

¡Tú dirás!



Gutiérrez • Rosser • Martínez-Lage



Includes Text Tape

¡Tú dirás!

Introducción a la lengua y la cultura hispánicas



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to the Student

We are living in an age when a great number of people increasingly realize that they can no longer be ignorant of the languages and cultures of other peoples on this very small planet. Learning a new language is the first step to increasing your awareness of our world. It will open up cultures other than your own: different ways of living, thinking, and seeing. In fact, there is an old Spanish proverb that underscores the importance of knowing another language. It states: **El que sabe dos lenguas vale por dos**—the person that speaks two languages is worth two people.

You are about to begin an exciting and valuable experience. Today the Spanish language is spoken all over the world by over 350 million people. Many of you will one day have the opportunity to visit a Spanish-speaking country. Your experiences will be all the richer if you can enter into the cultures of those countries and interact with their people. However, even if you don't get to spend time in one of those countries, Spanish is very much alive right here in this country for it is spoken everyday by millions of Americans!

Have you ever met a Spanish speaker or come into contact with some element of Hispanic culture? We feel sure that you have. Perhaps you have sampled some Mexican food, turned on the television to find a Spanish news broadcast on the *Univisión* cable station, or seen *MTV Internacional*. Perhaps you have listened to Gloria Estefan or Jon Secada or maybe seen a movie with Spanish subtitles. The possibilities are endless.

Once you begin to use the Spanish language in class, you will discover that you can interact with Spanish speakers or your classmates right away. It might help to persuade you of this to know that of over 80,000 words found in the Spanish language, the average speaker of Spanish uses only about 800 on a daily basis. Therefore, the most important task ahead of you is NOT to accumulate a large quantity of knowledge ABOUT Spanish grammar and vocabulary but rather to USE what you do know as effectively and creatively as you can.

Communication in a foreign language means understanding what others say and transmitting your messages in ways that avoid misunderstandings. As you learn to do this, you will make the kinds of errors that are necessary in language learning. DO NOT BE AFRAID TO MAKE MISTAKES! Instead, try to see errors as positive steps toward effective communication. They don't hold you back; they advance you in your efforts. Learning a language is hard work, but it can also be an enriching experience. We hope your experience with *¡Tú dirás!* is both rewarding and enjoyable!

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Preface

Because we believe beginning students can make Spanish work for them early on, we have designed a program that promotes *consistent interaction* among students and with their instructors, starting with the preliminary lessons and continuing throughout the entire program. This interaction encourages students to *create in Spanish* in a culturally acceptable way.

We expect students to use and understand oral and written Spanish in a gradually increasing number of real-life situations. As they progress in their study of the language, students are provided with many opportunities to use Spanish *to acquire additional knowledge in areas of interest to them*. Simultaneously, students will gain a better understanding of the cultures of the Spanish-speaking world as well as of their own culture.

The fundamental premise of this program is that language becomes most immediately useful in contexts in which functions are carried out or are tied to tasks that take place in realistic and authentic situations. Examples of these functions include asking and answering questions on familiar topics, dealing with Spanish speakers in everyday situations, narrating and describing in various time frames, supporting an opinion, and hypothesizing.

Learners will practice these and other functions by engaging in *information-gap activities* that, as in real life, require negotiation of meaning and the exchange of information between participants. In order to accomplish a given task, students will have to contribute equally, providing their partners with information only known by them. This kind of interaction not only promotes *cooperative work* in which students need to adjust and modify their output through the use of comprehension checks and clarification requests, but also increases *active participation* and creates optimal conditions for learners to develop proficiency in a second language.

We have kept in mind a hierarchy of universal functions that are characteristic of the use of language. Special consideration is given to content/

context, accuracy factors, and the way in which discourse is organized at the level of the word, phrase, sentence, paragraph and extended texts. Accuracy is perceived to develop gradually and simultaneously in the areas of vocabulary, grammar, pronunciation, fluency, and sociolinguistics. We recognize that accuracy advances along a continuum that begins with conceptual awareness, moves toward partial control, and on to a fuller control of these elements.

Textbook

The primary focus of the main Textbook is to provide students with the opportunity to practice spoken language in the classroom. The Textbook is divided into fourteen chapters, preceded by a **Capítulo preliminar**. The Textbook contains a total of fifty-six *etapas* (four per chapter) to be covered in one, or one-and-a-half years (two semesters, three quarters, or three semesters). Each *etapa* can serve as a self-contained lesson plan that includes new material, a review of the previous *etapa*, and an end-of-*etapa* review.

A unique feature of *¡Tú dirás!* is that the final two chapters include more and longer reading selections chosen explicitly for the substantial information that they provide about the art, music, and literature of the cultures of the Spanish-speaking world. In Chapter 13, readings include "Tres pintores del siglo XX: Picasso, Dalí, Miró," "Los santeros de Nuevo México," and "Andrés Segovia: El 'inventor' de la guitarra," among others. Chapter 14 features brief sample passages written by Miguel de Cervantes, Nicolás Guillén, Octavio Paz, Gabriela Mistral, Gabriel García Márquez, and Isabel Allende, among others.

Organization

The Textbook consists of thematically-unified chapters, each organized into four *etapas* which progress from an introductory section, **Para empezar**, through a series of vocabulary and structure exercises, on to a concluding set of information-gap

activities, **Por fin**. Moreover, we have emphasized systematic and continuous review—within the *etapa*—**Tú dirás**; between *etapas*—**¿Recuerdas?**; and throughout the book via a steady recycling of contexts and structures. This *etapa* structure creates a mini-lesson planning device for instructors. The chapter theme is amplified from one *etapa* to the next.

The following is a summary of the major sections within each chapter.

Primera, Segunda, and Tercera etapas

Para empezar Realia and/or dialogs that provide semantic and cultural input

Te toca a ti and Dilo tú Personalized practice with the material presented

Comentarios culturales Cultural information

¿Recuerdas? (except in the *Primera etapa*) Review of the material presented in the previous *etapa*

Enfoque estructural and Enfoque léxico Presentation of grammatical or lexical items

Vamos a escuchar Oral input for listening comprehension¹

¡Tú dirás! Oral and written practice—personal questions, guided interviews and role-plays, and a guided personal journal

Cuarta etapa

Lectura Authentic texts, strategies, and exercises to develop reading ability in Spanish

Por fin

Information-gap activities for paired work²

¹ This section models in dialog form the vocabulary introduced receptively at the beginning of certain *etapas*. This section appears in chapters 1–12 and includes pre- and post-listening activities. These dialogs are recorded on the Textbook tape and can be presented as a listening comprehension exercise. The scripts are included in the back of the Textbook.

² This section includes activities in which students, working in pairs, are required to exchange information orally in order to complete a task. Each partner has access to only one set of information and they both need to work cooperatively in order to carry out a given task.

Instructor's Annotated Edition

The IAE for this text includes annotations in the margins with suggestions for presentation of grammatical structures, implementation of exercises and activities, answers to activities, exercise variations and follow-up, pre- and post-reading suggestions, supplementary vocabulary, audio- and videotape indications, Workbook references, and additional explanations for grammatical structures when necessary.

The following symbols are used in the annotations:

group work

audio-visual cues

⇒ pairs



Textbook audio program

△ groups of three



Mosaico cultural video

○ full class



Atajo writing assistant software

Sample Syllabus

The following sample syllabus is suggested for apportioning the course materials over a fifteen-week semester system. It is assumed that classes meet four times per week. Each chapter is designed to be completed in seven contact hours with an additional day for testing. We suggest you give a quiz or a test the day after you finish a chapter. For classes that meet three or five times a week, materials must be tailored accordingly.

Semester 1					
Week		Week		Week	
1	Chapter 1: Etapas 1 y 2	6	Chapter 3: Etapas 3 y 4 Test	11	Chapter 6: Etapas 1 y 2
2	Chapter 1: Etapas 3 y 4 Test	7	Chapter 4: Etapas 1 y 2	12	Chapter 6: Etapas 3 y 4 Test
3	Chapter 2: Etapas 1 y 2	8	Chapter 4: Etapas 3 y 4 Test	13	Chapter 7: Etapas 1 y 2
4	Chapter 2: Etapas 3 y 4 Test	9	Chapter 5: Etapas 1 y 2	14	Chapter 7: Etapas 3 y 4 Test
5	Chapter 3: Etapas 1 y 2	10	Chapter 5: Etapas 3 y 4 Test	15	Oral exams Review

Semester 2					
Week		Week		Week	
1	Chapter 8: Etapas 1 y 2	6	Chapter 10: Etapas 3 y 4 Test	11	Chapter 13: Etapas 1 y 2
2	Chapter 8: Etapas 3 y 4 Test	7	Chapter 11: Etapas 1 y 2	12	Chapter 13: Etapas 3 y 4 Test
3	Chapter 9: Etapas 1 y 2	8	Chapter 11: Etapas 3 y 4 Test	13	Chapter 14: Etapas 1 y 2
4	Chapter 9: Etapas 3 y 4 Test	9	Chapter 12: Etapas 1 y 2	14	Chapter 14: Etapas 3 y 4 Test
5	Chapter 10: Etapas 1 y 2	10	Chapter 12: Etapas 3 y 4 Test	15	Oral exams Review

The following lesson plans for Chapter 9 explain in detail how a chapter may be tailored for classes that meet 50 or 90 hours per semester.

Chapter 9 Sample Lesson Plan A

50 Contact Hours per Term

- DAY 1** *Primera etapa: Present Para empezar* vocabulary • *Comentarios culturales* • *Te toca a ti* activities • *Enfoque léxico*
- DAY 2** *Enfoque estructural* • *Dilo tú* activities • *Comentarios culturales* • *Vamos a escuchar* • *Tú dirás* activities
- DAY 3** *Segunda etapa: Para empezar* • *Te toca a ti* activities • *¿Recuerdas?* • *Enfoque estructural* • *Dilo tú* activities • *Enfoque estructural*
- DAY 4** *Comentarios culturales* • *Vamos a escuchar* • *Tú dirás* activities
- DAY 5** *Tercera etapa: Para empezar* • *¿Recuerdas?* • *Enfoque estructural* • *Dilo tú* activities
- DAY 6** *Comentarios culturales* • *Vamos a escuchar* • *Tú dirás* activities
- DAY 7** *Cuarta etapa: Lectura* • *Video* • *Por fin* activities

Chapter 9 Sample Lesson Plan B

90 Contact Hours per Term

- DAY 1 Primera etapa: Present *Para empezar* vocabulary • *Comentarios culturales*
- DAY 2 *Te toca a ti* activities • *Enfoque léxico*
- DAY 3 *Enfoque estructural* • *Dilo tú* activities
- DAY 4 *Comentarios culturales* • *Vamos a escuchar* • *Tú dirás* activities
- DAY 5 Segunda etapa: *Para empezar* • *Te toca a ti* activities • *¿Recuerdas?*
- DAY 6 *Enfoque estructural* • *Dilo tú* activities
- DAY 7 *Enfoque estructural* • *Comentarios culturales*
- DAY 8 *Vamos a escuchar* • *Tú dirás* activities
- DAY 9 Tercera etapa: *Para empezar* • *¿Recuerdas?*
- DAY 10 *Enfoque estructural* • *Dilo tú* activities • *Comentarios culturales*
- DAY 11 *Vamos a escuchar* • *Tú dirás* activities
- DAY 12 Cuarta etapa: *Lectura*
- DAY 13 *Video* • *Por fin* activities

Workbook

While the Textbook provides the opportunity for students to practice speaking, the Workbook focuses on written language and gives students the chance to practice their listening skills further. The Workbook is divided into two parts:

- a. In the main part of the Workbook, the activities in each chapter focus on reading, writing, and listening in real communicative contexts. This section is teacher corrected as it involves open-ended activities. Each chapter is framed by the Planning Strategy and Workbook Tape. Parallel to the first three *etapas* of the textbook are three Workbook *etapas* that include reading strategies; text-comprehension activities; and an open-ended writing activity that combines the functions, vocabulary, grammar, and theme of the chapter. Parallel to the fourth *etapa* in the Textbook is the fourth *etapa* of the Workbook, which includes pronunciation practice and listening comprehension exercises.
- b. The second part of the Workbook is the self-correcting grammar practice, **Práctica Gramatical**, in which students do highly-structured exercises on the grammar and lexical items presented in the chapter. Students are referred to the grammar practice at the beginning of each of the writing sections in the main part of the Workbook.

¡Tú dirás! is an integrated approach to learning a foreign language so that students at the beginning stage of language learning immediately acquire useful language skills in Spanish. It consists of a mutually supporting network of learning materials:

- Student Textbook (with student annotations)
- Instructor's Annotated Edition that includes extensive teaching suggestions
- Textbook Tapes or Compact Disk (packaged with the Student Textbook)
- Workbook / Audio Manual
- Workbook Answer Key
- Workbook Tape Program or Compact Disks for use with the Workbook
- Audio Tapescript for Workbook
- Testing Program in printed or computerized format with Testing Tapes
- Transparency Masters and Transparencies for vocabulary and grammar presentations

- Video: *Mosaico cultural: Images from Spanish-speaking Cultures for ¡Tú dirás!* program which presents cultural information from the Spanish-speaking world.³
- Video Guide to accompany *Mosaico cultural*
- Multimedia Program: *Nuevas dimensiones*, practices linguistic functions through the use of video on computer
- Electronic Study Guide / Workbook to drill the language structures presented
- Computer Software: *Atajo—Writing Assistant for Spanish*⁴
- Instructor's Resource Kit conveniently holds all these materials

Together these components provide students with a number of opportunities for speaking, reading, writing, and listening to Spanish. The *¡Tú dirás!* program components also open up the classroom and language lab to the sights, sounds, perceptions, and feelings that are reflected in the rich cultural diversity of the Spanish-speaking world.

³ A video program designed for use in the classroom. Filmed across the Spanish-speaking world—including the U.S.—*Mosaico cultural for ¡Tú dirás!* is designed to enhance cultural awareness as well as provide listening comprehension development. It provides valuable input for students from day one. The video segments are not scripted or played by actors. You will see real people in the Spanish-speaking world going about their daily lives.

⁴ Open-ended writing activities in the Workbook have been designed with *Atajo* in mind and cross referenced to its bilingual dictionary, grammar, and functions. These activities guide students in the beginning stages of writing in Spanish.

How ¡Tú dirás! Works

Student Text:

Description: 14 chapters; full color; hard cover; packaged with Text Tapes or CD

Usage: Daily, in class and at home

Skills developed/practiced: Reading, vocabulary, listening, speaking, pronunciation, culture, grammar, writing

More information: Consists of an introductory chapter, plus 14 chapters, each divided into 4 *etapas*

Text Tapes (or on CD):

Description: Used with the 1st, 2nd, and 3rd *etapa*; packaged with Student Text and in Instructor's Resource Kit

Usage: Use at home, in class and in language lab; 3–6 times per chapter

Skills developed/practiced: Pronunciation and reinforcement of grammatical structures; dialogs based on real-life situations

More information: Clearly correlated in the Textbook; scripts are included in Student Text.

Instructor's Annotated Edition:

Description: Full color; extensive marginal annotations include teaching tips and expansion of activities

Usage: Daily, in class and at home

Skills developed/practiced: Teaching Spanish language and Hispanic culture, especially for new teachers

More information: Many pedagogical suggestions and syllabi are included.

Workbook/Audio Manual:

Description: Correlates to 14 Textbook chapters: Part I practices reading, writing, and listening skills; Part II drills grammar.

Usage: Daily, at home and in language lab

Skills developed/practiced: Vocabulary, writing, reading, pronunciation, listening comprehension, and grammar

More information: Correlated with *Atajo* software; Answers to Part I are in separate answer key; Answers to Part II grammar drills are provided for self-check.

Workbook Tape Program (or on CD):

Description: Approximately 30 minutes per lesson; many interactive activities

Usage: Weekly, use with Workbook/Audio Manual in language lab or duplicate tapes for use at students' home.

Skills developed/practiced: Listening comprehension, vocabulary, and pronunciation

More information: Variety of native speakers; available for duplication; tapescript available

Testing Program (with Testing Tapes):

Description: Test bank of discrete items for each chapter from which instructor creates customized tests (available in print or computer software)

Usage: Optional

Skills developed/practiced: Tests reading, vocabulary, listening, speaking, culture, grammar, and writing

More information: Answer Key and suggestions for creating tests are included.

Transparencies/Transparency Masters:

Description: Set of 40 full color Transparencies; set of 68 black & white Transparency Masters

Usage: Optional, in class

Skills developed/practiced: Vocabulary, functions, speaking, and grammar review

More information: Color Transparencies are correlated to specific activities in Textbook; Transparency Masters are correlated with grammar points in each chapter, also available for duplication.

Instructor's Resource Kit:

Description: Contains Text Tapes, Workbook/Audio Manual, Audio Tapescript, Workbook Answer Key, Testing Program, Testing Tapes, Transparencies and Transparency Masters (CDs available upon request)

Usage: Optional

Skills developed/practiced: Instructor support

More information: Free course organizer box for instructors upon adoption

Atajo Writing Assistant Software for Spanish:

Description: Word processing; bilingual Spanish-English dictionary; examples of how words and phrases are used; reference grammar with 250,000 conjugated verb forms; hard-to-find idiomatic expressions

Usage: Optional, in computer lab or at home

Skills developed/practiced: Develops writing skills through task-based written activities

More information: Runs on most networks; correlated with writing activities in the Workbook. For purchase only.

Mosaico cultural Video customized for ¡Tú dirás!:

Description: 140 minutes; 14 segments; expands on chapter theme; topics include art, literature, history, music, and sociology

Usage: Optional, in class or language lab

Skills developed/practiced: Culture, listening comprehension; all in Spanish

More information: Filmed in 5 Spanish-speaking countries; video segments cross-referenced in textbook; for purchase only. Also available on video disc.

Instructor's Video Guide

Description: Tapescript and pre- and post-viewing activities for video

Usage: Optional

Skills developed/practiced: Listening comprehension, writing, speaking, and culture

More information: On black line masters for ease of duplication; provided with purchase of video

Nuevas dimensiones Multimedia:

Description: Interactive software for training in listening comprehension; utilizes video that reflects the language functions in the main text

Usage: Optional, video shows people speaking Spanish and computer lets user control the action

Skills developed/practiced: Functions, vocabulary, grammar, listening

More information: For purchase only

Electronic Study Guide (DOS or MAC):

Description: Spanish tutor software for additional practice; cross-referenced to main text; end-of-chapter tests

Usage: Optional

Skills developed/practiced: Grammar, vocabulary, writing, and reading

More information: For purchase only

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7 Descripciones

p. 246

Primera etapa

Para empezar	Comentarios culturales	Enfoque estructural	Enfoque léxico	Vamos a escuchar	page
¿Qué tiempo hace?	El clima La temperatura	El verbo saber	Expresiones para indicar tiempo transcurrido— desde cuándo, desde (que), cuánto tiempo hace que, hace (...que)	Conversaciones sobre el tiempo	248

Segunda etapa

¿Cómo es?		Los adjetivos Adjetivos apocopados— buen, mal, gran		¡Es feo este auto!	257
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Tercera etapa

La gente que conoces		El verbo conocer y la a personal Los pronombres de complemento directo		Descripciones de personas	268
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Cuarta etapa

Lectura: El tiempo en España			Por fin: ¿Quién soy? ¿Sabes quién es?		278
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