referred to **Cabos sueltos** to review the basic forms of the preterite tense. They then continue with the more complex review of the rules for the contrast of the preterite versus the imperfect in the main text. Integration and connection are key concepts in *Atando cabos*.

Part 1: Atando cabos

Each of the twelve thematically organized chapters begins by introducing the cultural theme of the chapter and outlining its objectives. Content in each chapter is divided into manageable parts presented to the student in self-contained sections that can be used in one or two class periods: *En marcha*, *Manos a la obra*, and *Al fin y al cabo*. These three segments serve as the main structure through which vocabulary, grammar, readings, and activities are presented.

En marcha	Manos a la obra	Al fin y al cabo
<p>Vocabulario en contexto and Palabras conocidas: Presentation of basic and new vocabulary based on the theme of the chapter</p> <p>Práctica y comunicación: Vocabulary practice and activities</p> <p>¡Sin duda! and Así se dice: Presentation of functions of the language and its sociolinguistic elements</p> <p>Referencia gramatical: Grammar referenced to the <i>Cabos sueltos</i> review section</p> <p>Conexiones: Grammar explanations and practice</p> <p>Práctica: Communicative grammar activities contextualized around the theme of the unit</p>	<p>Así se lee: Reading strategies and prereading organizers</p> <p>Antes de leer: Presentation of additional vocabulary specific to the reading material</p> <p>Lectura: Introduction to the reading and prose reading selection</p> <p>Poema: Short, thematically integrated poem presented in every chapter</p> <p>Práctica: Post-reading activities and comprehension exercises</p>	<p>Proyecto: Sequence of activities built on each other to integrate skills presented and developed throughout chapter</p> <p>A escribir: Writing strategies and process writing activities contextualized with chapter topics</p>

En marcha

This section presents and practices vocabulary, functions of the language, sociolinguistic features, cultural activities, and the grammar topics of each chapter.

- **Vocabulary:** The presentation of vocabulary is divided into two sections: *Vocabulario en contexto*, which presents the new active vocabulary in a logical context to facilitate student retention of new words, and *Palabras conocidas*, which recycles first-year vocabulary along with cognates and appears without English translation.
- **Linguistic features:** *Así se dice* focuses on idiomatic expressions, false cognates, and vocabulary difficulties encountered by intermediate-level students. *¡Sin duda!* deals with the sociolinguistic aspects of the language and guides students to help them avoid common pitfalls at this level.
- **Cultural features:** Hispanic cultures and customs are presented through two main features within the text: *Cartelera* and *Boletín*. The *Cartelera* section highlights cultural points and provides the content of many communicative activities. It also serves as a transition between different topics in the chapter. The *Boletín* is a marginal note that presents sayings, cartoons, poems, and cultural references to works of art and movies that students can look up outside class time.
- **Grammar:** Intermediate-level grammar is presented in a subsection called *Conexiones*, which presents concepts usually taught in the second year of language study and addresses issues already covered in the first year in greater depth and with a broader scope. For those students needing an explanation of basic grammatical concepts (or more mechanical practice), a cross-reference, *Referencia gramatical*, directs them to the corresponding *Cabos sueltos* section in the second part of the book. This ensures that all students have the necessary tools to fully understand the more challenging grammar issues presented at the intermediate level.

Manos a la obra

The second section of the chapter, *Manos a la obra*, highlights the relevance of reading as a means of vocabulary acquisition, cultural understanding, and also as a model for more sophisticated writing. The section starts with advanced organizers and prereading activities that prepare students for the reading selection that follows. The short cultural readings that appear throughout each chapter, both in the *Cartelera* and *Boletín* boxes, allow students to continually practice their reading skills so they will be ready to delve into the more extended reading presented in *Manos a la obra*. New active vocabulary specific to the reading is presented and practiced to ensure comprehension. Non-active vocabulary in the reading selection is glossed in the first seven chapters of the text. Comprehension exercises follow; post-reading activities provide further practice with both the vocabulary and the ideas presented in the reading, therefore promoting critical thinking at a level appropriate for an intermediate student.

Al fin y al cabo

The final section, *Al fin y al cabo*, brings every chapter element together through oral-aural and written practice in activities designed to integrate the material covered in the previous two sections. It has two components: *Proyecto*, and *A escribir*.

- **Proyecto** focuses on the development of fluency. It presents activities that integrate the grammar and vocabulary previously covered with the theme of the reading and the chapter. Students do a detailed plan of the different stages of a given project, appropriate in level and topic. They are presented with problem solving exercises, debates, role-plays, interviews, and imaginative simulation exercises. The completion of the project aims to allow students to connect their classroom learning to the non-classroom world.
- **A escribir** presents the strategies necessary to develop good writing skills. The section focuses on teaching writing as a process. Topics include writing personal and business letters, résumés, and descriptive, narrative, and argumentative essays. Additional writing practice is provided through the use of a diary. The *Diario* asks students for their personal comments or reflections on the readings, cultural elements, ideas, and concepts presented in the chapter. Appearing throughout the chapter, it presents students with an opportunity to use language freely, taking the focus away from grammar accuracy and into content and meaning.

Part 2: Cabos sueltos

The *Cabos sueltos* grammar review progresses in a spiral fashion, providing students with repeated opportunities to recycle functions and structures consistently. Clear, precise, and concise grammar explanations are supported by summaries in charts and tables. Grammatical explanations and activities are thoroughly integrated with the readings and activities in the main part of the text. Each exercise in *Cabos sueltos* is presented in a context corresponding to a particular chapter in the first part of the text. The exercises progress from mechanical to meaningful, which makes it possible for the instructor and the student to work on various areas as they see fit. Communicative exercises covering the various grammar points appear in Part 1: *Atando cabos*.

Conclusion

The basis of this program is the student's discovery of the vital elements of written texts and language in all its forms. Through interaction and the use of multimedia, students experience the living language, thus opening themselves to new ideas and to the vision of a new culture. The active approach selected and the integration of grammatical structures through different types of texts and activities force the student to use language to create and, in the process, develop fluency and accuracy.

Program Components

Annotated Instructor's Edition Marginal annotations in the Annotated Instructor's Edition include suggestions for warm-ups, transitions, incorporation of cultural topics into class discussions, and expansion exercises. Answers to discrete point activities and cloze exercises are printed in their corresponding blanks in the text for the instructor's convenience.

Instructor's Resource Manual In addition to sample syllabi and lesson plans, and the scripts for the audio and video programs, the Instructor's Resource Manual includes strategies for integrating all program components into the course.

Workbook/Lab Manual The Workbook/Lab Manual provides further practice with the grammatical points and vocabulary that appear in the textbook. It presents writing and listening practice that reinforces what has been covered in class.

Answer Key A separate optional Answer Key to the workbook activities is provided.

Audio Program Recordings available on cassette or compact disc.

Testing Program The Testing Program for *Atando cabos* uses a variety of techniques to evaluate students' skills in a manner consistent with the presentation of the materials in the *Atando cabos* text. Assessment of all skills—speaking, writing, reading, listening, and cultural awareness—is provided with each lesson. The program consists of alternative tests for each chapter, final examinations for semester and quarter schools, and oral proficiency tests. The Testing Program is available in paper, IBM, and Macintosh formats.

Atando cabos CD-ROM The *Atando cabos* Interactive CD-ROM includes task-based activities using authentic video material to further engage students in the topics of the text. This component helps students to develop their active and receptive skills while working at their own pace. The CD-ROM also contains games, grammar reference tools and links to the *Atando cabos* Website.

Atando cabos Website Each chapter in the website is built to correspond directly to each chapter in the main text, and includes grammar and vocabulary practice exercises, which can be graded automatically. Additionally, the *Atando cabos* Website provides link-based activities that offer opportunities for linguistic and cultural learning.

Atando cabos Video The *Atando cabos* Video presents authentic clips from Spain and Latin America. For each chapter, one or two interesting video segments expand on the chapter themes, providing authentic listening practice and a basis for class discussion. Activities based on the videoclips are included in the Instructor's Resource Manual and on the CD-ROM, and the complete videoscript is available in the IRM.

Spanish on the Internet: A Prentice Hall Guide, 2001. This supplementary book is free to students when shrinkwrapped as a package with *any Spanish title*.

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