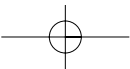
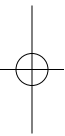


# Dos mundos



## DEDICATION

This book is lovingly dedicated to Tracy D. Terrell (1943–1991). Tracy left us an enduring legacy: the Natural Approach, a methodology that has had a significant impact on second language teaching and on the evolution of textbook materials. He also envisioned this book and guided us, the co-authors, to its fruitful completion. Tracy was our inspirational mentor. His ever-generous heart touched many of us—friends, colleagues, teachers, students—in an indelible way. We miss him. And we hope he is proud of our work in this new edition of *Dos mundos*. His kind spirit and brilliant vision infuse every page.

FIFTH EDITION

# Dos mundos

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*Dos mundos*

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## TO THE INSTRUCTOR

**W**elcome to the Fifth Edition of *Dos mundos*! Those of you who are familiar with our textbook know that this is a special kind of text. Through its Natural Approach methodology, *Dos mundos* offers an exciting alternative to the many Spanish-language textbooks available today. The Natural Approach allows instructors to do what they have always wanted to do as educators: help students enjoy the process of acquiring a second language.

Our main objectives have not changed since the First Edition. The **Actividades de comunicación** continue to play a primary role, while grammar serves as an aid in the language acquisition process. The core of our program is communication. But over the years, we have made several changes in *Dos mundos*. With each new edition we bring in fresh, practical ideas from the field of second-language teaching. And we listen to you, the instructors who use *Dos mundos*. Your support is a motivating force.

You asked us for a stronger focus on culture in this Fifth Edition, so we have concentrated our efforts in this regard. Indeed, we are excited about the new cultural content in *Dos mundos*, which will be highlighted in the following pages. Before going any further, however, we invite you to flip through the pages of our newly designed textbook. Note the variety of authentic materials, the new photos. Every chapter now opens with a work of fine art. And this visual wealth is only one of the many design changes we made in this Fifth Edition.

We are pleased with our new “look,” which is elegant yet earthy, closer than ever to the ideal textbook we envisioned with Tracy Terrell many years ago. It is our hope that you continue to benefit from all that *Dos mundos* has to offer. Once again, welcome to our program and to the Natural Approach.

### FIFTH EDITION: AN OVERVIEW

The Fifth Edition of the main text and its accompanying *Cuaderno de trabajo* begin with three preliminary **Pasos**, as did the previous edition. However, as a result of reviewer feedback, there are now fifteen regular chapters instead of the previous sixteen. These chapters are still divided into three main parts.

**Actividades de comunicación y lecturas:** Communicative activities and readings

**Vocabulario:** Thematic vocabulary from the activities, both active and for recognition

**Gramática y ejercicios:** Grammar explanations and verification exercises

A significant change in the overall structure of *Dos mundos* is the inclusion of a cultural magazine, **Vida y cultura**, which appears after **Capítulos 4, 9, and 15**. Another new feature is a two-page chapter opener that previews the themes and the grammar in each chapter. For a Guided Tour of the Fifth Edition turn the page!

GUIDED TOUR



ENTRADA AL CAPÍTULO

Each chapter begins with two pages that orient you to the themes and activities of the chapter. On the left-hand page, a **Metas** (Goals) feature provides a brief overview of the objectives, and fine art from the Spanish-speaking world illustrates the chapter theme. **Sobre el artista** introduces the artist and his or her place in the culture of the Spanish-speaking world.

At the top of the right-hand page, three columns detail the communicative activities, readings, culture topics, and grammar exercises included. The **Preguntas de comunicación** can be found below the chapter title. These questions will help professors initiate conversation about the themes of the chapter.

In addition, icons on this page highlight the multimedia materials that accompany the chapter. Go to the **Dos mundos** Website, [www.mhhe.com/dosmundos](http://www.mhhe.com/dosmundos), for more activities and practice. The **Videoteca** icon re-

minds students to watch the corresponding video, which includes informational scenes on the focus country as well as short functional vignettes (e.g., asking for directions, making an appointment). The CD-ROM activities are to be used as a supplement to the text and provide excellent review of chapter themes, vocabulary, and grammar.

ACTIVIDADES DE COMUNICACIÓN Y LECTURAS

These activities and readings are the core of **Dos mundos**. Each chapter is divided into three or four themes. Each theme is introduced with color art illustrating structures and vocabulary. At the top of each art display you will see the instructions **Lea Gramática...** directing students to read or review the grammar point that corresponds to a particular theme. Following the display are the communicative activities. Students will participate in these activities with their instructor and/or their classmates in order to develop their listening and speaking skills in Spanish. They may want to go over these activities at home before beginning to work on them in class.

84 CAPÍTULO DOS Mis planes y preferencias

**A**ctividades de comunicación y lecturas

**Los planes**

Leo Gramática 2.1.  
 Andrea Ruiz habla de los planes de su familia para el fin de semana.

**ACTIVIDAD 1. Preferencias: Los planes**  
 Hable de sus planes. También agregue otra actividad en cada caso.

- El sábado por la mañana voy a...  
 a. reparar mi carro. c. dormir.  
 b. pasear por el centro. d. ¿? ?
- El viernes por la noche mis amigos van a...  
 a. salir a cenar. c. dar una fiesta.  
 b. bailar en un club. d. ¿? ?
- El domingo por la tarde voy a...  
 a. limpiar mi cuarto. c. ir al cine.  
 b. practicar algún deporte. d. ¿? ?
- Durante las vacaciones mis amigos y yo vamos a...  
 a. viajar. c. jugar al tenis.  
 b. descansar. d. ¿? ?
- Este invierno voy a...  
 a. esquiar. c. patinar en el hielo.  
 b. estudiar mucho. d. ¿? ?

## READING AND CULTURAL MATERIALS

Every chapter has a variety of reading and cultural materials. The types of selections are: **Lectura**, **Nota cultural**, **Ventanas culturales**, and **El mundo hispano: La gente**.

## LECTURA

Each **Lectura** usually discusses one of the chapter themes and often includes people from the **Dos mundos** cast of characters. (See pages xxxiv–xxxv.) These materials may be read in class or at home. Students should look at the new vocabulary in the **Vocabulario útil** box, and scan the reading for key words before they begin to read. (See page xxxi for other helpful reading techniques.)

## NOTA CULTURAL

The **Nota cultural** readings present various aspects of the Spanish-speaking world, such as sports, foods, and leisure activities. Various types of follow-up questions accompany each **Lectura** and **Nota cultural**. **Comprensión** tests general understanding of the material, **Ahora... ¡usted!** asks students to react personally to what they have read, and **Un paso más... ¡a escribir!** is a creative writing assignment related to the topic of the reading.

90 CAPÍTULO DOS Mis planes y preferencias

**VOCABULARIO ÚTIL**

sobre	about
la mitad	half
chicosos	funny
A veces	Sometimes

**LECTURA** **Los amigos hispanos: Nora Morales**

Esta lectura es sobre una estudiante mexicoamericana de San Antonio, Texas. Ella habla aquí de su ciudad y de las cosas que tiene este semestre.

Hola, amigos. Me llamo Nora Morales y soy estudiante de historia en la Universidad de Texas en San Antonio. Me gusta vivir en San Antonio. Aquí hay muchas personas que hablan español, y la cultura de esta ciudad tiene gran influencia hispana. Curay, pues es lógico: la mitad de la población de San Antonio es hispana!

Nací el cuatro de julio de 1977. Entonces... ¿cuál es mi edad? Soy de estatura mediana; tengo el pelo castaño y los ojos verdes. Me fascina la historia, especialmente la historia de México, porque de allí son mis padres. Y también me gusta mucho el idioma español; este semestre tengo una clase muy divertida con la profesora Martínez.

Tengo también una clase de química y otra de biología. En la clase de biología hay un muchacho mexicano muy amable y chistoso; se llama Raúl Saucedo. A veces practico el español con él y hablamos de México.

**Comprensión**

Diga si las siguientes oraciones son ciertas o falsas. Si son falsas, haga las correcciones necesarias.

**MODELO:** Los padres de Nora son de España. —  
Es falso. Los padres de Nora son de México.

- Nora nació el Día de la Independencia de los Estados Unidos.
- Nora habla en español con un amigo norteamericano de la clase de biología.
- A Nora le gusta mucho su clase de español.
- Nora es alta y tiene el pelo negro.

**Ahora... ¡usted!**

- ¿Tiene clases que le gustan mucho? ¿Cuáles son sus favoritas?
- ¿Le gusta su clase de español? ¿Por qué?
- ¿Cuáles son sus actividades favoritas en la clase de español?

**Un paso más... ¡a escribir!**

Describe a su mejor amigo/a. ¿Cuándo nació? ¿Qué edad tiene? ¿Cuáles son sus características físicas? ¿Qué les gusta hacer a ustedes cuando están juntos?

**NOTA CULTURAL** **¡Vamos a pasear!**

En esta Nota cultural se describen dos lugares en las ciudades hispanas donde hay mucha actividad social: las calles y la plaza. La plaza, especialmente, es el lugar que muchos hispanos prefieren para estar con los amigos.

En las calles de las ciudades hispanas siempre hay mucha actividad de todo tipo: hay personas que conversan, que caminan, que van de compras. Los hispanos, en general, prefieren no planificar demasiado su tiempo libre. A muchos les gusta disfrutar del momento presente y hacer las cosas de un modo espontáneo. La gente sale con el pretexto de visitar a un amigo, de comprar algo o para pasear por la plaza.

La plaza está generalmente en el centro de la ciudad. Muchas plazas tienen una fuente, árboles y bancos. En algunos pueblos, la gente juega allí a diferentes juegos como el dominó, las damas o las cartas. Pero a la mayoría de los hispanos les gusta ir a la plaza para sentarse y conversar o simplemente para mirar a las personas que pasan.

(¿Le gustaría a usted caminar por una plaza? Pues... ¡vamos a pasear!)

**VOCABULARIO ÚTIL**

planificar	to plan
disfrutar de	to enjoy
la fuente	fountain
los bancos	benches
las damas	checkers

los dramas plays, art works  
los dramaturgos playwrights  
ha recibido has received  
los premios awards  
los papeles roles  
la carrera career  
opina believes

**¿Me gusta la lluvia en la plaza?**

98 CAPÍTULO DOS Mis planes y preferencias

**VENTANAS CULTURALES** Nuestra comunidad

**Carmen Zapata y el teatro bilingüe**

¿Le gusta a usted ir al teatro o preferir el cine? Si le gusta el teatro, le recomendamos las obras de una excelente compañía que está en Los Angeles, California. Es la Fundación Bilingüe de las Artes (Bilingual Foundation of the Arts). Esta compañía produce dramas clásicos del teatro español, pero también obras de dramaturgos hispanos de los Estados Unidos.

La presidenta de la Fundación Bilingüe es Carmen Zapata, famosa actriz de cine, televisión y teatro. Esta dedicada actriz ha recibido numerosos premios por su trabajo teatral y su servicio a la comunidad hispana de California.\* Uno de los papeles más populares de su carrera es el de Bernarda Alba en *La casa de Bernarda Alba*, obra del dramaturgo español Federico García Lorca.† Carmen Zapata opina que la Fundación Bilingüe de las artes es el proyecto artístico más importante de su vida.

**VOCABULARIO ÚTIL**

los dramas	plays, art works
los dramaturgos	playwrights
ha recibido	has received
los premios	awards
los papeles	roles
la carrera	career
opina	believes

\*Carmen Zapata was honored in 1997 with the prestigious Award for Lifetime Achievement at the Hispanic Heritage Awards at the Kennedy Center in Washington, D.C. In 1998 she was named a Trustee of Los Angeles by Mayor Richard Riordan and the Center City Association of Los Angeles.  
†Federica García Lorca (Granada, 1898–1936) became poet and dramatist in Spain. Uno de sus libros de poemas es *Resonancia ginece* (Gipsy Poem Book, 1928). Sus obras de teatro se producen en todo el mundo. Las más populares son *Bodas de sangre* (Blood Wedding, 1933), *Ternura* (1934) y *La casa de Bernarda Alba* (1936). Lorca murió (died) durante la Guerra Civil Española (the Spanish Civil War).

**EL MUNDO HISPANO... LA GENTE**

Lucía Mendoza tiene 35 años y es de Venezuela.

¿Cómo es el clima en su país? ¿Hace mucho frío en el invierno? ¿Mucho calor en el verano? Generalmente, ¿fluye mucho o poco? ¿Le gusta el clima de Venezuela?

Yo soy de Caracas. El clima en esta ciudad es muy agradable; nunca hace ni mucho frío ni mucho calor. En Venezuela no tenemos cuatro estaciones. Sólo hay temporadas de lluvia y temporadas de sequía. ¿A veces me gustaría algún cambio? en el clima —inve, por ejemplo! Pero, en realidad, me gusta mucho el clima de mi país. Aquí no necesitamos abrigo cuando hace un poco de frío, y no hay mucha humedad cuando hace calor. ¿Es como vivir en la primavera todo el año?

*\*nencia... it's never too cold nor too hot \*estación 'sa... dry \*A... Sometimes 'algún... some change*

## VENTANAS CULTURALES

These cultural readings focus on five aspects of life in the Spanish-speaking world: **Nuestra comunidad** (our community), **La lengua** (language), **La vida diaria** (daily life), **Los sitios** (places), and **Las costumbres** (customs). As with **Lecturas** and **Notas culturales**, the list of words in the **Vocabulario útil** box will help prepare students to understand the cultural content.

## EL MUNDO HISPANO... LA GENTE

These short passages written by native speakers allow students to learn about Hispanic culture firsthand. Glossed vocabulary enhances comprehension. These authentic materials may be read at home or as part of in-class instruction.



## GRAMÁTICA Y EJERCICIOS

The blue pages that follow the **Vocabulario** include explanations of basic grammar and follow-up exercises. **¿Recuerda?** sidebars call attention to previous relevant grammar points. Brief margin notes give you additional input about Spanish grammar. The explanations and exercises are designed to be done outside of class using the key in Appendix 4 to make corrections.

## Gramática y ejercicios

Gramática y ejercicios

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### 2.1 Expressing Future Plans: *ir + a + Infinitive*

The most common way of expressing future plans is to use the verb *ir* (to go) plus the preposition *a* (to) followed by an infinitive. This construction is commonly referred to as the *informal future*, because Spanish has another future tense, generally reserved for talking about more long-term future plans.<sup>1</sup>

*ir + a go*  
**¿Qué vas a hacer esta noche? (What are you going to do tonight?)**  
**Voy a estudiar. (I'm going to study.)**

- ¿Qué vas a hacer mañana? —What are you going to do tomorrow?
- Voy a esquiar. —I am going to ski.
- ¿Qué van a hacer ustedes este fin de semana? —What are you going to do this weekend?
- Vamos a ir al cine. —We're going to go to the movies.
- ¿Qué van a hacer Esteban y Alberto después de la clase? —What are Esteban and Alberto going to do after class?
- Van a jugar al básquetbol. —They're going to play basketball.

Here are the forms of the irregular verb *ir*.<sup>2</sup>

<i>ir</i> (to go)		
(yo)	voy	I am going; go
(tú)	vas	you (inf. sing.) are going; go
(usted, él/ella)	va	you (pat. sing.) are going; he/she is going; go; goes
(nosotros/as)	vamos	we are going; go
(vosotros/as)	vais	you (inf. pl., Span.) are going; go
(ustedes, ellos/as)	van	you (pl.) are going; they are going; go

### EJERCICIO 1

A continuación tiene usted una conversación sobre los planes de algunos compañeros de clase. Complete las oraciones con las formas correctas del verbo *ir*.

**MODELO:** Luis va a hacer ejercicio en el parque.  
 I. —¿Qué \_\_\_\_\_ a hacer tú después de la clase?  
 —(Yo) \_\_\_\_\_ a ir de compras con una amiga.

<sup>1</sup>You will learn how to form the future tense in Gramática 15.1.  
<sup>2</sup>Recognition: *vos* was

## VIDA Y CULTURA

A cultural magazine section, **Vida y cultura**, follows **Capítulos 4, 9, and 15**. Each one includes articles on various aspects of Hispanic culture from many different countries. Footnotes are provided to clarify unfamiliar vocabulary.

**VIDA Y CULTURA**

**El Día de los Muertos**  
 ¿Una fiesta que celebra la muerte? ¿Pues, así es! En México, el primero y el segundo día de noviembre son días dedicados al recuerdo de los familiares y amigos fallecidos. El primero de noviembre es el Día de los Santos y se dedica a los niños muertos. El 2 de noviembre se honra a sus familiares: un tío, una esposa, una prima o un padre muerto. La tradición de honrar a los difuntos es una mezcla de tradiciones católicas europeas con las tradiciones de las culturas indígenas de América.  
 Los preparativos para estos días empiezan a finales de octubre y en algunas regiones las celebraciones duran hasta mediados de noviembre. En los mercados se vende papel picado,<sup>1</sup> flores de cempasúchil,<sup>2</sup> atadidos de colores vivos, juguetes de papel ma-  
 forma de esqueletos y panes<sup>3</sup> especiales: el pan de muertos. En las casas y en edificios públicos se construyen ofrendas<sup>4</sup> que recuerdan a los amigos o familiares fallecidos.  
 Las ofrendas se adornan con velas, papel picado, flores y pan de muerto. Es costumbre poner objetos queridos<sup>5</sup> del difunto: por ejemplo, una comida o bebida favorita, o un recuerdo de sus gustos: un collar,<sup>6</sup> un libro, un instrumento musical y si es posible, una foto. También es costumbre dejar un vaso de agua en el altar. Se cree por qué Porque los espíritus tienen sed después de su largo viaje al mundo de los vivos.<sup>7</sup> Se forma una senda<sup>8</sup> de pétalos de cempasúchil que guía al espíritu del muerto de la puerta hasta la ofrenda.  
 En muchos pueblos, por la mañana las familias van al panteón o cementerio y limpian las tumbas de sus seres queridos<sup>9</sup> en preparación para la celebración de esa noche. De noche encienden velas,<sup>10</sup> ofrecen flores y comen comidas tradicionales en honor a los difuntos. Esa misma noche por las calles del pueblo hay desfiles de gente enmascarada<sup>11</sup> que pisa por las calles tocando música. El Día de los Muertos es el momento para los mexicanos recordar y honrar a aquellas personas que siempre viven en el corazón de sus amigos y familiares.  
 1. atadidos = "bundles; bundles of paper" (papel picado)   
 2. juguetes = "toys" (juguetes)   
 3. panes = "breads" (panes)   
 4. ofrendas = "offerings" (ofrendas)   
 5. objetos queridos = "cherished objects" (objetos queridos)   
 6. collar = "necklace" (collar)   
 7. mundo = "world" (mundo)   
 8. senda = "path" (senda)   
 9. seres queridos = "loved ones" (seres queridos)   
 10. velas = "candles" (velas)   
 11. enmascarada = "masked" (enmascarada)

**Música**  
**Shakira, joven cantautora**  
 La joven colombiana Shakira Mebarak tiene sólo 23 años y ya es una artista famosa. Shakira es cantautora, lo cual quiere decir que compone<sup>1</sup> las canciones que interpreta en sus discos. Para ser tan joven, Shakira escribe como una poeta con gran experiencia. Explora temas tradicionales —el amor, las relaciones humanas<sup>2</sup>— desde una perspectiva fresca y nueva. Las melodías de esta talentosa compositora<sup>3</sup> son contagiosas. Predomina la instrumentación eléctrica pero también las suaves guitarras y el piano.  
 Shakira es bilingüe y bicultural, de madre colombiana y padre libanesa.<sup>4</sup> En algunas de sus canciones se nota la influencia libanesa, y en su segundo disco hasta canta parte de una canción en árabe (Ojos así). Cuando interpreta este tema en sus conciertos, Shakira se presenta con el traje tradicional de su cultura paterna. Al conversar, la artista parece un poco tímida, pero al cantar es un volcán de sonido y energía. ¡Escúchela! Estamos seguros de que usted va a terminar cantando sus hermosos poemas.  
 1. componer = "relaciones... human relationship" (componer)   
 2. relaciones = "relationships" (relaciones)   
 3. compositora = "composer" (compositora)   
 4. padre libanesa = "father" (padre libanesa)   
 5. tímida = "shy" (tímida)   
 6. energía = "energy" (energía)   
 7. poemas = "poems" (poemas)

### FEATURES AND CHANGES IN THE FIFTH EDITION: MAIN TEXT

- **Chapter Contents: Capítulos 15 and 16** of the previous edition have been combined to form a new **Capítulo 15**, with the title of **El porvenir**. This chapter focuses on personal goals, societal issues, and the role of technology in our world.
- **Chapter Themes: Capítulo 3** of the Fifth Edition combines themes from **Capítulo 3** and **Capítulo 4** of the previous edition: **¿Dónde está?** (**Capítulo 3**) and **Los lugares** (**Capítulo 4**) are combined into one theme that relates to places, including the university and the city (**Los lugares**).
- **Chapter openers:** A two-page opener now orients students to the themes and grammar in the chapter and provides thematic communication questions to stimulate class conversation. The opener also includes a multimedia bar that directs students to the *Dos mundos* Website, video, and CD-ROM.
- **Actividades de comunicación:** These communicative activities, which are the heart of *Dos mundos*, have been updated in this edition. New topics reflect current issues and student interests, but the cast of characters has remained the same as in the previous edition. The fictional people who inhabit our program are an integral part of *Dos mundos*. The following changes have been implemented in the **Actividades**.
  - **Organization of Activities:** As in the Fourth Edition, each of the **Actividades de comunicación** is categorized under one of fifteen different types (see page xxv). All activities are sequenced from input to output in order to promote comprehension *before* production. The **Diálogo** and **Diálogo abierto** activities are included only in the **Pasos** and in the first three chapters. Their purpose is to provide practice in using formulaic conversational expressions.
  - **En resumen:** These review sections have been extensively rewritten to match more directly the topics of the chapters. The **¡Dígalo por escrito!** sections are now individual writing activities, suitable for assigning as homework or extra credit.
- **Vocabulario:** The end-of-chapter vocabulary is now organized into **Vocabulario temático**, which includes the core vocabulary from the chapter, and the **Vocabulario para la comprensión**, which includes words for recognition only. The core vocabulary is shaded.
- **Reading Materials:** The Fifth Edition of *Dos mundos* continues to emphasize reading and literacy. Here are the categories of reading selections that appear in the Fifth Edition of *Dos mundos* and its *Cuaderno de trabajo*:
  - **Lecturas:** Readings that showcase the *Dos mundos* cast of characters, and realia-based material such as newspaper ads and magazine articles. Also among the **Lecturas** are short fiction by Hispanic writers and poetry by renowned poets.
  - **Notas culturales:** Segments on Hispanic culture and history, illustrated with photographs.
  - **El mundo hispano... La gente:** First-person accounts of life and culture in Spanish-speaking countries.

Many of the readings (marked with a headphones icon) are recorded on the *Listening Comprehension* cassette or CD, packaged free with every new copy

of the book. As in previous editions, the **Lecturas** and **Notas culturales** are followed by activities. These include **Comprensión**, for checking comprehension; **Ahora... ¡usted!**, with personalized questions; and **Un paso más... ¡a escribir!**, a writing activity that engages students' creativity.

All the **Lecturas** and several **Notas culturales** in the *Instructor's Edition* also feature pre-reading strategies, labeled **Suggestions for Effective Reading**. In these annotations we discuss techniques such as skimming, scanning, cognate recognition, and using context and cues outside the text to guess at meaning.

- **Culture:** In addition to the cultural content previously described in the section on Reading Materials, the Fifth Edition includes three new cultural features.

- **Vida y cultura:** An attractive magazine section that presents articles on high-interest topics such as music, history, language, and art. There are three “issues” of this **revista**, appearing after **Capítulos 4, 9, and 15**. Since the magazine is intended for pleasure reading and cultural information, it does not include reading activities.
- **¡Ojo!** Brief descriptions of customs in and points of interest about the Hispanic world. In the grammar pages, the **¡Ojo!** feature alerts students to subtleties in the language.
- **Ventanas culturales:** As the title suggests, these are windows to the culture, society, and history of the Hispanic world. These readings are brief, and the accompanying notes in the *Instructor's Edition* provide suggestions for activities based on the topic. There are five categories of **Ventanas culturales**:

**Nuestra comunidad:** Portraits of people who have made important contributions or have had a significant impact on Hispanic society, including communities in the United States.

**La lengua:** Segments on the Spanish language, including colloquial expressions, word variations, borrowings, popular idioms, regional and technical vocabulary.

**La vida diaria:** Realistic depictions of both individual and social life in the Hispanic world.

**Los sitios:** Here we showcase interesting places, offering an exciting tour of the Hispanic world.

**Las costumbres:** Revealing presentations of customs and traditions. Topics are always introduced within their relevant historical context and include the **quinceañera** and the **carnaval**.

- **Grammar:** Here are additional features and changes of note in the Fifth Edition:

- **Explanations:** Clear and concise explanations and the answer key provided in Appendix 4 allow the grammar component to be used by students outside the classroom. A simple overview of basic grammar, **Some Useful Grammatical Terms**, has been added to **Paso A**.
- **Margin notes:** These give students quick hints and brief overviews or review of grammar points.
- **Illustrations:** Many complex grammar concepts are illustrated with a drawing—**Gramática ilustrada**—to help students visualize the grammatical structure.
- **Review:** The **¡Recuerda?** feature reminds students to review previous relevant grammar sections.

- **Helpful hints: ¡Ojo!** boxes give students helpful hints for doing the grammar exercises.
- **Verbs:** Simple presentations of **-ar** and **-er/-ir** verbs are in **Paso C** and **Capítulo 1**. The present tense is reexamined more completely in **Capítulos 3** and **4**.
- **Activities and Discussions:** Notes in the *Instructor's Edition*, labeled Optional Grammar Activity (**OGA**), present ideas for grammar activities to be done in class. Optional Grammar Discussion (**OGD**) notes offer suggestions for expanded grammar discussions.

### **CUADERNO DE TRABAJO (WORKBOOK/LABORATORY MANUAL): A NEW STRUCTURE**

The *Cuaderno* is intended for use primarily outside of the classroom. This combined workbook/laboratory manual features listening comprehension passages, which we now call **Actividades auditivas**, and readings. There is also a large variety of written activities, a section that focuses on pronunciation and spelling, and additional grammar points and exercises.

The **Preface** in the *Cuaderno de trabajo* provides a detailed description of all sections and types of activities, as well as an outline of Fifth Edition changes. We have added new readings and one written activity per chapter, called **Resumen cultural**, which reviews the cultural content in the main text. The most important change is the reorganization of the *Cuaderno's* content. Each chapter now follows this sequence:

**Actividades escritas:** Chapter themes and activities

**Actividades auditivas:** Chapter themes and activities

**Videoteca:** Now includes a box with useful new vocabulary, a synopsis of

the segment, and comprehension questions

**Lecturas:** New readings have been added, including several **El mundo hispano... La gente** segments

The **Actividades escritas** and **Actividades auditivas** echo the chapter themes and vocabulary in the student text. The activities have been separated in such a way that students first work on **Actividades escritas**, then on the **Actividades auditivas**. This separation also ensures that both types of activities can be easily assigned and collected.

Additional advanced grammar concepts, along with verification exercises, have been placed in a section of the *Cuaderno* called **Expansión gramatical**.

### **COMPONENTS OF DOS MUNDOS, FIFTH EDITION**

The Fifth Edition of *Dos mundos* offers a complete package of instructional materials for beginning Spanish courses whose primary goal is proficiency in communication skills. In addition to the student text and the *Cuaderno de trabajo*, the following materials are available:

- The annotated *Instructor's Edition* provides notes that offer extensive pre-text activities, teaching hints, and suggestions for using and expanding materials, as well as references to the supplementary activities in the *Instructor's Resource Kit*.
- *The Instructor's Manual* provides a general introduction to the Natural Approach and to the types of acquisition activities found in the program. It also offers step-by-step instructions for teaching the **Pasos** and **Capítulo 1**. There are suggestions for pre-text activities and other ways to implement the Natural Approach as well.

- *The Instructor's Resource Kit* contains supplementary activities and games that correspond to chapter themes. The Fifth Edition also includes Internet activities and a new **Lotería cultural** for each chapter.
- A set of 100 full-color *Overhead Transparencies* displays drawings, color maps, and other illustrations, mostly from the main text.
- The *Testing Program* contains listening comprehension (with *Testing Cassettes* or *Audio CDs*), reading, vocabulary, and grammar tests. It also includes suggestions for testing oral achievement and writing skills. The Fifth Edition provides one sample exam for each chapter, as well as a variety of segments that can be substituted to create different versions of the test.
- The *Audio Program*, available on cassettes or audio CDs, presents oral texts, pronunciation exercises, and chapter vocabulary, all coordinated with the **Cuaderno de trabajo**.
- The *Audioscript* is a transcript of all recorded materials in the *Audio Program*.
- The *Listening Comprehension Cassette* or *CD* contains recordings of many of the readings in the student text.
- The *Training Video* demonstrates how to use **Dos mundos** and the Natural Approach in a variety of classroom settings.
- The *Video to accompany Dos mundos*, shot on location in Mexico, Spain, and Ecuador, is coordinated with the **Videoteca** activities in the student text and in the **Cuaderno de trabajo**. The Fifth Edition also includes a cultural montage segment of each of the 21 countries of the Spanish-speaking world.
- *The CD-ROM to accompany Dos mundos* offers engaging interactive games,

activities, and exercises, all coordinated with chapters of the main text. The Fifth Edition also includes new brief functional video vignettes, set on location in Peru, Mexico, and Costa Rica. These vignettes provide students the opportunity to not only view functional language interactions, but also to simulate these interactions through a recorded video interview (See pages xxxvi–xxxvii for more information about the *CD-ROM to accompany Dos mundos*.)

#### OTHER MATERIALS AVAILABLE

- The *McGraw-Hill Video Library of Authentic Spanish Materials* consists of several volumes of video materials.
- The *McGraw-Hill eTutor*, a tutorial software program based on the text's grammar exercises, is available in IBM and Macintosh formats.
- The *Storyteller's Series* offers high-interest fiction designed for advanced-beginning or intermediate students. There are three books available: **Viajes fantásticos**, **Ladrón de la mente**, and **Isla de luz**.
- The *Picture File* contains 50 thematically arranged color photographs, designed to stimulate conversation in the classroom.
- The *¡A leer! Easy Reader Series* features two short readers, **Cocina y comidas hispanas**, on regional Hispanic cuisines; and **Mundos de fantasía**, which contains fairy tales and legends. These readers can be used as early as the second semester.
- The **El mundo hispano** reader features five major regions of the Hispanic world, as well as a section on Hispanics in the United States.
- The **Destinos Video Modules** provide

footage from the popular *Destinos* television series, as well as segments on vocabulary, functional language, situational language, and culture.

Please consult your local McGraw-Hill sales representative for information about pricing and availability of these supplementary materials.

## SECOND-LANGUAGE ACQUISITION: THE FIVE HYPOTHESES

The materials in *Dos mundos* are based on Tracy D. Terrell's Natural Approach to language instruction, which in turn relies on Stephen D. Krashen's theoretical model of second-language acquisition. That theory consists of five interrelated hypotheses, each of which is mirrored in some way in *Dos mundos*. Along with Krashen's research, we have included elements from Natural Learning Theory, a model developed by Brian Cambourne that is very supportive of Natural Approach principles.<sup>1</sup>

Many of you will be familiar with the following concepts already. But if you're not, don't feel obliged to memorize them. As you gradually work with *Dos mundos*, Terrell's and Krashen's ideas will become familiar to you. After outlining the five hypotheses below, we present nine ideas for application of the theory in the foreign-language classroom.

### The Acquisition-Learning Hypothesis

This theory suggests that we have two independent ways of developing language ability: acquisition and learning.

<sup>1</sup>Portions of this section and the next are quoted by permission of Stephen D. Krashen, *Fundamentals of Language Acquisition*, Laredo Publications, 1992; and Brian Cambourne, *The Whole Story, Natural Learning and the Acquisition of Literacy*, Ashton Scholastic, 1994.

- **Language acquisition** is a subconscious process; that is, we are not aware that it is happening. Once we have acquired a segment of language, we are not usually aware that we possess any new knowledge; the knowledge is stored subconsciously. Research strongly supports the view that adults can acquire language subconsciously, as do children.
- **Language learning** is a conscious process; we are aware that we are learning. When you talk about "rules" and grammar, you are usually talking about learning.

## 2 The Natural Order Hypothesis

This theory states that we acquire parts of a language in a *predictable order*. Some grammatical items, for example, tend to be acquired early while others are acquired late. The natural order appears to be unaffected by deliberate teaching; *we cannot change the natural order by explanation, drills, and exercises*. Indeed, more language acquisition takes place when students are given some responsibility for choosing the themes that interest them, without regard to grammatical acquisition order.

## 3 The Monitor Hypothesis

This hypothesis attempts to explain how acquisition and learning are used. We normally produce language using our acquired linguistic competence. The main function of conscious learning is as *monitor* or *editor*. After we produce language using the acquired system, we sometimes inspect it and use our learned system to correct errors. This self-correction can happen internally before we speak or write, or after we produce a sentence.

#### 4 The Input Hypothesis

This concept proposes that we acquire language when we *understand messages* or obtain comprehensible input. Comprehensible input can be aural or written: Reading is an excellent source of comprehensible input. According to the Input Hypothesis, production (talking and writing) is a *result* of language acquisition, not a cause.

#### 5 The Affective Filter Hypothesis

This theory suggests that attitudes and feelings do not impact language learning directly but can prevent students from acquiring language from input. If a student is *anxious* or does not perceive the target culture in a positive light, he or she may understand the input but a *psychological block* (the Affective Filter) will prevent acquisition.<sup>2</sup>

### THE NATURAL APPROACH AND DOS MUNDOS: FROM THEORY TO ACTION

The principles of the Natural Approach follow from the preceding hypotheses. Our goal is to make the theory work for us in the classroom. Here is how we do it:

#### Aiming for Meaning

The primary goal of the Natural Approach classroom is to provide comprehensible aural and written input, the components necessary for language acquisition. These components help students do what Cambourne calls “creating meaning.” **Dos**

<sup>2</sup>For more detailed information see the section on Natural Approach theory in the *Instructor's Manual*. See also Stephen D. Krashen and Tracy D. Terrell, *The Natural Approach: Language Acquisition in the Classroom*, Prentice Hall, 1983.

**mundos** helps students create meaning through both acquired and learned knowledge.

ACQUISITION	LEARNING
<b>Actividades de comunicación</b> Pre-text activities All readings	<b>Gramática y ejercicios</b>
<b>Actividades auditivas</b> Video segments	<b>En resumen</b> <b>Actividades escritas</b> <b>Ejercicios de pronunciación y ortografía</b>

#### 2 I'm Listening!

While the ability to produce language is the result of acquisition, comprehension precedes production. Thus, students' ability to use new vocabulary and grammar is directly related to the opportunities they have had to listen to and read that vocabulary and grammar in meaningful and relevant contexts. These meaningful contexts are what Cambourne calls “demonstrations.” Students need many demonstrations of meaningful language before being presented with opportunities to express their own meanings.

#### 3 Taking Our Time

Because speech emerges in stages, **Dos mundos** allows for three stages of language development: comprehension; early speech; and speech emergence.

The activities in **Paso A** are designed to give students the opportunity to develop initial comprehension ability without being required to speak Spanish. The activities in **Paso B** encourage the transition from comprehension to the ability to

respond naturally in single words. By the end of **Paso C** and through **Capítulo 1**, most students are making the first transitional steps from short answers to longer phrases and complete sentences. Students will continue to pass through these same three stages with the new material of each chapter. It is important to keep in mind that the vocabulary and structures presented in **Capítulo 1** may not be fully acquired until **Capítulo 5** or later.

The Pre-Text and Additional Activities as well as the Follow-Up and Optional Grammar Activities in the *Instructor's Edition*, the **Actividades de comunicación** and **Lecturas** in the student text, and the **Actividades auditivas** in the *Cuaderno de trabajo* all provide opportunities for understanding Spanish before production is expected. As students become more fluent listeners and speakers, native speakers and teachers will automatically raise the ante and challenge students' skills with higher-level language. It is this process that helps students continue to acquire higher-level lexical and grammatical structures.

#### **4 We All Make Mistakes**

Errors in form are not corrected in classroom activities that are aimed at acquisition. We anticipate that students will make many errors as speech emerges. Given sufficient exposure to Spanish, these early errors do not become permanent, nor do they affect students' future language development. We recommend correcting only factual errors and responding naturally to students' communication, expanding only when it feels normal and natural to do so, when the correction or expansion can easily be woven into the conversational thread.

In contrast, students can and should correct their responses to the self-study grammar exercises using the key in the

back of the text, and to the **Actividades auditivas** and the **Actividades escritas** using the key in the back of the *Cuaderno de trabajo*.

#### **5 Relax and Let It Happen Naturally!**

Students acquire language only in a low-anxiety environment and when they are truly engaged with the material. A low-anxiety atmosphere is created when the instructor: (1) provides students with truly interesting, comprehensible input, (2) does not focus excessively on form, and (3) lets students know that acquiring a new language is “doable” and is expected of them. *Dos mundos* creates such a positive classroom atmosphere by sparking student interest and encouraging involvement in two sorts of activities: those that relate directly to students and their lives, and those that relate to the Hispanic world. Hence, the **dos mundos** referred to in the title. Input and interaction in these two areas—along with the expectation from the instructor that students will be able to communicate their ideas—create a classroom environment wherein the instructor and students feel comfortable listening and talking to one another.

#### **6 It Takes a Community**

Group work encourages interaction and creates classroom community. In a Natural Approach classroom, students are encouraged to speak and interact. Group work provides valuable opportunities for students to interact in Spanish during a given class period and helps create a sense of classroom community that facilitates communication.

#### **7 Speak Your Mind!**

Speaking helps language acquisition indirectly in several ways by encouraging

comprehensible input via conversation. Speaking also gives students the positive feeling of engaging in real language use as the instructor and students share opinions and information about themselves.

## 8 A Place for Grammar

Although *Dos mundos* focuses on acquisition through oral, listening, and written activities, there are practical reasons for grammar study. Formal knowledge of grammar does not contribute to second-language fluency, but it may help some students edit their written work. Also, some language students derive great satisfaction when they learn about what they are acquiring. Finally, very adept language learners can utilize grammatical knowledge to make the input they hear and read more comprehensible.

## 9 Language With a Purpose

The goal of the Natural Approach is proficiency in communication skills: listening, reading, speaking, and writing. Proficiency is defined as the ability to understand and convey information and/or feelings in a particular situation for a particular purpose. Grammatical accuracy is one part of communicative proficiency, but it is not a prerequisite.

### DOS MUNDOS METHODOLOGY: SPECIFICS

Each of the fifteen regular chapters of *Dos mundos* opens with the **Actividades de comunicación y lecturas**, which stimulate the acquisition of vocabulary and grammar. The following types of communicative activities appear in most chapters.

TPR (Total Physical Response) Activities  
(*Instructor's Edition*)  
Student-centered input (*Instructor's Edition*)

Photo-centered input (*Instructor's Edition*)  
Definitions (**Definiciones**)  
Association activities (**Asociaciones**)  
Discussions (**Conversación**)  
Realia-based activities (**Del mundo hispano**)  
Description of drawings (**Descripción de dibujos**)  
Interactions (**Intercambios**)  
Narration series (**Narración**)  
Dialogues (**Diálogos** and **Diálogos abiertos**)  
Identification activities (**Identificaciones**)  
Situational dialogues (**Situaciones**)  
Personal opinion activities (**Preferencias**)  
Interviews (**Entrevistas**)  
Polls (**Encuestas**)  
Culminating activities (**En resumen**)  
Creative writing activities (**Un paso más..., ¡a escribir!**, and **¡Dígalo por escrito!**)

The **Vocabulario** list that follows each **Actividades de comunicación y lecturas** section contains most of the new words that have been introduced in the vocabulary displays and activities. Students should recognize these words when they are used in a clear communicative context. Many will also be used actively by students in later chapters as the course progresses.

The readings in *Dos mundos* are by no means exhaustive; we recommend that instructors read aloud to students and, when students are ready for independent reading, allow them to select material of interest to them. Teachers may find the *¡A leer!* series, the *El mundo hispano* reader, or the *Storyteller's Series* appropriate for second-, third-, or fourth-semester accompaniment to *Dos mundos*.

The **Gramática y ejercicios** sections, in the “blue pages,” are designed for quick reference and ease of study. (The answer key to the grammar exercises is in Appendix 4.) The purpose of the grammar exercises is for students to verify that they

have understood the explanation; we do not believe that students acquire grammar by doing exercises.

Most new topics in the **Actividades de comunicación y lecturas** sections begin with references (marked **Lea Gramática...**) to the pertinent grammar section(s) of the chapter. All activities can be done without previous grammar study; it is desirable to do all **Actividades de comunicación** in a purely communicative way, with both instructor and students focusing on the meaning of what is being said.

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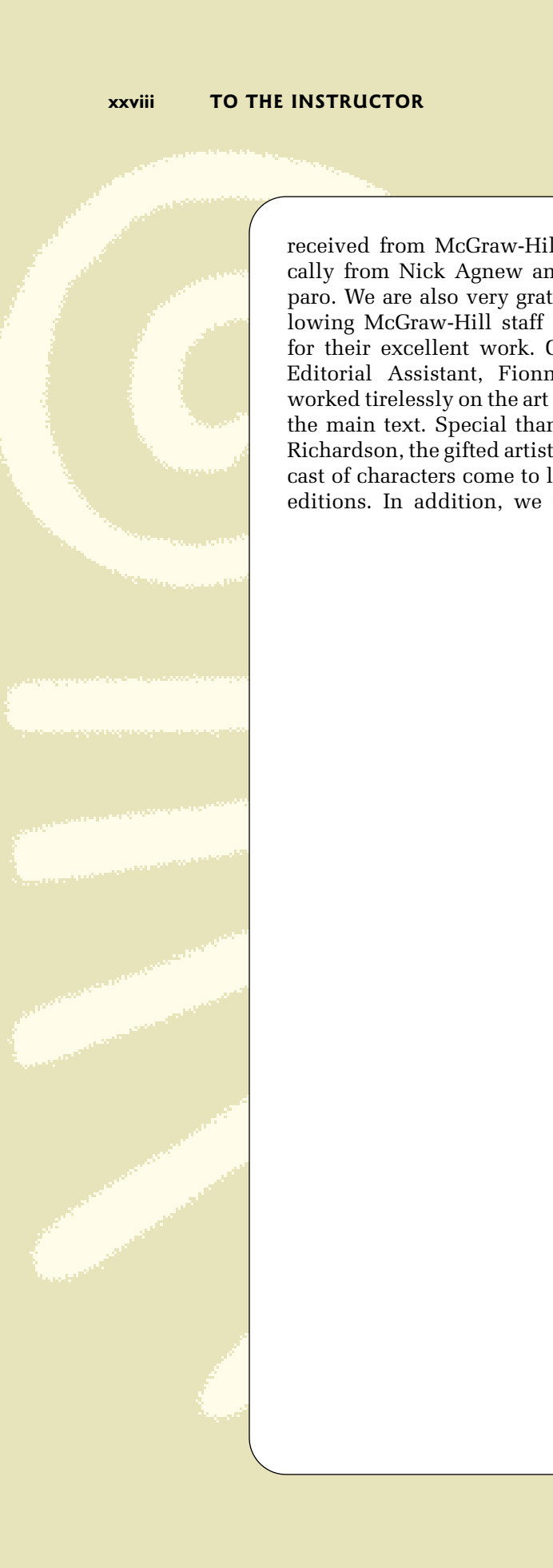
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## TO THE STUDENT

**T**he course you are about to begin is based on a methodology called the Natural Approach. It is designed to help you develop your ability to understand and speak everyday Spanish and to help you learn to read and write in Spanish.

Researchers distinguish two ways of developing ability in another language: (1) through a subconscious process called *language acquisition*—like “picking up” Spanish while living in Mexico or Spain; and (2) through a conscious process called *language learning*, which has to do with memorizing and applying grammar rules. *Language acquisition* gives us our fluency, much of our accuracy in speaking, and our ability to understand authentic language when we hear it. You know you’ve acquired a word when it “feels” and sounds right in a given context. *Language learning* is not as useful in oral communication, but it helps us edit our speech and writing. You know you’ve *learned* a rule when, for example, you can recall it in order to produce the right form of a verb.

The **Actividades de comunicación y lecturas** of *Dos mundos* will help you acquire Spanish through listening to your instructor and interacting with your classmates; the **Actividades auditivas** of the *Cuaderno de trabajo* also provide opportunities to practice your listening comprehension skills. The **Gramática y ejercicios** section of the text and many sections of the *Cuaderno* will offer opportunities for learning Spanish and for applying the rules you have learned. Our goal in *Dos mundos* is to make it possible for you to *acquire* the language, not just *learn* it. Keep in mind that *language acquisition* takes place when we understand messages; that is, when we comprehend what we read or what we hear. The most effective ways for you to improve your Spanish are to listen to it, read it, and in-

teract with native speakers of the language as much as possible!\*

Classes that use *Dos mundos* provide you with a great deal of language you can understand. Your instructor will always speak Spanish to you and will use gestures, photos, real objects, and sound effects to make himself or herself understood. To get the most out of a class session, you only need to focus on what your instructor is saying; that is, on the *message*. You do not have to think *consciously* about grammar or try to remember all the vocabulary that is being used.

You will also have plenty of opportunities for reading. The more you read, the better your Spanish will become. When you are reading, just pay attention to the message. You don’t have to know every word or figure out every grammatical structure in order to understand and enjoy what you read!

You will be speaking a lot of Spanish in the classroom, both with your instructor and with your classmates. And when you speak, you will make mistakes. Don’t be overly concerned about these mistakes; they are a natural part of the language-acquisition process. The best way to eliminate your errors is not to worry or think hard about grammar when you talk, but to continue to get more language input through listening, conversation, and reading. In time, your speech will become more accurate.

### GETTING STARTED WITH THE PASOS

Understanding a new language is not difficult once you realize that you can comprehend what someone is saying without knowing every word. The key to communication

\*For a more in-depth understanding of the terms *acquisition* and *learning* you may wish to read the *To the Instructor* section of this preface.

is *understanding the ideas, the message* the speaker wants to convey.

Several techniques can help you develop good listening comprehension skills. First and most important, *you must guess at meaning!* In order to improve your ability to guess accurately, pay close attention to the context. If someone greets you at 3:00 P.M. by saying **Buenas tardes**, chances are they have said *Good afternoon*, not *Good morning* or *Good evening*. You can make a logical guess about the message being conveyed by focusing on the greeting context and time of day. If someone you don't know says to you, **Hola. Me llamo Roberto**, you can guess from context and from the key word **Roberto** that he is telling you his name.

In class, ask yourself what you think your instructor has said even if you haven't understood most—or any—of the words. What is the most likely thing to have been said in a particular situation? Be logical in your guesses and try to follow along by paying close attention to the flow of the conversation. *Context, gestures, and body language will all help you guess more accurately.*

Another strategy for good guessing is to *listen for key words*. These are the words that carry the basic meaning of the sentence. In the class activities, for example, if your instructor points to a picture and says in Spanish, **¿Tiene el pelo castaño este hombre?** (*Does this man have brown hair?*), you will know from the context and intonation that a question is being asked. By focusing on the key words **pelo** (*hair*), **castaño** (*brown*), and **hombre** (*man*), you will be able to answer the question correctly.

Remember: *You do not need to know grammar rules* to understand much of what your instructor says to you. For example, you wouldn't need to know the words **Tiene**, **el**, or **este** in order to get the gist of

the previous question. Nor would you have needed to study verb conjugations. However, if you do not know the meaning of the key vocabulary words, **pelo**, **castaño**, and **hombre**, you will not be able to make good guesses about what is said.

### Vocabulary

Because comprehension depends on your ability to *recognize the meaning of key words* used in the conversations you hear, the preliminary chapters of **Dos mundos**—the **Pasos**—will help you become familiar with many new words in Spanish, probably several hundred of them. *You should not be concerned about pronouncing these words perfectly*; saying them easily will come with more exposure to spoken Spanish. Your instructor will write all key vocabulary words on the board. You may want to copy them in a vocabulary notebook as they are introduced, for future reference and study. Copy them carefully, but don't worry now about spelling rules. Include English equivalents or small drawings if they help you remember the meaning.

Go over your vocabulary lists frequently: Look at the Spanish and try to *visualize the person* (for words such as *man* or *child*), *the thing* (for words such as *chair* or *pencil*), *a person or thing with particular characteristics* (for words such as *young* or *long*), or *an activity or situation* (for phrases such as *stand up* or *is wearing*). You do not need to memorize these words; concentrate on recognizing their meaning when you see them and when your instructor uses them in conversation with you in class.

### Classroom Activities

In the preliminary chapter, **Paso (Step) A**, you will be doing three types of class activities: (1) *TPR*; (2) *descriptions of classmates*; and (3) *descriptions of pictures*.

**TPR** is our version of **Total Physical Response**, a technique developed by Professor James Asher at San Jose State University in Northern California. In TPR activities your instructor gives a command that you act out. This type of activity may seem somewhat childish at first, but if you relax and let your body and mind work together to absorb Spanish, you will be surprised at how quickly and how much you can understand. Remember that you do not have to understand every word your instructor says, only enough to perform the action called for. If you don't understand a command, sneak a look at your fellow classmates to see what they are doing.

**Descriptions of students:** On various occasions, your instructor will describe students in your class. You should try to remember the name of each of your classmates and identify who is being described.

**Descriptions of pictures:** Your instructor will bring pictures to class and describe the people in them. Your goal is to identify the picture being described.

In addition, just for fun, *you will learn to say a few common phrases of greeting and leave-taking* in Spanish. You will practice these in short dialogues with your classmates. Don't try to memorize the dialogues; just have fun with them. Your pronunciation will not be perfect, but if you are able to communicate successfully with native speakers, then your accent is good enough. Your accent will continue to improve as you listen and interact in Spanish.

### Lecturas

Reading is a valuable activity that will help you acquire Spanish and learn about the Spanish-speaking world. When you read in Spanish, *focus on the meaning*; that is, "get into" the context of the story or reading selection. You do not need to

know every word to understand a text. There may be a word or two that you will have to look up occasionally, to aid comprehension. But if you find yourself looking up many words and translating into English, *you are not reading*. As your ability to comprehend spoken Spanish improves, so will your reading ability, and as reading becomes easier you will, in turn, comprehend more spoken Spanish.

You may want to keep the following techniques in mind as you approach all of the reading materials in **Dos mundos**:

1. Look at the title, pictures, and any other clues outside the main text for an introduction to what the reading is about.
2. Scan the text for cognates and other familiar words.
3. Skim over the text to get the gist of it without looking up words.
4. Use context to make intelligent guesses about unfamiliar words.
5. Read in Spanish, picturing the story instead of trying to translate it in your mind as you go.

Many readings in the main text of **Dos mundos** are presented within the **Actividades de comunicación y lecturas** sections. There are also articles in the **Vida y cultura** magazines following chapters 4, 9, and 15. Additional readings are included in the **Cuaderno de trabajo**. It is a good idea to read as much Spanish as possible. Don't wait for your instructor to assign a particular selection; feel free to explore and enjoy the many **Lecturas** featured in **Dos mundos**. And try reading Spanish newspapers, comic strips, and magazines as soon as you are able.

### Gramática y ejercicios

The final section of each chapter is a grammar study and reference manual. The

grammar exercises are meant to be completed at your own pace, at home, in order to allow you time to check the forms of which you are unsure. Your reference tools are the grammar explanations, the Verb Charts, appendices, and the Answer Key to grammar exercises in Appendix 4. We advise you to use your knowledge of grammar when it does not interfere with communication; for example, when you edit your writing. If you do so, your writing will have a more polished feel. Also, some students find that studying grammar helps them understand classroom activities better.

The beginning of most **Actividades de**

**comunicación y lecturas** sections has a reference note (**Lea [Read] Gramática...**) that tells you which subsection of grammar in that chapter to read. Keep in mind that grammar explanations teach you *about* Spanish; they do not *teach* you Spanish. Only real comprehension and communicative experiences will do that. Grammar references are there to help you look up any information you may need or to help you clear any doubts you may have.

Remember that your instructor and the text materials can open the door to communicating in Spanish, but you must enter by yourself!

### TIPS FOR SUCCESS

Here are some suggestions for a successful experience acquiring Spanish.

#### Getting Started

- Familiarize yourself with the *Dos mundos* text and the *Cuaderno de trabajo*.
- Do not expect to be able to communicate as clearly in Spanish as you do in your native language.
- Remember that each individual will acquire Spanish at a different rate.
- Be patient, it is not possible to fully acquire a new language in one or two semesters of study.
- Celebrate your accomplishments; it is possible to communicate with native speakers even though your Spanish is not yet fluent.

#### Listening

- Focus on understanding the general meaning.
- Listen for key words.
- Use contextual clues and body language to help you understand native speakers.
- Listen to the **Actividades auditivas** four or five times each before checking the answer key.
- Listen to the feedback you get from your instructor and native speakers.

*Continued on next page*

### Reading

- Concentrate on the topic and the main ideas.
- Use context to make logical guesses at meaning.
- Read in Spanish as much as possible.
- Listen to the readings on the *Listening Comprehension Program's* cassette or CD.

### Speaking

- Go over the **Actividades de comunicación** before going to class.
- Don't rush through activities, use them to develop natural conversations in Spanish with your classmates.
- Use gestures and act out ideas and messages.
- Ask: **¿Cómo se dice \_\_\_\_\_ en español?**
- Speak Spanish to your instructors and classmates whenever possible.
- Don't be afraid to make mistakes; beginners are not expected to speak perfectly.
- Don't be overly concerned about your pronunciation.
- Use the *Audio Program* that accompanies the **Cuaderno** to listen for correct pronunciation of vocabulary and do the pronunciation exercises included in each chapter.

### Writing

- Keep your sentences simple and direct.
- Refer back to the grammar points you have studied to edit and refine your writing.
- Use the reference tools in the appendices: Verb Charts; Grammar Summary Tables; Syllabication, Stress, and Spelling.

### Spanish Outside the Classroom

- Watch Spanish-language movies, video, and television.
- Listen to Spanish-language radio.
- Read newspapers in Spanish (available on the Internet).
- Talk with native speakers.
- Explore Internet sites in Spanish.

TO THE INSTRUCTOR AND THE STUDENT

**THE DOS MUNDOS CAST OF  
CHARACTERS, VIDEO, AND  
INTERACTIVE MULTIMEDIA**

Many of the activities and exercises in *Dos mundos* are based on the lives of a cast of characters from different parts of the Spanish-speaking world. Here they are, followed by a description of the innovative Video and CD-ROM that accompany the Fifth Edition of *Dos mundos*.

**Cast of Characters: The Textbook  
and the Cuaderno de trabajo**

Two groups of characters appear in activities and exercises throughout the print materials for *Dos mundos*.

**Los amigos norteamericanos** (North American friends), a group of students at the University of Texas at San Antonio. Although they are all majoring in different subjects, they know each other through Professor Adela Martínez's 8:00 A.M. Spanish class.



**Los amigos hispanos** (Hispanic friends) live in various parts of the Spanish-speaking world. In México you will meet Silvia Bustamante and her boyfriend, Ignacio (Nacho) Padilla.



You will also get to know Raúl Saucedo and his family. Raúl lives with his parents in Mexico City but is currently studying at the University of Texas at San Antonio; he knows many of the students in Professor Martínez's class. You will meet Raúl's grandmother doña María Eulalia González de Saucedo, as well as other members of his extended family: his three older siblings, Ernesto, Andrea and Paula (who are twins), and their families.



doña María Eulalia y Raúl

Raúl's older brother Ernesto is married to Estela Ramírez. They have three children, Amanda, Guillermo, and Ernestito. Andrea is married to Pedro Ruiz, and they have two young daughters, Marisa and Clarisa. Paula is a single travel agent who lives and works in Mexico City.



The Saucedo children have school friends. Amanda's best friend is Graciela Herrero, whose brother is Diego Herrero. Amanda has a boyfriend, Ramón Gómez, and Graciela's boyfriend is Rafael Quesada.



There are also friends and neighbors of the Saucedo and Ruiz families: don Eduardo Alvar and don Anselmo Olivera; doña Lola Batini; and doña Rosita Silva and her husband, don Ramiro.



In **Puerto Rico** you will meet Carla Espinosa and her friend Rogelio Varela, students at the University of Puerto Rico in Río Piedras. You will also meet Marta Guerrero, a young Mexican woman living in Puerto Rico.

In **España** (Spain) you will accompany an American student, Clara Martin, on her travels. Her friends in Spain are Pilar Álvarez and Pilar's boyfriend, José Estrada.



You will get to know Ricardo Sícora in Caracas, **Venezuela**. He is 19 years old and has recently graduated from high school.

In **Argentina** you will meet Adriana Bolini, a young woman who works for a computer company, and her boyfriend, Víctor Ginarte.



On the radio you will listen to Mayín Durán, who is from **Panamá**. Mayín works as an interviewer and reporter for KSUN, Radio Sol de California, in Los Angeles.



You will meet the Yamasaki family in **Perú**: Susana Yamasaki González and her two sons, Armando and Andrés.

In **Miami** you will meet Professor Rubén Hernández Arenas and his wife, Doctora Virginia Béjar de Hernández.



### THE VIDEO

The two-hour video consists of a cultural montage on each of the twenty-one countries in the Spanish-speaking world, and a two- to three-minute vignette filmed on location in Mexico, Ecuador, and Spain. An introduction to each vignette can be found in the **Videoteca** section of **En resumen**, (at the end of the **Actividades de comunicación y lecturas** sections of the textbook). Viewing activities are located in the **Videoteca** sections in the **Cuaderno de trabajo**.

Here are some of the characters you will meet in the vignettes.

#### México



Diego González, an American graduate student living in Mexico City.



Lupe Carrasco, an anthropology student from Mexico City.



Antonio Sifuentes, a graduate student from Mexico City.

### THE ELECTRONIC CUADERNO DE TRABAJO

Available for the first time on interactive CD-ROM, the Electronic **Cuaderno de trabajo** offers feedback, correction and a fully integrated audio program.

#### Ecuador



Elisa Velasco, a travel writer from Quito.



José Miguel Martín Velasco (son of Elisa), a university freshman.



Paloma Velasco, José Miguel's cousin, also a university freshman.

#### España



Manolo Durán García, a university professor of literature in Seville.



Lola Benítez Guzmán, Manolo's wife, a Spanish professor for American students in Seville.



Marta Durán Benítez, their 8-year-old daughter.

### THE CD-ROM

Available in both IBM and Macintosh formats, the CD-ROM continues the emphasis on the meaningful use of Spanish that characterizes the **Dos mundos** program. Throughout the CD-ROM's



innovative and visually appealing activities, students will be able to understand what they are reading or hearing, and exercise critical thinking skills. Many activities focus on the thematic sections of a given chapter. A new video feature provides students with the opportunity to view functional language scenarios, filmed on location in Peru, Mexico, and Costa Rica. In addition, students are able to recreate the interactions by participating in a recorded video interview with characters from the video scenarios, further developing listening and speaking skills. Finally, the CD-ROM format is utilized to make the thematic vocabulary displays interactive. Recording and printing

capabilities make the CD-ROM a true four-skills ancillary. The CD-ROM also contains a link to the ***Dos mundos*** Website on the World Wide Web.

#### THE WORLD WIDE WEB

Bringing the Spanish-speaking world more directly into the classroom, the ***Dos mundos*** Website provides links to other culturally authentic sites and offers additional activities for each chapter of the text. It also includes links to sites related to many of the topics covered in the activities and readings. The ***Dos mundos*** Web page can be accessed at [www.mhhe.com/dosmundos](http://www.mhhe.com/dosmundos).

