

LAILA M DAWSON  
ALBERT C DAWSON

# DICHO Y HECHO

BEGINNING  
SPANISH

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# *Dicho y hecho*

BEGINNING SPANISH

*Fourth Edition*

**Laila M. Dawson**

*University of Richmond*

**Albert C. Dawson**

*University of Richmond*



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# *Dicho y hecho*

BEGINNING SPANISH

*To ERIC AND SHEILA*

# Preface

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*¡Bienvenidos!* Welcome to the new edition of *Dicho y Hecho*! To those of you who are familiar with this book, welcome back. To those of you who are new to *Dicho*, we hope you'll enjoy it as much as the many instructors who have used it over the years and whose comments have inspired and shaped the exciting new features in this, its fourth edition.

*Dicho y Hecho* is a student-oriented, user-friendly text whose first three editions have been enthusiastically praised by teachers and students alike. Its straightforward, easy-to-implement approach makes teaching and learning Spanish a successful experience, while its lively, classroom-tested exercises and activities ensure that it is also an enjoyable one.

In addition to its classroom appeal, *Dicho* is also a carefully organized textbook that is built around key topics and concepts, providing a unified, progressive, and communicative approach to learning Spanish. Its clear, uncomplicated presentation of information about the Hispanic world provides an immediate context for language use, and its emphasis on using the language right from the start helps students develop proficiency in the four skills: listening, speaking, reading, and writing. The culminating activity and self-test at the end of each chapter synthesize new material for students, while at the same time helping them gain confidence as they see how far they have progressed.

## *Dicho offers you these special features*

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### *Fundamentals of the program*

- Exercises designed to maximize opportunity for direct interaction between student and teacher.
- A creative array of exercises and application activities presented to maintain a good pace and rhythm to classroom activity by varying interaction—teacher to student, student to student (pair work), and small groups of students.
- A visual component that uses a cast of identifiable characters to allow the student to relate and react to situations that reflect the theme, vocabulary, functions, and structures of each chapter.
- Step-by-step confidence-building techniques that move the student from controlled to creative response and ultimately to self-expression within the context of a particular theme or idea.
- Vocabulary that becomes active by means of multiple and progressive phases of application, ranging from identification in the introductory drawings to personal expression and situational conversations in the “Actividades.”

### *New to this edition*

- An exciting new four-color presentation that includes a variety of added features:
  - A two-page color illustration opens each chapter and introduces contextually most of the chapter vocabulary. This illustration is also available for in-class use on a transparency *without* the vocabulary labels.
  - Four-color photos and realia add visual excitement and cultural authenticity.
  - All visuals (art, realia, and photos) serve a communicative function. Every visual is accompanied by a series of questions or an activity.
  - All art-based activities have been integrated directly into each chapter and more exercises and activities involve the use of art or realia.
- A more contextualized presentation of cultural information:
  - Chapters now include *Noticias culturales*, short readings that focus on aspects of everyday culture as it relates to chapter themes. These “slices of Hispanic life” give students cultural insights as well as additional reading practice.
  - Panorama cultural* sections include new themes and are enhanced by a larger number of visuals. They provide interesting factual information

about Hispanic countries and cultures around the world in order to increase students' global awareness.

- Conversación* sections in each chapter include more natural-sounding language in a functional context that shows how culture and language are interwoven and previews the chapter's vocabulary and grammar.
- New organization of some chapter topics and a new chapter on global problems and issues makes the language presented even more functional and relevant.
- An improved organization of how presentation and practice are treated:
  - Grammar is presented more functionally. Explanations are organized into functional groupings, with an added emphasis on explaining structures as they arise, rather than all at once. Additionally, structures are treated lexically wherever possible.
  - The grammatical scope and sequence have been slightly modified in order to incorporate the suggestions of long-time program users.
  - The first chapter has been reworked to focus on more interaction and conversation.
  - More communicative exercises have been added (including the final *En resumen* activity of each chapter), and the sequencing from controlled to open-ended practice is more tightly controlled. The number of paired and group exercises and activities has been greatly increased.

## *Dicho y Hecho's many components give you increased flexibility*

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The DICHO Y HECHO complete first-year package includes:

- The main student textbook of 14 chapters.
- An Annotated Instructor's Edition with suggestions for presentation and reinforcement of material, suggested procedure for student preparation, and a sample syllabus.
- A workbook/laboratory manual composed of *Integración: ejercicios escritos*, designed to practice writing skills and to reinforce classroom activity, and *Integración: manual de laboratorio*, which coordinates with the laboratory tape program to provide practice and reinforcement of the vocabulary and grammar for each chapter as well as practice in listening comprehension.
- A laboratory tape program that coordinates with the laboratory manual, *Integración: manual de laboratorio*.



- A testing program that tests chapter structures, vocabulary, and cultural information.
- A book-specific videotape that is coordinated to the cultural, thematic, and functional content of each of the textbook chapters.
- A book-specific software program that allows students to practice the vocabulary, structures, and informational content of each of the textbook chapters.
- Accompanying transparencies of all drawings and realia used in exercises and activities, including the chapter opener illustration *without* the vocabulary labels.
- “Intensive Exercises” for use in small-group/drill practice sessions.

## *Chapters are organized into easy-to-teach sections*

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Each chapter is introduced by an overview that includes the goals for communication and the areas of cultural exploration. This is followed by the following sections (organization varies slightly in Chapter 1):

*Vocabulario* Each unit of vocabulary is based on a theme applicable to the student’s life and to survival situations in the Spanish-speaking world. An exciting four-color, double-page illustration visually presents much of the chapter’s vocabulary. Items are identified in both Spanish and English for ease of use. Introductory exercises practice vocabulary through (1) use of the illustration, (2) application of the vocabulary to areas of personal and general reference, and (3) word association and definition exercises. Vocabulary is also presented as needed throughout the chapter and is subsequently practiced and reinforced through (4) contextual use in the *Conversación*, (5) exercises and activities based on chapter grammar, and (6) in the culminating *En resumen* activity.

*Conversación* The purpose of this section is to provide a concise, practical, and natural context for application of some of the chapter’s functions, themes, vocabulary, and grammar, without sacrificing authentic language. These short situational conversations, designed for oral practice, are followed by a brief exercise to check student retention of the content and/or by an *Actividad* designed to create “on-the-spot” situations in the classroom for immediate creative, contextual application of the vocabulary.

*Noticias culturales* These short readings in Spanish with minimal vocabulary glosses expand upon a cultural aspect of the chapter theme. Often they play off a topic included in the *Conversación* or are relevant to some of the items presented in the vocabulary. These reading sections are followed by a set of questions and/or a short activity to help reinforce the passage’s content.

*Estructura* Each segment of grammar is introduced by a label that shows for what purpose (function) it may be used when communicating in Spanish. Students first encounter a simple explanation followed by examples, charts, formulae, and other visual presentations. Each grammatical structure is presented in its most commonly used form without complex ramifications. Grammatical structures, functions, and chapter topics are integrated whenever possible and structures are reintroduced and recycled through practice in subsequent chapters.

*Práctica y comunicación* These sets of practice exercises and activities follow all presentations of vocabulary and grammar. They are designed to move the student gradually from controlled to open-ended communication. Controlled practice is fast-moving and contextualized, with an emphasis on quickly mastering the mechanical use of the vocabulary or structure in preparation for more meaningful communication. More open-ended exercises and activities provide ample opportunity for student interaction in pairs and groups. Other activities provide students the opportunity to apply the vocabulary and grammar creatively in specific situations. These include mini-dramas (both prepared and spontaneous), oral activities and presentations, mime, and so on. Many exercises are designed to be done with textbooks closed, and all direction lines beyond the first half of Chapter 1 are entirely in Spanish.

*En resumen* This culminating activity for the chapter serves as a synthesis of the chapter's topic, functions, grammar, and vocabulary. It usually involves a role-play or some kind of situational dramatization and gives students the opportunity to put into practice the various skills they have acquired while progressing through the chapter.

*Panorama cultural* This combination of readings and four-color visuals comes at the end of each chapter and helps acquaint students with "Big C" Hispanic culture—the geography, history, demographics, art, music, and literature of the Hispanic world. These reading selections, which progress in length across the book and are woven around numerous photos that illustrate the reading content, are devoted to different countries and regions of the Spanish-speaking world. They are followed by comprehension exercises that help students synthesize and apply the information from the readings and photos.

*Repaso de vocabulario activo* At the end of each chapter, the active vocabulary (without translations) is presented in a checklist alphabetized by parts of speech. To provide an additional context, nouns and expressions are presented in thematic subgroups.

*Autoexamen y repaso* Review exercises at the end of each chapter may be used by students individually or in groups as an excellent study aid for tests. They provide a brief overview of the vocabulary and structures of the chapter. An Answer Key for the review exercises appears in Appendix II.

*Reference tools* At the end of the book are the following reference tools: paradigms of regular, stem-changing, orthographic-changing, and irregular verbs; answers to review exercises; Spanish–English and English–Spanish vocabularies (active vocabulary labeled by chapter); and the index.

*¡Que les sirva bien y que gocen de la experiencia!*

**Laila M. Dawson**

**Albert C. Dawson**

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**L.M.D.**

**A.C.D.**

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