

# DOS MUNDOS

FOURTH EDITION

**TERRELL  
ANDRADE  
EGASSE  
MUÑOZ**



# **DOS** **MUNDOS**

**FOURTH EDITION**

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*Dos mundos*

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# To the Instructor

**W**elcome to the Fourth Edition of *Dos mundos*! We are excited about our new edition, which we believe is our best ever. A revision implies much more than just rewriting a few activities or adding new reading selections or grammar exercises. New editions present opportunities for growth, development, and—most important—improvement. Our guiding principle has always been the advancement of communicative ways of teaching. With each new edition we re-evaluate the theoretical premises on which our methodology is based, and we try to bring in fresh, practical ideas from the field of second-language teaching. And, of course, we listen to you, the instructors who use *Dos mundos*. We want to express our gratitude to those of you who sent us comments and suggestions. Feedback from you is a compelling reason to undertake the task of rethinking and rewriting our textbook. Your support is definitely a motivating force. Thank you!

Those of you who have used a previous edition of *Dos mundos* know that it is a special kind of text. It offers an exciting alternative to the methodology of most Spanish-language textbooks available today: the Natural Approach. The success of the Third Edition has convinced us that many instructors are eager to try out the Natural Approach in their classrooms. We also know about instructors of other languages who are using this methodology successfully. The encouraging message is that our method allows instructors to do what they have always wanted to do as educators: enjoy their work and help students enjoy the process of acquiring a second language.

Like many of you, we were using the Natural Approach in our classrooms long before there was a name for the method or a textbook like *Dos mundos*. Of course, we didn't need a book to teach language communicatively! We taught in a manner that felt right to us, and we were happy to prepare material to supplement whatever textbook we were using. But what a difference it made to have our ideas in printed form, finally!

When we designed the First Edition of *Dos mundos*, we were uncertain about some aspects of the textbook, such as how many readings or grammar

exercises to include. There was one aspect about which we had no doubts, however: Communication was to be the core of our program. Three editions later, our initial objective hasn't changed. We have placed renewed emphasis on the communicative nature of the oral activities; hence the new section title, **Actividades de comunicación y lecturas**. As in earlier editions, grammar continues to play a secondary role as an aid in the language acquisition process.

## Changes in the Fourth Edition

### Overview: Student Text and Workbook/Laboratory Manual

The Fourth Edition begins with three preliminary chapters (**Pasos A–C**), compared with four in the previous edition. There are still sixteen regular chapters.

The structure of the regular chapters of the student text has not changed; each chapter is still divided into three parts:

**Actividades de comunicación y lecturas** (oral activities and readings)

**Vocabulario** (most new vocabulary from the activities)

**Gramática y ejercicios** (grammar explanations and verification exercises)

The organization and content of the Workbook/Laboratory Manual, the *Cuaderno de trabajo*, has changed significantly. The new features of the student text and the *Cuaderno* are explained in the following sections.

## The Heart of *Dos mundos*: Actividades de comunicación y lecturas

Although the name of this section has changed slightly, most of the **actividades orales** have been preserved from the previous edition. We have updated



activities when appropriate, and we have added topics to reflect current student interests whenever possible. We hope that the following additional changes to the **actividades** will enhance the success of *Dos mundos* in the classroom.

- **The cast of characters:** While many familiar characters remain, we have updated their “look” and have made some changes to their lifestyles to reflect contemporary Hispanic cultures. (You can read more about the new cast on pages xxiii–xxiv.)
- **Chapter themes:** A new theme for **Capítulo 15**, technology (including computer use and the Internet), focuses on the future. In addition, the last two chapters of the Third Edition have been combined into a single chapter entitled **El mundo y las relaciones sociales**, which offers a more in-depth presentation of Hispanic culture and history.
- **Review:** Beginning in **Paso B**, each **Actividades de comunicación** section now ends with a new section, **En resumen**, which presents one or more cooperative learning or creative writing activities, based on the key vocabulary and grammar of the chapter. Starting in **Paso C**, all **En resumen** sections contain a **Videoteca** activity, based on the new, text-specific video. (You can learn more about the video on pages xxiv–xxv.)
- **Organization of the activities:** All activities now fall under fifteen different rubrics (see page xx). In addition, activities in each thematic section have been sequenced more consistently from input to output, in order to promote comprehension *before* production.
- **Dialogues:** **Diálogo** and **Diálogo abierto** activities now appear only in the first five chapters.
- **Visuals:** More visually based activities (many with new authentic realia) appear throughout *Dos mundos*.



## What's New With the Reading Materials?

As some of you have probably noticed, the reading component of *Dos mundos* has undergone many changes since the First Edition. Over the editions, we have included more authentic material, such as newspaper articles and ads. We have also tried to feature high-interest fiction and poetry, because many students find those types of reading stimulating and excit-

ing. (We have also found that students are encouraged by the idea that they can read real literature in a foreign language.) When preparing each edition, we reassess all the readings, discarding those that proved too difficult or not engaging enough. Our objective is to provide texts that are interesting and culturally rich, but also accessible to first-year students.

As you flip through the pages of *Dos mundos*, Fourth Edition, and the *Cuaderno de trabajo*, you will recognize all the reading features from the Third Edition. For instance, we continue to teach geography by providing maps that highlight countries and cities mentioned in many reading selections. Here are the basic reading types, all carried over from the previous edition.

- **Lecturas:** readings that showcase the *Dos mundos* cast of characters; realia-based material such as newspaper ads and magazine articles
- **Notas culturales:** brief segments on Hispanic culture, with photo illustrations
- **Cuentos:** short fiction by Hispanic writers
- **Poesía:** poetry by the renowned poets José Martí, Pablo Neruda, and Amado Nervo
- **El mundo hispano... su gente:** first-person accounts of life and culture in Spanish-speaking countries, featuring the geography of the Hispanic world
- **El mundo hispano... imágenes:** selections consisting of a photograph and a short narrative that focus on specific areas of the Hispanic world

All of these readings reflect the theme and vocabulary of each chapter. Many of them (marked with a headphones icon) are recorded on the *Book on Tape*, which provides students with extra listening practice. As in previous editions, the **Lecturas**, **Notas culturales**, **Cuentos**, and **Poesía** are followed by reading activities. These include **Comprensión**, with innovative formats for checking comprehension; **Ahora... ¡usted!**, with personalized questions; and, in this edition, **Un paso más... ¡a escribir!**, a new writing activity that engages students' creativity.

In response to your requests for pre-reading strategies, we have added **Suggestions for Effective Reading** in the annotated *Instructor's Edition*, in which we discuss techniques such as skimming, scanning, cognate recognition, and using context and cues outside the text to guess at meaning. In addition, most of the reading segments are now preceded by a short synopsis and a brief vocabulary box. Both are intended to



function as “advance organizers”; in this way, they provide a preview of the reading to enhance students’ comprehension.

The Fourth Edition places even more emphasis on reading and literacy. You will find four new features:

- **El mundo hispano... en los Estados Unidos:** These brief narratives by Hispanics living in the United States include comparisons and contrasts between life in the United States and in their countries or cultures of origin.
- **Las palabras viven:** The phrase *Words are alive* reflects how Spanish is continually changing. In these segments you will find information on various linguistic phenomena such as colloquial expressions and word variations in the Hispanic world. There are also readings about the origin of words, including borrowings from other languages, popular idioms and proverbs, as well as readings on the indigenous languages of Latin America such as Quechua and Nahuatl.
- **¡Reír es vivir!:** We truly believe that laughter can help us live happier and healthier lives, so we created this entertaining feature that tells jokes—**chistes**—and presents humorous exchanges. Read these with your students for the sheer fun of it!
- **En nuestro mundo increíble:** These short sidebars offer interesting or extraordinary facts about the incredible world we live in.

Finally, additional reading material is available for your students through the innovative *Storyteller’s Series*, the *¡A leer!* easy reader series, and the *El mundo hispano* reader (see pages xvi–xvii).

## The Handling of Grammar: Gramática y ejercicios

The most substantial change in the main text is the reorganization of grammar in the latter part of the book. Instructors like you told us—and we agree!—that there was too much grammar in those chapters. So we placed the most advanced concepts, along with verification exercises, in a new section of the *Cuaderno* called **Expansión gramatical**. If you have the time and wish to do more grammar, this appendix will be very useful. If you’ve taught with *Dos mundos* before and have found the amount of grammar in the last chapters to be excessive, we hope you will now find the

latter part of the book more manageable. Here are some additional changes of note:

- **Explanations:** Grammar explanations are now easier to understand and lend themselves readily to self-study.
- **Margin notes:** More margin notes have been added to give students hints or quick overviews of grammar points. For example, “**ser** = origin; **estar** = location” appears in the margin beside the introduction of **ser** and **estar**.
- **Illustrations:** Many graphics have been included in the grammar sections to provide more visual appeal. More complex grammar concepts are now illustrated with a drawing—**Gramática ilustrada**, depicting a relevant scene—to help students visualize the grammatical structure.
- **Reminders for review:** A new feature, **¿Recuerda?**, reminds students to review previous grammar sections.
- **Functional titles:** All grammar topics now have functional titles. For example, **Talking about Actions in Progress: Present Progressive** tells students how the present progressive is used.
- **Recognizing vs. using:** Some advanced grammar exercises that required production have been replaced by others that require recognition only.
- **Verbs:** Simple presentations of **-ar** and **-er/-ir** verbs are now in **Paso C** and **Capítulo 1**, preceding the introduction of **gustar** + infinitive. The present tense is now re-entered more completely in **Capítulos 2** and **3**.

## Major Content and Organization Changes: *Cuaderno de trabajo*

The basic premise of the *Cuaderno* has not changed. It is still intended for use primarily outside of the classroom, and it still features oral texts (listening comprehension passages) and readings, as well as grammar exercises and a variety of activities, including a section that focuses on pronunciation and spelling.

In this edition we have attempted to iron out some of the organizational problems that adopters have brought to our attention and to focus on the level of difficulty of the listening passages.

Following is the new structure of each chapter of the *Cuaderno*, along with a brief explanation of each section.



- **Para empezar:** This new section consists of one or more brief listening activities that serve as a chapter warm-up by focusing on the grammar and vocabulary of previous chapters.
- **Comprensión oral** and **Actividades escritas:** These sections are now *completely coordinated* with the thematic sections of the student text. Each thematic section contains two types of activities:  
**Actividades escritas:** guided, form-focused exercises, followed by more open-ended, personalized writing activities for which there is generally no “right” answer.  
**Comprensión oral:** listening comprehension activities coordinated with the *Audiocassette Program*.
- **¡A repasar!:** This new section contains cumulative listening comprehension activities that focus on the theme of the chapter.
- **¡Adelante!:** This new, final listening comprehension activity challenges students to use their listening skills to grasp meaning in novel contexts. At the same time, it prepares them for the topics, vocabulary, and structures that will be presented in the next chapter. Instructors may prefer to work with this activity in class.
- **Pronunciación y ortografía:** These exercises help students work with the sound and spelling systems of Spanish.
- **Lecturas adicionales:** These optional readings contain the same kinds of advance organizers as those in the student text—a brief synopsis and a vocabulary box—as well as follow-up activities.
- **Videoteca:** In these pre- and post-viewing activities, students work with the content of each chapter’s video segment.

In addition to the changes in the *Cuaderno*, the listening comprehension passages have been thoroughly revised, to promote increased comprehension by reducing the amount of new vocabulary in the listening passages and by systematically re-entering key vocabulary and grammar.



## Components of the Fourth Edition

The Fourth Edition of *Dos mundos* offers a complete package of instructional materials for beginning Spanish courses whose primary goal is proficiency in com-

munication skills. These materials are designed to encourage you and your students to interact in Spanish as naturally and as spontaneously as possible. In addition to the student text and the *Cuaderno de trabajo*, the following materials are available:

- The annotated *Instructor’s Edition* contains marginal notes that offer extensive pre-text activities and suggestions for using and expanding materials in the student text. These notes also provide teaching hints and references to the supplementary activities in the *Instructor’s Resource Kit*.
- The *Instructor’s Manual*, with a general introduction to the Natural Approach and to the types of acquisition activities found in the program, provides step-by-step instructions for how to teach the **Pasos** and **Capítulo 1**. It also offers many pre-text activities designed for use before doing the communicative activities, as well as additional strategies for implementing the Natural Approach.
- The *Instructor’s Resource Kit* contains the following supplementary activities and games that correspond to themes in the student text: **TPR, Veinte preguntas, Lotería, Búscalo tú, Entrevista, Actividad de firma, Intercambio, Crucigrama, and Encuesta**.
- 100 full-color *Overhead Transparencies* display drawings, color maps, and other items, most of which appear in the student text.
- The *Test Bank* contains listening comprehension (with *Testing Tapes*), reading, vocabulary, and grammar tests for each chapter. It also includes suggestions for testing oral achievement and writing skills.
- The *Audiocassette Program* presents oral texts coordinated with the *Cuaderno de trabajo* that support the topics and functions of each chapter of the student text. It also includes pronunciation exercises and vocabulary read on tape.
- The *Tapescript* is a transcript of all recorded materials in the *Audiocassette Program*.
- The optional *Book on Tape* contains recordings of many of the readings in the student text (**Lecturas, Notas culturales, Los amigos hispanos, and Las palabras viven**).
- The *Storyteller’s Series* offers high-interest fiction (novellas and short stories) designed for advanced-beginning or intermediate students.
- The *McGraw-Hill Electronic Language Tutor (MHELT 2.1)*, an upgraded software program



based on the text's grammar exercises, is available in IBM and Macintosh formats.

- *Spanish Partner*: This computer tutorial, by Monica Morley and Carl Fisher, provides students with additional practice in basic Spanish vocabulary and structures.
- The *Destinos Video Modules* provide footage from the popular *Destinos* television series as well as original footage shot on location. The *Modules* offer high-quality video segments on vocabulary, functional language, situational language, and culture.
- The *McGraw-Hill Video Library of Authentic Spanish Materials* consists of several volumes of video materials. Three different sets of slides showing the Hispanic world are accompanied by discussion questions and activities.
- The *Training Video* demonstrates how to use *Dos mundos* and the Natural Approach in a variety of classroom settings.

Adopters familiar with previous editions will be pleased to see the following new components of the *Dos mundos* package of ancillary materials:

- 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: *Barriga llena, corazón contento*, on regional Hispanic cuisines; and *Cuentos de badas y leyendas*. These readers, developed to reinforce vocabulary acquisition, can be used as early as the second semester and are intended for use outside the classroom.
- The *El mundo hispano* reader features five major regions of the Hispanic world, as well as a section on Hispanics living in the United States.
- The *Video to accompany Dos mundos*, shot on location in Mexico, Spain, Ecuador, and the United States by a nationally recognized and award-winning production company, is coordinated with the *Videoteca* sections of the student text and the *Videoteca* pre- and post-viewing activities in the *Cuaderno de trabajo*. (See pages xxiv-xxv for more information about the video.)
- The interactive *CD-ROM to accompany Dos mundos*, which incorporates Quicktime™ video with comprehension questions and engaging interactive games, is coordinated with chapters of the student text. (See page xxv for more information about the CD-ROM.)

## 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 in this Fourth Edition 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 second nature to you. After outlining the five hypotheses below, we present nine ideas for application of the theory in the foreign-language classroom.

### 1 The Acquisition-Learning Hypothesis

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

- **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

<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.



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 learn-

ing 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:

<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.

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

ACQUISITION	LEARNING
<b>Actividades de comunicación</b> All readings <b>Comprensión oral</b> Video segments	<b>Gramática y ejercicios</b> <b>En resumen</b> <b>Actividades escritas</b> <b>Ejercicios de pronunciación y ortografía</b>

The input provided by the instructor during the **Actividades de comunicación** and the input received from reading the **Lecturas** and from listening to the **Comprensión oral** and *Book on Tape* audio texts enable students to create meaning from the new language and contribute to students’ acquired knowledge. A grammatical syllabus similar to those in other beginning Spanish textbooks is the basis for the **Gramática y ejercicios** section, but the activities that encourage the acquisition of grammar are spread out over several chapters.

### 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; then opportunities to express their own meanings must follow.

### 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. 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 **Comprensión oral** 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 lexicon and grammatical structures.

#### 4 We All Make Mistakes

Errors in form are not corrected in classroom activities that are aimed at acquisition. We expect students to make many errors as speech emerges. Cambourne calls student attempts to communicate with others in the new language "approximations." "The willingness to accept approximations," he writes, "is absolutely essential to the processes which accompany language learning."<sup>3</sup> 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 **Comprensión oral** 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. Our extensive classroom experience has led us to believe that "learners need both the time and the opportunity to use their immature, developing language skills."<sup>4</sup> Speaking also gives students the positive feeling of engaging in real language use. It helps create a sense of community 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

<sup>3</sup> Cambourne, page 38.

<sup>4</sup> Cambourne, page 38.



grammar does not contribute to second-language fluency, but it may help some students edit their written work. For others it can lead to a greater appreciation of the structure of the language and/or be a good introduction to the field of linguistics. 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: listen-

ing, 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.

## Additional Comments about the Student Materials

Each of the sixteen 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 are repeated from chapter to chapter. Those in the student text are consistently labeled.

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**)

Culminating activities (**En resumen**)

Interactions (**Intercambios**)

Narration series (**Narración**)

Dialogues (**Diálogos** and **Diálogos abiertos**)

Identification activities (**Identificaciones**)

Situational dialogues (**Situaciones**)

Personal opinion activities (**Preferencias**)

Interviews (**Entrevistas**)

Polls (**Encuestas**)

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 reading 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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A special note of thanks is due to Stephen D. Krashen for his research on second-language acquisition theory. Dr. Krashen continues to give us many valuable insights into creating more natural activities and providing more comprehensible input for students in both listening and reading components.

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Many other people participated in the preparation of the Fourth Edition of *Dos mundos*. We feel deeply indebted to Thalia Dorwick for her care and support. As editor of the First Edition, Thalia gave the text its initial push and continues to be an adviser on all major decisions regarding changes. As our first editor and now as our publisher, she has provided us with countless resources, much-needed guidance, and most importantly, the freedom to write the book we wanted to write.

Our Fourth Edition editor, Becka McGuire, was fantastic! She took our program to a new level of quality and creativity. It was reassuring to work with someone as organized and knowledgeable about the Natural Approach and as professionally enthusiastic as Becka. We also appreciate the support of Gregory Trauth, who managed the project, and Jennifer Valko, who professionally and cheerfully handled so many details of the project.

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# To the Instructor and Students

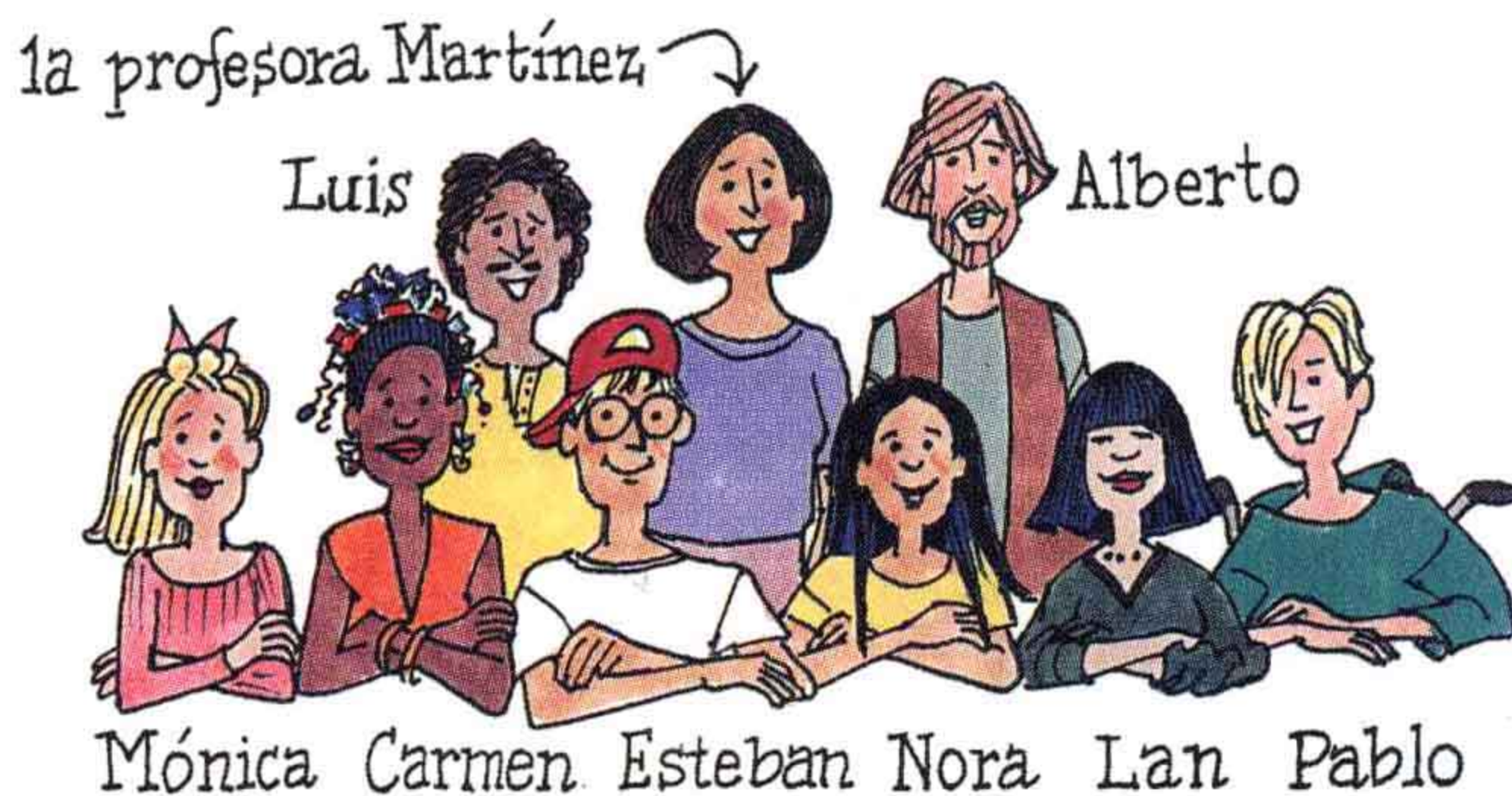
## The *Dos mundos* Cast of Characters, Video, and Interactive Multimedia

Most of the exercises and activities 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 Fourth Edition of *Dos mundos*.

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

Two groups of characters appear in exercises and activities 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.



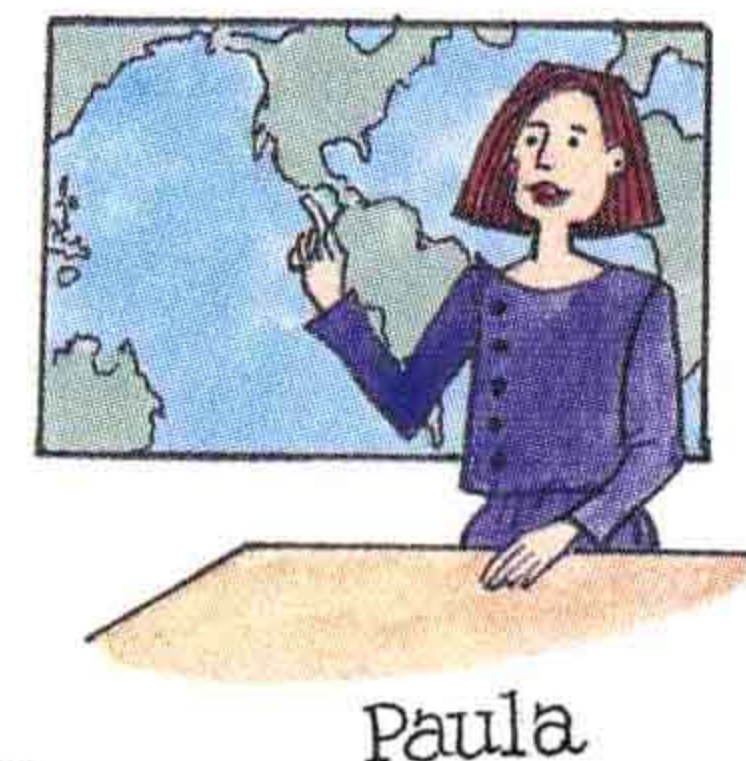
**Los amigos hispanos** (Hispanic friends) live in various parts of the Spanish-speaking world. In **México** you will meet Silvia Bustamante and her boyfriend, Ignacio (Nacho) Padilla.



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 sisters, Estela, Andrea and Paula (who are twins), and their families.



Raúl's sister Estela is married to Ernesto 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 Ramírez 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.



Graciela Diego Ramón Rafael

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



don don doña doña don  
Eduardo Anselmo Lola Rosita Ramiro



Carla Rogelio Marta

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.



Pilar Clara José

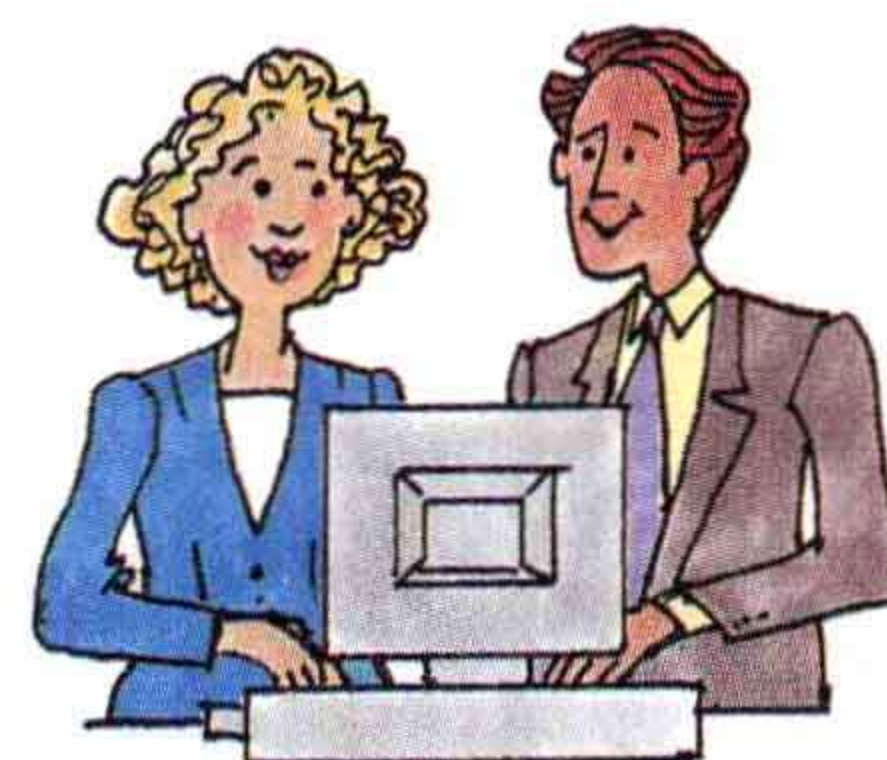
In **España** (Spain) you will accompany an American student, Clara Martin, on her travels. Her friends in Spain are Pilar Álvarez and Pilar's boyfriend, José Estrada.



Ricardo

You will get to know Ricardo Sícora in Caracas, **Venezuela**. He is nineteen years old and has just 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.

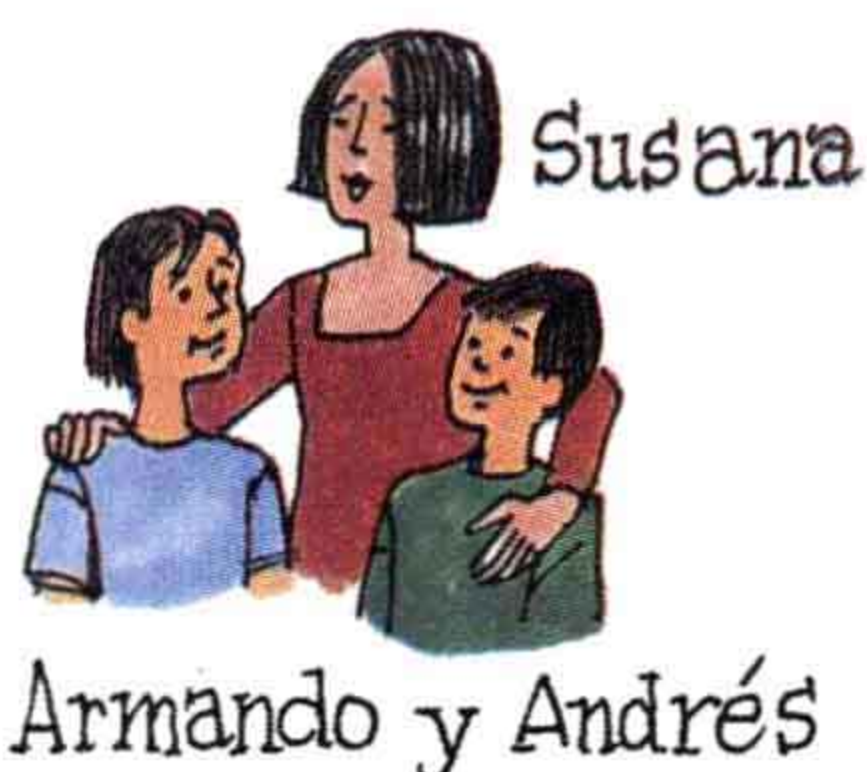


Adriana y Víctor

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.



Mayín



Armando y Andrés

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.



Rubén y Virginia

## The Video

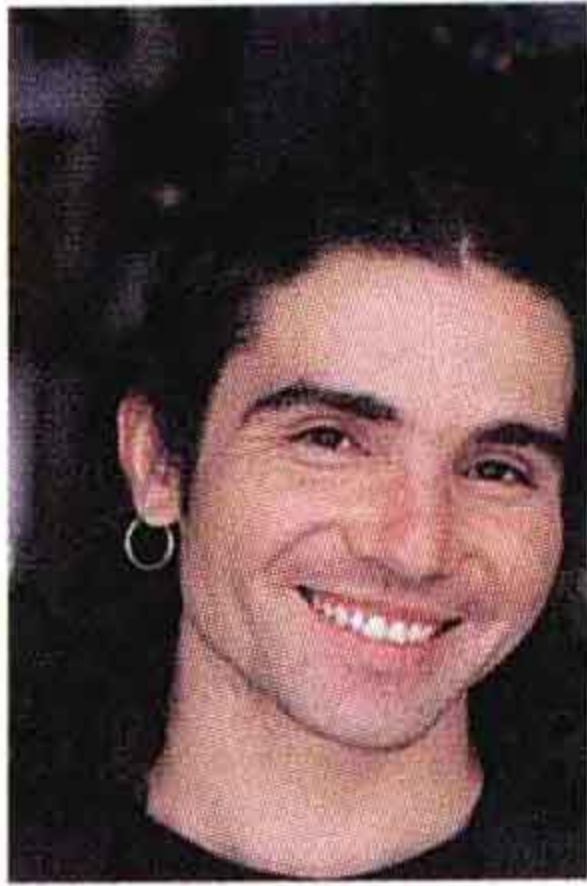
New in the Fourth Edition of *Dos mundos* is a two-hour video, filmed on location in Mexico, Ecuador, Spain, and the United States. Each video segment consists of a two- to three-minute vignette that focuses on one of the three groups of featured characters, followed by a brief authentic interview with a Hispanic living in the United States. 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.

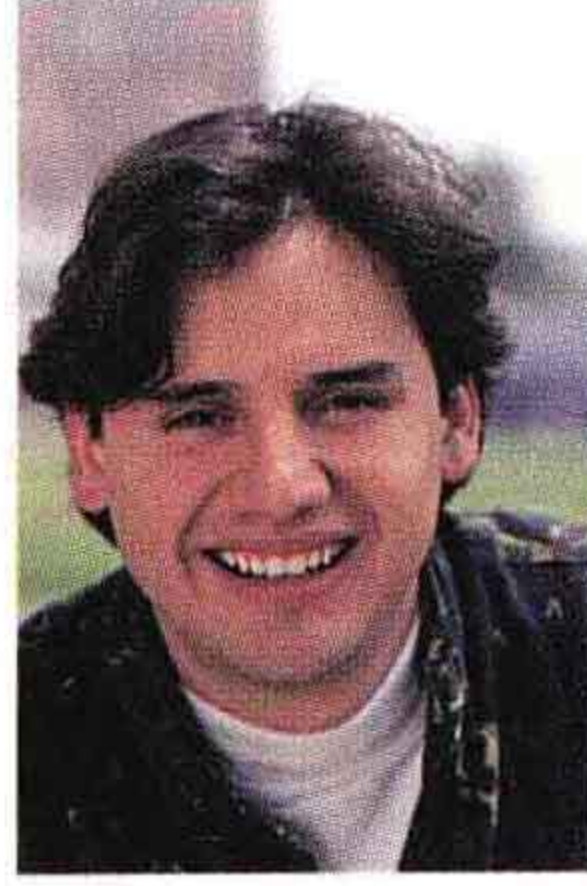
### México



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.

### Ecuador



Elisa Velasco, a travel writer from Quito.

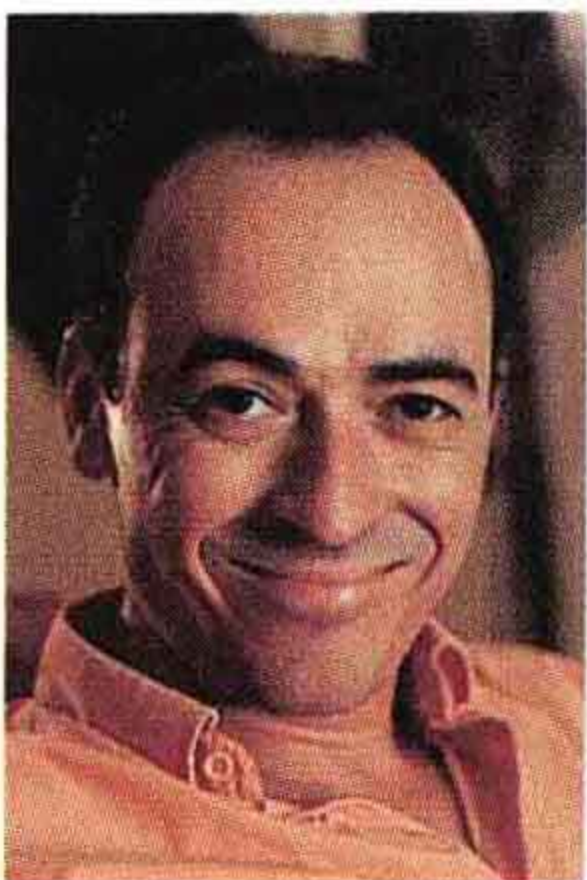


José Miguel Martín Velasco (son of Elisa), a university freshman.



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

### España



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



Lola Benítez Guzmán, a Spanish professor for American students in Sevilla.



Marta Durán Benítez, their eight-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. Others introduce students to characters from the video, inviting students to write to them on e-mail or to converse with them. 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* web site on the World Wide Web.



## The World Wide Web

Bringing the Spanish-speaking world more directly into the classroom, the *Dos mundos* web site provides links to other culturally authentic sites and offers additional activities for each chapter of the text. Available after June 1, 1998, the *Dos mundos* web page can be accessed through the McGraw-Hill Spanish web page at: <http://www.spanish.mhhe.com>



# 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 have distinguished 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 **Comprensión oral** sections 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 interact 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.

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\*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.