

# 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 tranquility 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*. 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 *hear* 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 audio 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.
- new **Para escribir** setup activities that students will then complete in the Workbook/Study Guides

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.

## What's New in the Second Edition of *Destinos*?

*Destinos* was originally developed both to serve students enrolled in distance learning courses and those in the standard classroom environment.

In 1997, McGraw-Hill published *Destinos: Alternate Edition*, which kept the framework and content of the First Edition but added interactive materials throughout that were best suited for classroom instruction. The Second Edition of *Destinos: Alternate Edition* maintains that classroom-friendly interaction but has expanded upon it, including even more student interaction.

The Second Edition also contains:

- a new Listening Comprehension CD program (packaged free with every new copy of the Textbook) that contains over *seven hours* of audio
- new lesson-ending **Intercambio** activities that provide students the opportunity to talk about the storyline and themselves in pairs and small groups
- new **Lectura cultural** features, providing extended reading passages and follow-up questions
- newly colorized drawings that make the Textbook activities more engaging and appealing

In addition, the Second Edition of *Destinos* is accompanied by an unparalleled supplements package with a strong focus on multimedia, in particular:

- a new interactive CD-ROM that contains work with the video storyline as well as vocabulary and grammar practice
- a new content-rich website with a wealth of resources for students and instructors alike.

## 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.

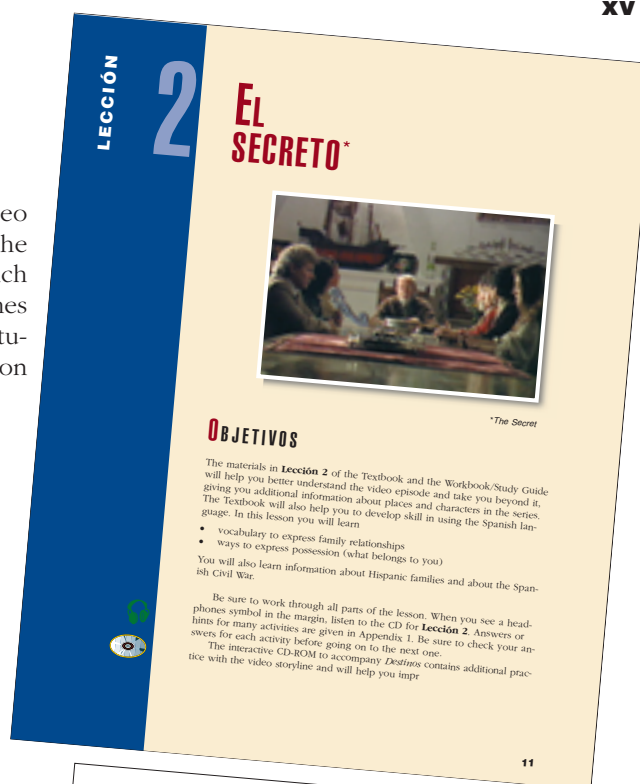
With the exception of these review lessons and of Lesson 52 (atypical because it is the last in the series), a typical lesson in the Textbook is divided into the following main sections: **Preparación**, **¿Tienes buena memoria?**, **Vocabulario del tema**, **Un poco de gramática**, and the new **Intercambio** sections, as well as a chapter opener. Each of the main title sections is numbered to help instructors write class syllabi (**Preparación** is labeled 1, **¿Tienes buena memoria?** is labeled 2, and so on). In this way, instructors may refer to activities in these sections as 1B (*Actividad B* in **Preparación**), 3C (*Actividad C* in **Vocabulario del tema**), and so on.

On the following pages, you will find a Visual Tour of *Destinos* that will help you to understand the features of the main sections of the Textbook.

Preface

## Visual Tour of *Destinos*

Each lesson begins with an image from the video that captures a key moment from that episode. The lesson-opening pages also contain **Objetivos**, which outline the vocabulary, grammar, and cultural themes of the lesson. A CD-ROM icon also indicates that students can further practice material from this lesson in an interactive format.



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.

**1 PREPARACIÓN**

As you prepare to watch **Episodio 2** from *Destinos*, remember the three kinds of Spanish you will hear: Spanish spoken directly to you by the narrator, Spanish spoken to you by Raquel, and the Spanish that the characters speak to each other. As you continue with the program, you will find that you understand more and more of all three kinds of Spanish.

**Actividad A.**  
At the end of **Episodio 1**, you saw don Fernando crush a letter in his hand. Remember what you know about don Fernando and try to make logical guesses. There are no right or wrong answers so far.

1. ¿De dónde (*From where*) es la carta?  
 de España  
 de los Estados Unidos  
 de la Argentina  
 de otra (*another*) parte de México

**2 ¿TIENES BUENA MEMORIA?**

**Actividad A. La familia de don Fernando**  
**Paso 1**  
 Today you met all of the known relatives in don Fernando's immediate family, plus a few other people. Review what you know about them by matching the people on the left with their descriptions on the right. Don't be discouraged if you can't get all of the items correct this time. You will be working with the same characters throughout the whole series. This is only your first chance to practice their names.

**3 VOCABULARIO DEL TEMA**

This repeating section of the Textbook presents groups of vocabulary words presented in the video episode. Sometimes additional words—vocabulary from the same family or a new group of words—are presented only in the Textbook. Vocabulary lists presented in this section are always included on the CD.

**Los miembros de la familia**

los padres	parents
el padre/la madre	father/mother
los hijos	children
el hijo/la hija	son/daughter
los hermanos	brothers and sisters
el hermano/la hermana	brother/sister
los tíos	uncles and aunts
el tío/la tía	uncle/aunt
los esposos	husband and wife, spouses
el esposo/la esposa	husband/wife

**Actividad A. ¿Cuál (Which) es mi familia?**  
 Listen as the speakers on the CD describe their family tree. Then select the drawing that best matches the description you heard. Look at the drawings in each group before you listen to the description.

**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.

**4 UN POCO DE GRAMÁTICA**

**Expressing Possession**

In this lesson, you have heard and seen the possessive construction **de + name**.

la familia **de** Fernando      Fernando's family  
la esposa **de** Ramón      Ramón's wife

You have also seen and heard the possessive adjectives **su** and **sus**. Note their multiple meanings in these phrases.

**su** padre      his / her / their father  
**sus** hermanos      his / her / their brothers

Don't worry if you're confused about how to distinguish the meanings of these words. As with cognates, the context (surrounding information) will make the meaning of **su** and **sus** (and work as like them) clear.

**Actividad. Parentescos (Relationships) famosos**

**Paso 1**  
How much do you know about the following famous relationships? With a classmate, ask and answer questions to test your knowledge of the lives of these famous people.

¿Quiénes? Unos son fáciles (easy), otros son muy difíciles...  
Before you begin, note the following information: **¿Quiénes?** is the plural form of **quién?** **Fue** and **fueron** are the past-tense forms of **es** and **son**, respectively.

Each lesson continues with a **Lectura 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.

**5 LECTURA CULTURAL**


**La Guerra Civil española**

This repeating section of the Textbook presents a cultural reading that presents various aspects of Hispanic cultures. These readings are always accompanied by a brief activity.

As you know, don Fernando fought in the Spanish Civil War and left Spain soon after it ended. Look over the following information about this violent period in Spanish history. Remember to guess the meaning of as many words as possible.

**La Guerra Civil española**

**¿Cuándo ocurre?**  
de 1936 a 1939



**¿Quiénes son los adversarios?**  
La mayoría<sup>1</sup> de los republicanos eran<sup>2</sup> demócratas y los nacionales eran aliados de Hitler y Mussolini. El general Francisco Franco

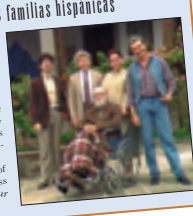
<sup>1</sup>majority <sup>2</sup>were

Everyday cultural information (that is, habits and customs) is featured in briefer **Notas culturales** that appear as needed in each lesson.

**Nota cultural Las familias hispanicas**

It is more typical of Hispanic families for many members of the extended family (all of the relatives, not just the immediate family) to live under the same roof. Widowed grandparents and unmarried aunts and uncles, in particular, may stay in the family home. Unmarried children tend to live with their parents much longer, in some cases for their whole lives. As is the case with Ramón, even married family members may still live under the same roof as their parents. This custom is changing, somewhat, in modern Hispanic society, especially in urban areas.

Regardless of whether it is a cause or a result of these living arrangements, there is a certain closeness in Hispanic families. How does this compare with your own experience?



New to the Second Edition are **Intercambio** sections, which provide students with the opportunity to complete a lesson-ending task in pairs or small groups. Many **Intercambio** activities are video-based, allowing students to speculate on the characters or storyline or to put themselves in situations similar to those presented in the episode.

**6 INTERCAMBIO**

This repeating section of the Textbook is a lesson-culminating activity that will allow you to speak more in depth about the video storyline, its characters, your classmates, and yourself.

In this activity you will try to get members of the class to guess which *Destinos* characters you are talking about. Try to stump your classmates!

**Paso 1**  
Think of two characters and prepare two statements that describe each one. Ask your instructor for help with new vocabulary items if you need them.

**MODELO:** Esta persona no vive en La Gavia. Tiene esposa pero no tiene hijos. ¿Quién es?

**Paso 2**  
Your instructor will call on students to read their statements. The student whose character description is identified by the *least* number of people wins!

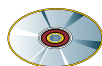
### Icons



The headphones icon indicates that material for the corresponding section of the Textbook can be found on the Listening Comprehension CD program that is packaged free with each new copy of the text.



This icon indicates work to be done in pairs or small groups.



The CD-ROM icon reminds students that the CD-ROM to accompany *Destinos* provides more practice with the video episode and with the Spanish language.

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.
- **Vocabulario del tema** provides additional writing and listening practice with the vocabulary theme presented in the Textbook. Many of the audio portions used to practice the vocabulary are taken directly from the video episodes.
- In many lessons **Conversaciones** sections allow students to listen to and work with everyday con-

versational tools—for example, how to answer the phone, how to indicate that you don't understand, how to express gratitude, and so on.

- 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:

- a new Listening Comprehension CD program that contains over *seven hours* of audio material designed to be used with the Textbook; this audio CD program is packaged *free* with every new book purchased
- an audiocassette or audio CD laboratory program (Part I: Lessons 1–26; Part II: Lessons 27–52) designed to be used with the Textbook and Workbook/Study Guides
- an optional software program (for IBM and Macintosh) by John Underwood (Western Washington University), featuring some comprehension, vocabulary, and grammar activities that supplement those in the Textbook and Workbook/Study Guides
- an interactive CD-ROM that offers creative practice with the plot of the video series, vocabulary, grammar, culture, as well as other resources designed to help students improve their comprehension of the series and their Spanish language skills
- a text-specific website that contains a host of resources for students, including episode summaries, practice quizzes, cultural activities and links, and much more
- 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
- Student Viewer Handbooks I (Lessons 1–26) and II (Lessons 27–52), appropriate for using *Destinos* as a supplement only, rather than as a full Spanish course.

### For Faculty:

- an Instructor's Edition, created by Rodney Bransdorfer and Natalie Lefkowitz (both of Cen-

tral Washington University), with on-page suggestions for stimulating classroom discussion, using existing activities in interactive formats, and checking for comprehension

- a Faculty Guide 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 Testing Program that offers a variety of testing vehicles developed by instructors across the country who use *Destinos* (also available in electronic format)
- a videoscript (of the series episodes) and an audioscript (of the materials in the audio 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.)
- a music CD that contains all of the series music created specifically for *Destinos*
- a text-specific website that contains a host of resources for instructors, including episode summaries, a character picture file, portions of the Faculty Guide, links to professional resources, and much more

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 the 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.
- The First Edition of *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 Guide. The Second Edition of the Alternate Edition of *Destinos* is better suited to the regular classroom environment.

## Preface

**xix**

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.

## Acknowledgments

A project of this magnitude has a life of its own. So many people have helped with the television series and print materials that it is impossible to acknowledge the work and contributions of all of them in detail. Here are some of the highlights.

### ***Members of the Advisory Board, The Annenberg/CPB Project and WGBH***

Bill VanPatten  
Series Designer, Professor of Spanish and Second Language Acquisition, University of Illinois at Chicago

Thalia Dorwick  
Publisher, Foreign Languages and ESOL  
The McGraw-Hill Companies, Inc.

Trisha R. Dvorak  
Continuing Education Specialist, University of Washington

Rose Lee Hayden  
Senior Vice President, Institute for Corporate and Government Strategy

Martha Alford Marks  
Language Proficiency Testing Expert

Douglas M. Morgenstern  
Senior Lecturer in Spanish, MIT and Harvard  
University Extension School

Eduardo Alberto Peniche  
Associate Professor of Foreign Languages, Central  
Virginia Community College

Joy Renjilian-Burgy  
Coordinator of Language and Literature Instruction,  
Wellesley College

Harry L. Rosser  
Professor of Spanish  
Boston College

Carmen Salazar  
Chairperson, Department of Foreign Languages  
Los Angeles Valley College

Richard V. Teschner  
Professor of Spanish  
University of Texas at El Paso

Thomas C. Wilson  
Director, Open University of South Florida

### ***Cultural and Linguistic Consultants, The Annenberg/CPB Project and WGBH***

Alejandro Benes  
Series Executive Editor

Efraín Barradas  
Associate Professor of Spanish  
University of Massachusetts

Teresa Almendros Cook  
Associate Professor of Spanish  
Piedmont Virginia Community College

Ester Gimbernat de González  
Associate Professor of Hispanic Studies  
University of Northern Colorado

Samuel Saldívar  
Professor of Spanish  
United States Military Academy

### ***Cultural and Linguistic Consultants, The McGraw-Hill Companies, Inc.***

Eduardo Cabrera

Laura Chastain

María José Ruiz Morcillo

**Instructors**

Catalina Aguilar, Fort Lewis College  
 Warren Ashby, Bethune-Cookman College  
 Patrick Brady, Tidewater Community College  
 Daniel Briere, University of Indianapolis  
 Marichu Bucelli, George Mason University  
 Racquel Caytan, Rice University  
 Linda Fader, Holy Family College  
 María Goddard, Xavier University  
 Lola Herez-Moya, Monterey Peninsula College  
 Christina Lambert, County College of Morris  
 Robin Martínez, Colorado State University  
 Norma River, Millersville University  
 Stewart Siegelman, County College of Morris  
 Miguel Verano, United States Air Force Academy  
 Rita Wirkala, Bellevue Community College

The authors of *Destinos* would also like to extend special thanks to the following individuals and organizations:

- The Annenberg/CPB Project (Washington, D.C.), especially to Lin Foa and Lynn Smith, for financial and creative support of the television series on which this Textbook is based.
- WGBH Boston and to Michele Korf, Beth Kirsch, and Betsy Ryles, for their guidance and support

at different stages of the project's development, and especially to Michele, for always being there.

- The staff at Creative Television Associates (Boston), especially Fred Barzyk, Al Potter, Olivia Tappan, and Erin Delaney, as well as the film and sound editors (Ricardo Camacho, Christian Picker, Miguel Picker, and Jean Boucicaut), for the role they all played in bringing the series to you; special thanks to Olivia, for being our on-location photographer, and to Erin, for providing living proof that an input-based approach really does work!
- The many instructors who reviewed the original edition and provided enlightening feedback that helped to shape the Second Edition.
- Rodney Bransdorfer and Natalie Lefkowitz (both of Central Washington University), for their work on the Instructor's Edition.
- Trisha R. Dvorak, Alex Binkowski, Michèle Sarner, Ralph Kite, and María José Ruiz Morcillo, for their help with various aspects of the creation of the First Edition.
- The development, editorial, and production staff at McGraw-Hill, especially William Glass, Scott Tinetti, Christina Gimlin, Matthew Baldwin, and Diane Renda.

Last but not least, a very special thank you to Liliana Abud ("Raquel"), whose professional skill as an actress and generosity as a human being helped to keep us going during long working days on the set and at the computer.