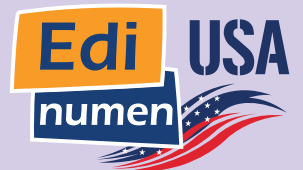


A large, semi-circular collage composed of numerous small, irregularly shaped photographs. The images within the collage are diverse, featuring people in various settings (e.g., a group of friends, a person in a hat, a person with arms raised), landscapes (e.g., palm trees, a beach, a city skyline), and cultural elements (e.g., a colorful mural, a person in a red and blue outfit). The collage is set against a solid purple background.

Developed by Edinumen USA, and approved by University of Salamanca



Edinumen is an exciting new alternative for Spanish language learning materials for grades K-12! For more than 30 years Edinumen has been an international leader in Spanish as a foreign language, and now we're in the USA!



WELCOME TO A NEW GENERATION OF MATERIALS FOR LEARNING SPANISH

Mundo real Second Edition follows a modern, communication-based methodology that focuses on a meaning-based, communicative approach, the objective of which is to enable students to meet the challenge of **communicating in real-life situations**. Thanks to this method's approach, the most effective to learn another language according to the latest linguistic research, students begin to speak the language immediately. The process of new language acquisition is achieved naturally and efficiently from the very first day through a teaching-learning environment that is both enjoyable and relaxed.

This method reflects the **richness and diversity of cultures** that make up the Spanish language –with some 577 million speakers worldwide– so that students acquire sensitivity and respect toward all cultural and intercultural aspects of the language and increase their knowledge of the world.



Mundo real Second Edition is a method of teaching Spanish divided into four levels for high school students and designed by **Editorial Edinumen** and its US based team, **Edinumen**.

We hope that you will enjoy this learning adventure.
Welcome to today's Spanish.
Welcome to *Mundo real Second Edition*!

WHY USE *MUNDO REAL SECOND EDITION*?

APPROVED BY THE UNIVERSITY OF SALAMANCA

The University of Salamanca reviewed and gave their seal of approval to *Mundo real Second Edition*. This endorsement certifies *Mundo real Second Edition* employs sound pedagogical methods through a rigorous, authentic Spanish curriculum. Founded in 1218, the University of Salamanca is the oldest university in the Hispanic world and the third oldest university still in operation in the entire world. Additionally, the University of Salamanca was the first institution to focus on Spanish language teaching. Today the university is a top-ranked center for study and research and is particularly known for its Spanish language studies. Along with its dedication to the teaching of Spanish, the University of Salamanca is at the forefront of language assessment, teacher training, and materials writing, cementing its status as a pioneering force in the field of Spanish language instruction. The University of Salamanca's seal of approval verifies that *Mundo real Second Edition* reflects the latest research and is one of the most effective instructional materials available.

CREATED BY EDINUMEN USA

Under the direction of the editorial team at Edinumen USA, a prestigious group of very experienced authors and instructional curriculum designers developed *Mundo real Second Edition*. Edinumen USA is part of Editorial Edinumen, a company with more than 30 years of experience creating high-quality Spanish language instructional materials. Millions of students and hundreds of schools throughout the world, including many schools and districts in the United States, have praised Edinumen's pedagogical methods and seen vast improvement in their students' Spanish proficiency after implementing their curriculum materials.

MADE TO EXCEED STANDARDS

Mundo real Second Edition exceeds the new World Language Standards established in the United States for world languages by the four-level, communicative course focuses on performance and proficiency to help students develop the language they need to interact confidently in Spanish, while meeting the ACTFL recommendation of conducting at least 90% of world language instruction in the target language.



WHAT MAKES MUNDO REAL SECOND EDITION SPECIAL?

How did you learn to ride a bike? Did you sit in a chair while someone explained the fundamentals of bike riding to you, or did you go outside and give it a try yourself? Did you get better by memorizing a set of expert techniques, or did you suffer a few skinned knees until you improved?


Whether it's riding a bike or learning a language, **people learn best by doing!** Out-of-context grammar and vocabulary skills or exercises designed to perfect isolated language functions can be difficult to use when you want to express yourself or understand something new. Even more importantly, this kind of instruction can make us forget Spanish is a living language that people speak creatively and individually all over the world.

Mundo real Second Edition supports communicative, empowered learning through these five instructional pillars:

INDUCTIVE LEARNING

Students stay invested in the inductive learning approach from the first page of every unit in *Mundo real Second Edition*. The motivation for students to learn vocabulary and grammar is driven by the language functions students need in order to talk about subjects they care about. **Inductive learning** helps students deepen their understanding of language through discovery and inference, keeping students actively involved.

Activating prior knowledge and empowering students to predict words and structures in context allows students to focus on meaning, not the mechanics of the language.

- 2  **15** Read through the conversation between Sara and Ricardo. Listen to the conversation and use context clues to get the gist of what they are talking about. Then fill in the blanks with the missing words.

Sara: Hola, Ricardo. (a) tres entradas para ir al cine esta tarde.
¿(b) venir?

Ricardo: Lo siento... pero estoy muy cansado.

Sara: Yo también. Esta semana tuve demasiados exámenes y fui a la biblioteca todos los días. Pero (c) que divertirse...

Ricardo: Sí, pero... es que esta mañana me (d) bien temprano.

Sara: ¿Te (e) temprano? Pero... ¡si hoy es sábado!

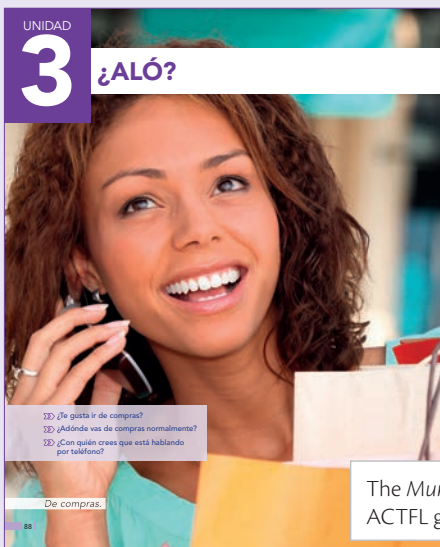
Ricardo: Es que tuve que (f) a mi padre con las obligaciones de la casa porque mi madre fue a la oficina. La semana pasada estuvo enferma y ahora tiene

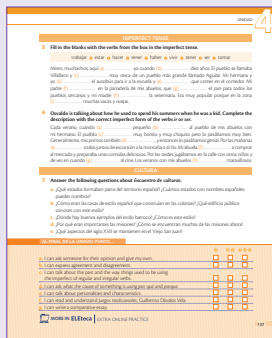


REAL-LIFE LEARNING

Real-life learning gives immersive, relatable scenarios and provides a framework for communication. In preparation for a workforce that is evolving, students need to develop more higher-level thinking skills. The ability to listen, memorize, and repeat is no longer sufficient to succeed. Nurturing in-depth understanding and a passion for connection, *Mundo real Second Edition* maximizes real-world learning experiences to develop the skills needed to communicate in a rapidly evolving world.

The *Mundo real Second Edition* requirement that teachers conduct their classes in Spanish, per the ACTFL guidelines, allows students to experience more closely immersion in the target language.





LEARNING STRATEGIES

Learning strategies reinforce learning as students understand the processes and methods that work best for them. Working smarter with self-developed strategies can have a profound influence on learning outcomes. Students who have developed these skills better exploit classroom-learning opportunities and can more easily expand their language learning outside the classroom.

AL FINAL DE LA UNIDAD PUEDO...

	★	★★	★★★	★★★★	★★★★★
a. I can ask someone for their opinion and give my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I can express agreement and disagreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can talk about the past and the way things used to be using the imperfect of regular and irregular verbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I can ask what the cause of something is using <i>por qué</i> and <i>porque</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can talk about personalities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I can read and understand <i>Juegos tradicionales</i> , Guillermo Dávalos Vela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I can write a comparative essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXTRA ONLINE PRACTICE

137

Metacognitive strategies include self-assessment, monitoring, and evaluation, helping students to coordinate their efforts to plan, organize, and evaluate their language performance.

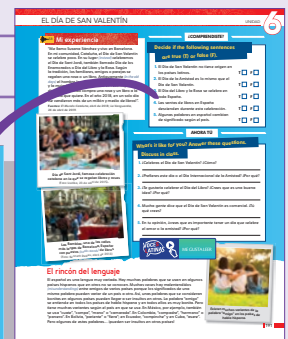
SOCIAL AND EMOTIONAL RELEVANCE

Social and emotional relevance increases students' motivation to learn a language, boosting acquisition and retention. Research shows that engaging students increases their attention and focus, motivating them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. *Mundo real Second Edition* does this by tapping into their interests while embedding speaking, listening, reading, and writing skills to achieve learning objectives and bring the Spanish language to life.

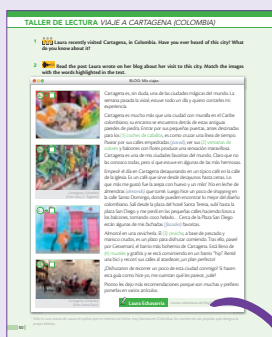
¿COMPRENDISTE?

Decide if the following sentences are true (T) or false (F).

- El Día de San Valentín no tiene origen en los países latinos. T ☐ F ☐
- El Día de la Amistad es lo mismo que el Día de San Valentín. T ☐ F ☐
- El Día del Libro y la Rosa se celebra en toda España. T ☐ F ☐
- Las ventas de libros en España descienden durante esta celebración. T ☐ F ☐
- Algunas palabras en español cambian de significado según el país. T ☐ F ☐



Mundo real Second Edition taps into the relevancy to students' lives to not only motivate them to communicate and learn but to provide a framework for better language learning.



CULTURAL AND INTERCULTURAL LEARNING

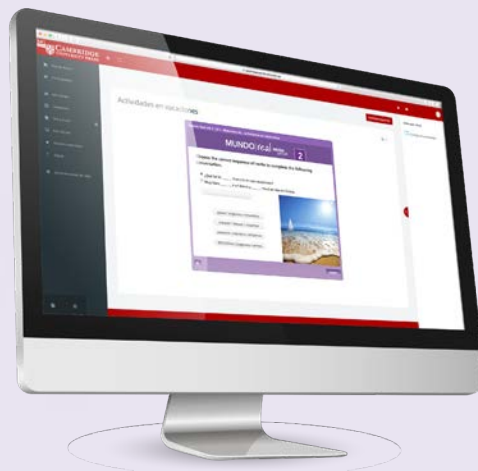
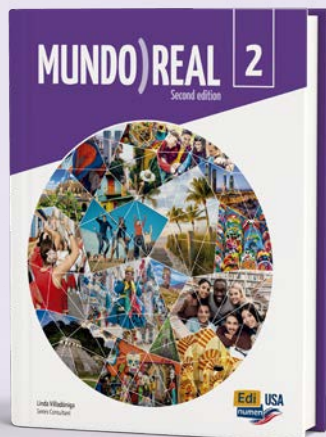
Adapted and authentic resources help students develop their perceptions of the world by raising awareness of different cultures and the inseparability of language and culture.

Cultural and intercultural learning builds cultural awareness while teaching authentic, global communication skills. By calling attention to the rich diversity of Spanish-speaking cultures around the world, *Mundo real Second Edition* engages students by helping them have a wider vision of the world. It is as important to learn how and when to use a language as it is to learn the language itself, and the different ways in which the Spanish-speaking world communicates is a focus of *Mundo real Second Edition*.

verías en varios artículos.

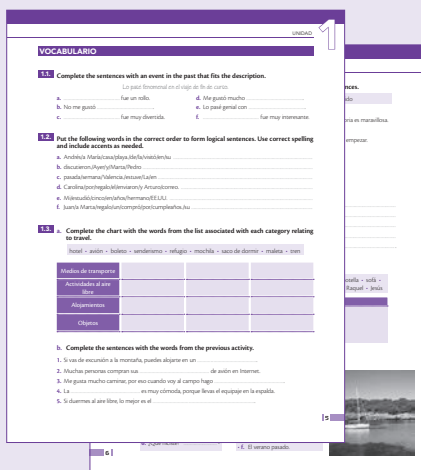
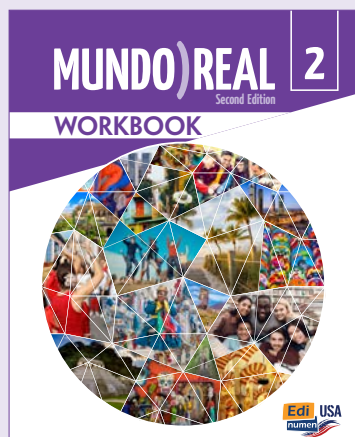
Laura Echavarría Autora colombiana del blog Fashion lessons.

STUDENT EDITION AND ONLINE RESOURCES



Every Student Edition can be complemented with ELeteca, *Mundo real Second Edition's* digital hub. ELeteca features a wealth of resources designed to supplement and enhance the Student Edition. This includes extensive online practice and fully interactive eBooks for the Student Edition and the *Manual para Hispanohablantes*.

WORKBOOK



Available in print and online, this resource provides additional practice and extension activities for each lesson in the Student Edition.

MANUAL PARA HISPANOHABLANTES



Heritage speakers bring a unique set of experiences and skills to the language classroom. This manual is for their language needs, recognizing that many have a strong understanding of spoken Spanish, but might have less experience reading and writing. This is also an excellent resource for students who need to be more challenged in a particular lesson. Available in print and eBook.

TEACHER RESOURCES

Instructional Strategies for every lesson guide teachers with best practices for presenting the material.

ESTUDIÉ MUCHO UNIT OPENER

UNIDAD 2 ESTUDIÉ MUCHO

Objectives for Unit Opener

- Introduce unit theme *Estudié mucho* about what happened in the past.
- Introduce culture for Unit 2: Connect information about Spanish-language newspapers and media to what students already know.

Strategies

- Interpersonal Communication
- Interpretive Communication
- Relating Cultural Practices to Perspectives

Instructional Strategies

- Introduce unit theme and objectives.
- Have the students discuss the questions and elicit possible responses. They are at the library; they needed to study hard, and they thinking about their exam.
- Use the photograph to preview unit vocabulary: *¿Dónde están estos muchachos? ¿Por qué ¿qué están haciendo? ¿Qué materias están estudiando? ¿Cuál es su materia favorita? ¿Cuándo fue la última vez que fuiste a la biblioteca? ¿Qué estudiaste allí? ¿Con quién?*
- Help students formulate their ideas using *Falamos. Estudié mucho porque tengo un examen mañana, etc.*

Answers

Answers will vary. Possible answers are:

- Están en la biblioteca.
- Tienen que estudiar para un examen.
- Tienen insens.

Advanced Learners

Have students write a monologue or a journal entry from the perspective of one of the students in the picture. Encourage them to think about the context of the image and add their own details. Then have them present their monologues to the class or pose their journal entries to a class website.

Heritage Language Learners

Have students write and present a dialogue based on the picture. Have them imagine that one of the students in the picture is a friend of theirs who goes to school in a Spanish-speaking country and that they are having a conversation with him or her to find out how he or she is and how school is going. Encourage them to include questions and answers related to any differences in their country's education system, if they know of any. Then have students role-play their conversations in front of the class.

Learning Outcomes

- Talk about actions in the past using the preterite of irregular verbs and expressions of time.
- Express ownership using possessive pronouns.
- Recognize different types of communication media and the parts of a newspaper article.
- Read *Prensa digital*, Deborah Rodríguez.
- Write a news report.

Instructional Strategies

- Use the unit opener to preview vocabulary and cultural topics for this unit.
- Have students look at the image on this page and relate it to the objectives listed. Ask questions such as *¿Qué tiene en la mano esta persona? ¿Qué lee? ¿A qué hora?*
- Have students read the topic for *Cultura en vivo* and preview the section in the unit. Ask questions such as *¿Estudias en otro país? ¿Cuál?*
- Have students work in pairs to talk about the images using the questions you have modeled. Then have volunteers present to the class what they understand this unit to be about.

Cultural Connections

- Connect information about Spanish-language newspapers and media to what they already know.

Cultura en Vivo

Three Modes of Communication: Unit 2

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
HABLA DE COMUNICACIÓN	1, 2	1, 2, 3, 5, 6	1, 6
ACCIONES	4	1, 2, 3	3
PALABRA POR PALABRA	3, 5, 6, 9, 10	1, 3, 4, 5, 7, 8	6, 10
GRAMÁTICA	3, 9, 12	1, 2, 5, 7, 8, 10, 11	4, 6, 7, 9
VALORES DE LECTURA	2, 5, 7	1, 3, 4, 5	
VALORES DE ESCRITURA	4	1, 5	3, 5

Extension Activities (EA) Phonics/Spelling

EA: 2.1, 2.2, 2.3

Interactive Whiteboard Lessons (IWB)

IWB: 2.1, 2.2, 2.3

Audio

15:41

Video

Video 2

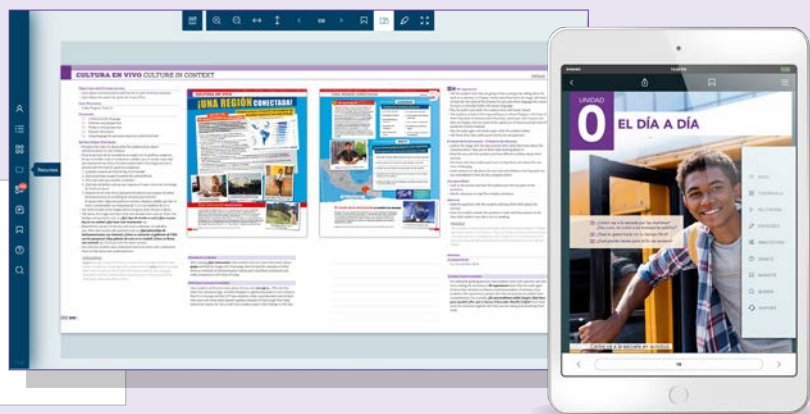
Online ELÉteca

60 | 61

Unit Resources **at a glance** help teachers organize the materials for the unit.

A correlation to the **ACTFL Three Modes of Communication** lists the activities in each section to their corresponding mode.

Point-of-use notes throughout the Annotated Teacher's Edition help differentiate instruction to effectively meet the needs of all learners in the classroom.



ONLINE TEACHER RESOURCES

- Lesson Plans:** Pre-set 50- and 90-minute lessons to help save time
- Assessments:** Ready-made and editable tests, unit tests and IPAs
- eBooks:** Access to all student and teacher text for projection in class
- Video Scripts:** Support for the *¡Acción!* and *Voces latinas* videos
- Audio Scripts:** Full Student Book audio organized by unit and available for download
- Grammar and Vocabulary:** Reference documents including downloadable word lists
- Extension Activities:** End-of-unit activities to continue the learning
- Workbook and Manual para Hispanohablantes:** Includes Answer Key, Audio Files, and Audio Scripts

UNIT STRUCTURE

Each unit of *Mundo real Second Edition* follows a consistent, clear sequence of instruction.

UNIT SECTION	PEDAGOGICAL PURPOSE
UNIDAD	UNIT OPENER <ul style="list-style-type: none"> This is a visual introduction to the unit theme. Each unit focuses on a different real-world content area. Discussion questions act as a springboard for students to begin using the language immediately, creatively adapting language they have learned previously to respond to new situations.
HABLAMOS DE...	PREVIEWING LANGUAGE AND STRUCTURES <ul style="list-style-type: none"> A sample dialogue featuring engaging images related to the unit theme, previews important structures and vocabulary from the unit. These dialogues immediately engage students in the language, improving their listening and reading comprehension skills.
COMUNICA	COMMUNICATIVE FUNCTIONS <ul style="list-style-type: none"> Develops speaking skills and oral interaction using communicative structures and activities.
¡ACCIÓN!	INTEGRATED LANGUAGE VIDEO <ul style="list-style-type: none"> Built around a video segment following the lives of students in Spain. This authentic language input not only strengthens comprehension and listening skills, but also acts as a model for speaking. Before, during, and after viewing activities provide a structured approach to viewing the video. The video contextualizes the content of the unit in a familiar scenario.
PALABRA POR PALABRA	LANGUAGE AND VOCABULARY <ul style="list-style-type: none"> Introduces high-frequency vocabulary, which is practiced and expanded throughout the unit.
GRAMÁTICA	GRAMMAR IN CONTEXT <ul style="list-style-type: none"> Presents three to four grammar points in each unit. Allows students to examine and practice specific grammar points and language functions from the unit while enabling them to sharpen their listening and speaking skills. Accessible and contextualized grammar charts and presentations provide students with added clarity.
TALLER DE LECTURA	COMPREHENSIVE PRACTICE <ul style="list-style-type: none"> Brings the unit's content together through a fictional text and encourages students to build their reading comprehension skill.
TALLER DE ESCRITURA	WRITING SKILLS <ul style="list-style-type: none"> Focuses on writing skills through clear writing strategies guiding students step-by-step. Enables students to write for different audiences and purposes.
ORTOGRAFÍA Y PRONUNCIACIÓN	SPELLING AND PRONUNCIATION <ul style="list-style-type: none"> Activities focus on the high-priority features of phonetics, stress, and intonation to help students improve overall speech.
CULTURA EN VIVO	CULTURE IN CONTEXT <ul style="list-style-type: none"> Presents different aspects of Hispanic cultures using images, maps, and other cultural realia to provide students a window into the Hispanic world.
¿QUÉ HE APRENDIDO?	SELF-ASSESSMENT <ul style="list-style-type: none"> A built-in self-assessment for students to assess their knowledge of the content covered in each unit.
EN RESUMEN: VOCABULARIO/ GRAMÁTICA	UNIT REVIEW <ul style="list-style-type: none"> A glossary of the unit vocabulary and a summary of grammar structures covered in each unit for easy reference and review.
TOWARDS THE SEAL OF BILITERACY	CUMULATIVE REVIEW <ul style="list-style-type: none"> A built-in cumulative self-assessment every two units for students to assess their knowledge of the content covered in the previous units. Step by step, students become aware of the importance that being biliterate will mean for their future. Thus, they will be even more motivated to study and learn Spanish.
NUESTRO PROYECTO	<ul style="list-style-type: none"> The purpose of Project-Based Learning (PBL) is to encourage collaboration in both research and multimedia presentations. These projects are based on various aspects of Hispanic culture, review the content of the units studied and promote interculturality by comparing the students' culture to Hispanic culture. Each level of <i>Mundo real Second Edition</i> contains two Project-Based Learning Activities, one at mid course and the other at the end of the course.

EXPLORE A UNIT

A discussion question acts as a springboard for students to begin using the language immediately, creatively adapting language they have learned previously to respond to new situations.

A dynamic image provides a visual introduction to the unit theme. Each unit theme focuses on a different real-world content area.

UNIDAD

7

¡QUÉ CURIOSO!



ΣΣ ¿Qué están haciendo estos muchachos?

ΣΣ ¿Por qué lo hacen?

ΣΣ ¿Cuándo lo hacen?

ΣΣ ¿Has colaborado alguna vez con una ONG?

IN THIS UNIT, YOU WILL LEARN TO:

- Ⓢ Talk about interesting facts and anecdotes using the preterite and imperfect
- Ⓢ Share what you know and react to what others tell you
- Ⓢ Describe personal experiences using the present perfect tense
- Ⓢ Refer to an unspecified person or thing using indefinite pronouns and adjectives
- Ⓢ Talk about the free time of young people and trivia games
- Ⓢ Read *Solidaridad andina*, María Luisa Garnelo
- Ⓢ Write a proposal

CULTURAL CONNECTIONS

Ⓢ Share information about daily routines and volunteering in Hispanic countries, and compare cultural similarities

CULTURA EN VIVO

HISTORIAS MARAVILLOSAS



Unos jóvenes colaborando

198 |

| 199

Each unit of *Mundo real Second Edition* contains ten focused sections:

Hablamos de...

Comunica

¡Acción!

Palabra por palabra

Gramática

Taller de lectura

Taller de escritura

Cultura en vivo

¿Qué he aprendido?

En resumen

HABLAMOS DE... CULTURA POP

1 Look at the image and answer the questions based on what you see or can infer from the image.

2 How well do you know Penélope Cruz? Fill in the blanks in this text about her life with the appropriate time expression from the list below.

durante su vida • en los años ochenta • en 2010 • durante cuatro años • hasta ahora • en 1974 • en su año • desde los cinco hasta los diecisiete

Nació (a) _____ en Madrid. (b) _____ años estudió baile. Sus primeros trabajos fueron (c) _____ con anuncios publicitarios, vídeos musicales, televisión... En 1991 empezó a trabajar en el cine y (d) _____ no ha parado de hacer películas. (e) _____ de 2001 a 2004, fue novia de Tom Cruise, antes de ganar un Oscar. (f) _____ ha tenido que aprender varios idiomas para filmar películas en Italia, Francia, Estados Unidos... (g) _____ se casó con Javier Bardem y tienen dos hijos. (h) _____ ha dicho que está en un momento muy feliz de su vida.

3 Listen to the conversation between Irene and Paula about the Spanish actress Penélope Cruz. Fill in the blanks with the missing words.

Irene: Me aparece mucho ver esta película. Además, Penélope Cruz me encanta.
Paula: Pues aquí lei una (a) _____ saga muy interesante.
Irene: ¡Ah, sí! Cuenta, cuenta...
Paula: Sabías que se llama Penélope porque a sus padres les gustaba mucho una (b) _____ que se llama así?
Irene: ¿Qué curioso! La verdad es que no es un nombre muy común. Me gusta, es (c) _____, aunque me parece un poco largo.
Paula: Pues a su familia creo que también, porque la llaman Pe.
Irene: ¿Qué gracioso!
Paula: Y es una actriz muy preparada. Estudió trece años baile, interpretación... y habla cuatro (d) _____.
Irene: ¿Qué envidia! Me encantaría poder hablar tantos idiomas!
Paula: A mí, también. Y también lei que colabora con varias ONG. Incluso grabó una canción para un (e) _____ benéfico. ¡Pasa muchacha sabe hacer de todo!
Irene: Desde luego. Yo lo sé cantar en algunas (f) _____ y lo hace muy bien. También hizo una serie de televisión de una escuela de baile.
Paula: ¡Pero si no es ella! Era su (g) _____ pequeña, Mónica Cruz, que también es actriz y se parecen un montón.
Irene: ¡No me digas! ¡Son idénticas!
Paula: Ya ves, incluso en una película de la saga Piratas del Caribe Mónica hizo de doble de su hermana.
Irene: Pues sí que se parecen. Las dos son guapas, ricas, (h) _____.

4 Complete the sentences with the correct information about Penélope Cruz.

a. _____ una serie sobre una escuela de baile.
b. Las dos hermanas se parecen _____.
c. Penélope colaboró en un _____.
d. Mónica fue _____ de su hermana en una película.

5 Here are some questions from the interview that Paula read. Answer the questions as Penélope Cruz would, according to the information above. Then, with a partner, take turns playing the role of Penélope and the interviewer.

a. Penélope no es un nombre muy común, ¿por qué se lo pusieron?
b. ¿Su familia se llama de alguna forma especial? ¿Por qué?
c. ¿Es verdad que te gusta mucho cantar y bailar?
d. ¿Cómo es la relación con tu hermana?
e. ¿Es cierto que realizas acciones solidarias?
f. ¿Hablas idiomas?

HABLAMOS DE...
a sample dialogue featuring engaging images related to the unit theme, previews important structures and vocabulary from the unit. These dialogues immediately engage students in the language, improving their listening and reading comprehension skills.

COMUNICA
develops speaking skills and oral interaction using communicative structures and activities.

¡ACCIÓN! is built around a video segment following the lives of students in Spain. This authentic language input not only strengthens comprehension and listening skills, but also acts as a model for speaking.

COMUNICA

TALKING ABOUT INTERESTING FACTS AND ANECDOTES

1 Listen to these conversations and fill in the blanks with words from the list. Then match the conversations with the images.

saber • de verdad • o cuenta, cuenta • o qué curioso • o sabes que • o cuentan que

a. Elena: ¿(a) _____ el Chupa Chups lo inventó un español?
Javier: ¿(b) _____?
Elena: Sí, se llamaba Enric Bernat y tuvo la idea de colocarle un palo (c) _____ a un caramelo porque veía que los niños se ensucian las (d) _____ las manos. Se hizo tan popular que hoy en día podemos encontrarlo en cualquier parte del mundo.
Jorge: ¿(e) _____ cuál es el origen de la sesta?
Irene: Pues es una de las antiguas costumbres de guardar reposo y silencio después del mediodía, al ser la hora de más calor. Por eso, entre las tres y las cinco de la tarde, no está bien visto en España llamar a nadie por teléfono.
c. Alicia: ¿(f) _____ qué es un botijo?
Marta: ¿Un botijo? No, cuenta, cuenta...
Alicia: Es un recipiente de barro (g) _____ cocido que sirve para contener agua, y si lo colocas al sol el agua se enfría.
Marta: ¿(h) _____?
Alicia: Sí, (i) _____ procede del tiempo en el que los romanos dominaban la península ibérica.

2 Using your own experiences (real or imaginary) and the expressions above, tell your partner about an incident that happened relating to each image. Your partner will react to your story.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722.

offers clear writing strategies, guiding students step-by-step through the writing process with a variety of writing tasks, enabling students to write for different audiences and purposes.

ORTOGRAFÍA Y PRONUNCIACIÓN

activities focus on the high-priority features of stress and intonation to help students improve overall speech.

CULTURA EN VIVO presents different aspects of Hispanic cultures, using images, maps, and other cultural realia to provide students with a window into the Hispanic world.

[illegible]

is an integrated review for students to assess their knowledge of the content covered in each unit.

EN RESUMEN: VOCABULARIO



El trabajo comunitario
 el ejercicio voluntario de las actividades voluntarias
 voluntario activities
 la ayuda humanitaria
 humanitarian aid
 el campamento de verano
 summer camp
 el correo postal
 postal letters
 los juegos de mesa
 board games



los mensajes de texto
 text messages

ONCE (Organización No Gubernamental) / NGO (non-governmental organization)
 la redacción de alimentos y ropa
 food and clothes drive



los niños locales
 local children



la rehabilitación de casas
 housing and repairing homes
 el reportaje
 report

la resistencia de ancianos / de adultos mayores, la vejez
 senior citizens



voluntarios
 volunteers
 el trabajo de voluntarios
 volunteer work



colocar la pila de las cosas privadas, no tanto
 poner, no clasificar
 clasificar
 to put in line
 regular to class



recoger basura
 to pick up
 garbage



hablar de hechos caritativos
 CHARITABLE CAUSE ... Tell me, tell me ...
 Cuéntame que ... They say that ...
 ¿De verdad? Really?
 Dímme que ... They say that ...
 ¿No me digas! No way!
 ¿Qué sentido? How meaningful?



hacer un informe
 to write a report



lograr un avance
 achieve an advance
 (personas) ... to be similar to
 look like (personas)
 (objetos) ... to take away (to take off)

securar fondos, to raise money



recoger un regalo
 to pick up
 a gift



recoger basura
 to pick up
 garbage



hablar de hechos caritativos
 CHARITABLE CAUSE ... Tell me, tell me ...
 Cuéntame que ... They say that ...
 ¿De verdad? Really?
 Dímme que ... They say that ...
 ¿No me digas! No way!
 ¿Qué sentido? How meaningful?



hacer un informe
 to write a report



lograr un avance
 achieve an advance
 (personas) ... to be similar to
 look like (personas)
 (objetos) ... to take away (to take off)

¿Dónde ...? Do you know ...?
 ¿Fábale que ...? Did you know that ...?

EN RESUMEN

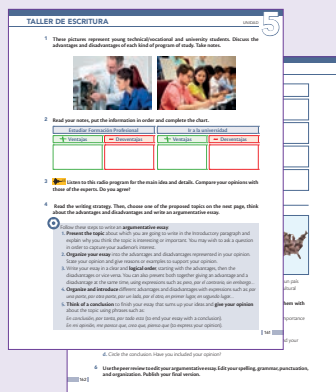
contains a glossary of the vocabulary and grammar structures covered in each unit for easy reference and review.

TALLER DE LECTURA



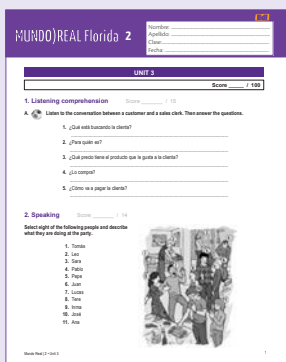
While there is no one teaching practice that can guarantee success with all language learners, there is strong evidence that those students who engage and persevere with a well-designed reading program, like *Mundo real Second Edition's Taller de lectura*, will see improvements in their language abilities. The effectiveness of reading improves language learners' overall reading abilities, while brings vocabulary gains, a positive impact on grammar, and increases the reader knowledge of the world and other cultures in particular. With this in mind, the **Taller de lectura** samples a wide variety of authors to introduce students to the joy of reading in Spanish.

TALLER DE ESCRITURA



Between texting, e-mail, and social media, writing is required daily. Additionally, the command of good writing skills is increasingly vital to equip students for success in the twenty-first century. The ability to communicate ideas and information effectively is key for academic, professional, and social success. To help students with this important skill, *Mundo real Second Edition* focuses both on the product—a piece of writing with a particular form and the expectation of “correctness”—and the process. *Mundo real Second Edition's Taller de escritura* builds better writers through clear writing strategies, a variety of writing tasks, Peer Review, and explicit instruction and practice, helping students achieve language proficiency while sharing their ideas.

EVALUATING STUDENT PROGRESS



A suite of assessment resources monitor student progress to help teachers evaluate students' needs, keeping the focus on achievement. From formative to ready-made summative assessments, *Mundo real Second Edition* supports teachers in the classroom.

READY-MADE ASSESSMENTS

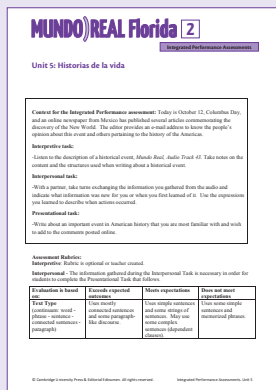
Everything teachers need at point of use.

- Easy-to-grade unit tests include writing and speaking rubrics
- Editable version of the unit test plus two additional items banks allow teachers to customize alternative unit tests or create their own assessments

INTEGRATED PERFORMANCE ASSESSMENTS

The Integrated Performance Assessments (IPAs) in *Mundo real Second Edition* help students use the language and cultural knowledge they've learned in communicative tasks through the three Modes of Communication: Interpretive, Interpersonal, and Presentational.

- Ready-to-use or easy to customize
- The rubric attached to the IPA provides easy reference and clarity for teacher and student



ESSENTIAL FEATURES

AUTHENTIC LANGUAGE, AUTHENTIC LEARNING

In the creation of *Mundo real Second Edition*, Edinumen has made extensive use of its access to its largest Spanish language corpus in the world, CREA (*Corpus de Referencia del Español Actual*), created by RAE (*Real Academia Española*). This corpus is a pan-Hispanic project: 70% of its contents come from the Americas (plus Philippines and Equatorial Guinea) and 30% from Spain. The corpus consists of thousands of texts including novels, plays, film scripts, press releases, newspapers, essays, plus transcriptions of radio and television news, conversations, and speeches.

Use of this corpus ensures that ***Mundo real Second Edition*** teaches Spanish as it is actually used naturally. In addition, corpus-based language teaching helps prioritize what to teach by providing real-life information about the frequency of usage of various linguistic features. Lastly, the corpus provides intercultural insight on how words and phrases are used throughout the Spanish-speaking world.





- The most common way to answer the phone in Central America and Argentina is by saying **¿Aló?**
- In Mexico, the expression used is **¿Bueno?**, and in Spain, **¿Dígame?**


An emphasis on Spanish multiculturalism helps students appreciate and better understand cultural and linguistic identities.


PROGRESS TOWARDS THE SEAL OF BILITERACY


Fluency in more than one language has always been an admirable skill and biliteracy is increasingly important for employment in an international and global context. *Mundo real Second Edition* supports students' goals as they journey towards language proficiency.


PROGRESS TOWARDS THE SEAL OF BILITERACY


- 1  Listen to four conversations and match each one with the correct image.
- a. 






b. 



c. 



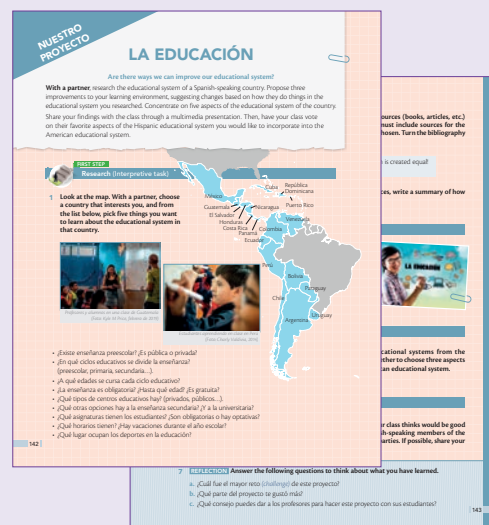
d. 


- 2  Listen again to the conversations and change the sentences to make them true.
- En las rebajas comprar es más caro. ➔
 - Alberto llama a Luis. ➔
 - La nevera de 800€ era grande ➔
 - La tía de Cristina come carne ➔
 - Luis necesita los apuntes de Ciencias ➔

NUESTRO PROYECTO

In *Mundo real Second Edition*, students show mastery of the previous units through project-based learning. These projects blend critical thinking, problem solving, and personal connection to create powerful learning experiences. During each project students experience

- **Deeper learning:** Project-based learning leads to greater retention through deeper understanding. Students are better able to apply what they know to new situations.
- **A sense of purpose:** Seeing the real-world impact of their work gives students a sense of agency and purpose.
- **Skills for success:** In these projects, students take initiative, work responsibly, solve problems, collaborate in teams, and communicate ideas to each other and to the larger community.
- **The three modes of communication:** By emphasizing interpretive, interpersonal, and presentational communication, students chart their course towards language and intercultural proficiency.



DIGITAL RESOURCES

Every student and teacher using **Mundo real Second Edition** gets free Premium online access to **ELEteca**, a sophisticated LMS platform and digital hub that extends the *Mundo real Second Edition* program and offers many more opportunities for students to learn and use Spanish.

Students can access a wide variety of attractive multimedia material and interactive activities aligned with the content of each unit. With just one click, they can access:

Online practice of each section.



The **online Workbook** with extra interactive activities.



The **Video Program** offering four fantastic videos for every unit.



Interactive eBooks for the Student Edition and the *Manual para Hispanohablantes* (Heritage Speaker Workbook).



The eBooks system includes cutting-edge technology permitting full interactivity and enhanced multimedia -anytime and anywhere- whether online through ELEteca, offline or through apps, including full mobility.

Teachers will find on ELEteca all the **tools and digital resources** that they need to teach and control their Spanish class: lesson plans, assessments, eBooks, video and audio scripts, and answer keys as well as administrator tools to track students' progress, manage assignments, and easily create and share original activities. Includes great teacher and administrator control and reporting tools.

GUADALINGO



Mundo real Second Edition grants each student a license to use Guadalingo, an **innovative educational Spanish video game** that takes place in an immersive world. Produced by Editorial Edinumen and certified as lexically and grammatically correct by the Royal Spanish Academy of Languages.

In Guadalingo students can create their avatar and practice using the language in dozens of learning missions that will challenge them with simulated real-life tasks in a multitude of scenarios.

The more they play, the more they'll learn!

MUNDO)REAL

Second Edition

Mundo real Second Edition is an exciting new Spanish program which uses lively and compelling content, images, and video to teach the language that learners need to succeed in and outside the classroom. Designed for high school students, *Mundo real Second Edition* offers a communicative approach that focuses on functional, real-life language. The program's guided and manageable content encourages students to begin speaking the language immediately. With real-life themes, high-interest content, and natural speech, *Mundo real Second Edition* teaches the language relevant to students' lives.



- *Mundo real Second Edition*'s highly interactive, experiential format encourages students to develop stronger speaking and communicative skills in a variety of contexts.
- Communicative tasks develop language strategies that increase students' comfort levels in real-world settings.
- Each unit features tangible, relevant goals that are reinforced in the Workbook and Teacher's Edition.
- Students develop vocabulary, grammar, reading and writing skills seamlessly through engaging content related to the unit theme.
- *Mundo real Second Edition* motivates learners to connect the thematic content in the unit to their lives, providing relevance to Spanish language instruction.
- Extensive teacher support provides complete, time-saving solutions.
- ELeteca, the Learning Management System for *Mundo real Second Edition*, links teachers and students and provides valuable support in and outside of the classroom.

Edinumen (Spain)

José Celestino Mutis, 4.
28028 Madrid. España
Telephone: (34) 91 308 51 42
e-mail: edinumen@edinumen.es

Edinumen USA

1001 Brickell Bay Drive Suite 2700
Miami 33131, Florida
Telephone: 7863630261
e-mail: contact@edinumenuma.com

www.edinumenusa.com/mundoreal