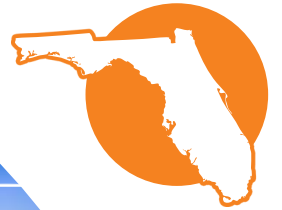


MUNDO) REAL

FLORIDA



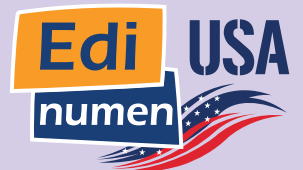
Turn to a new page in Spanish language textbooks!

Developed by Edinumen USA, and approved by University of Salamanca



There's a new voice in Spanish language textbook publishing!

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 Florida 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 Florida is divided into four levels for secondary school students in the State of Florida and designed by **Editorial Edinumen** and its US based team, **Edinumen USA**, located in Florida.

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

WHY USE *MUNDO REAL FLORIDA*?

APPROVED BY THE UNIVERSITY OF SALAMANCA

The University of Salamanca reviewed and gave their seal of approval to *Mundo real Florida*. This endorsement certifies *Mundo real Florida* 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 Florida* 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 Florida*. 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 FOR FLORIDA

Mundo real Florida meets and exceeds the new World Language Standards established by the Florida Department of Education. This 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 FLORIDA 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 Florida supports communicative, empowered learning through these five instructional pillars:

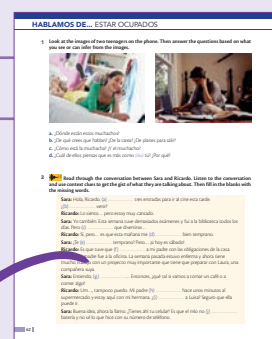
INDUCTIVE LEARNING

Students stay invested in the inductive learning approach from the first page of every unit in *Mundo real Florida*. 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.

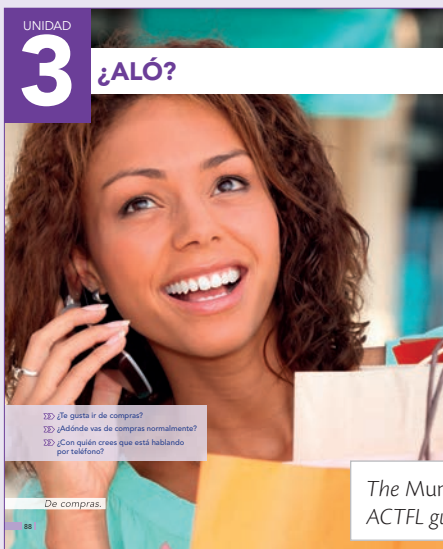
Activating prior knowledge and empowering students to predict words and structures in context allows students to focus on meaning, not the mechanics of the language.

- 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



UNIDAD 3 ¿ALÓ?



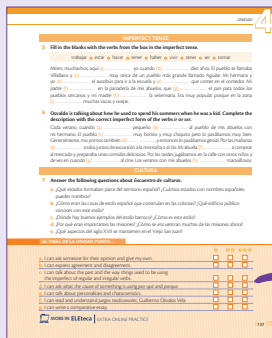
¿Te gusta ir de compras?
¿Adónde vas de compras normalmente?
¿Con quién crees que está hablando por teléfono?

De compras.

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 Florida* maximizes real-world learning experiences to develop the skills needed to communicate in a rapidly evolving world.

The *Mundo real Florida* 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

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

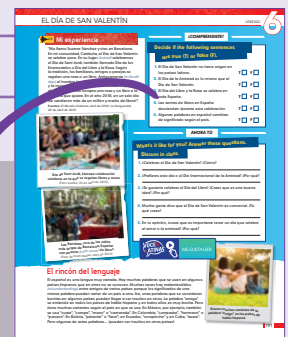
SOCIAL AND EMOTIONAL RELEVANCE

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 Florida* 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.

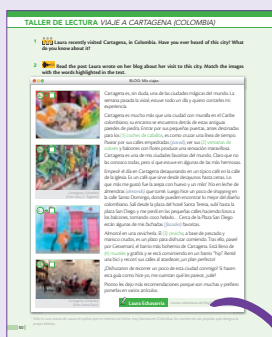
¿COMPRENDISTE?

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 Florida 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 Florida* 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 Florida*.

verías en varios artículos.

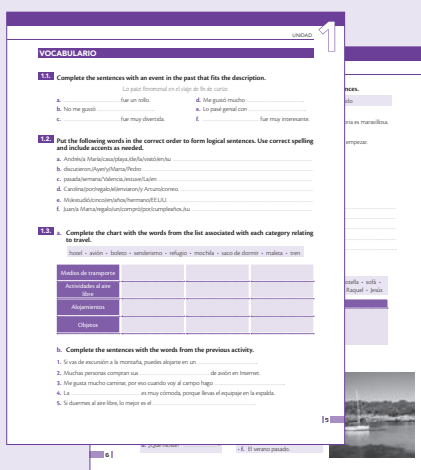
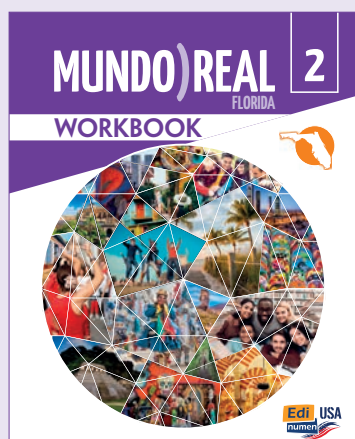
Laura Echavarría Autora colombiana del blog Fashion lessons.

STUDENT EDITION AND ONLINE RESOURCES



Every Student Edition can be complemented with ELEteca, *Mundo real Florida'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: Connects 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 materiales están estudiando? ¿Cuál es su materia favorita? ¿Cuándo fue la última vez que fue a la biblioteca? ¿Qué estudias 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 interés.

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 post 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 that 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 este personaje? ¿Qué lee? ¿A los estudiantes?*
- Invite students to read the topic for *Cultura en vivo* and preview that 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

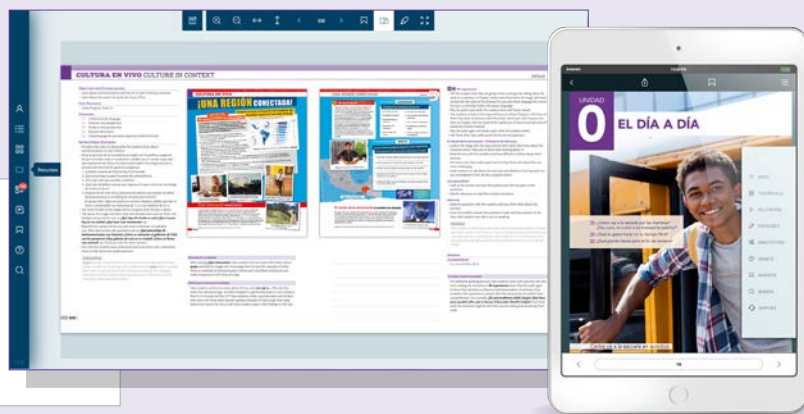
Video
Video 2

Online ELÉteca

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

- Correlations to the World Languages Standards** by the Florida Department of Education
- 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 Florida* 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 Florida</i> contains two Project-Based Learning Activities, one at mid course and the other at the end of the course.

MUNDO) REAL

FLORIDA

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 Florida* contains ten focused sections:

Hablamos de...	Taller de lectura
Comunica	Taller de escritura
¡Acción!	Cultura en vivo
Palabra por palabra	¿Qué he aprendido?
Gramática	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 apetece 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 peli 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.

sabes • o 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: Si se llamaba Eric Berner y tuvo la idea de colocarle un palo (c) _____ a un caramelo porque veía que los niños se ensucian (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: ¿Sabes qué es un botijo?
Marta: ¿Un botijo? No, cuenta, cuenta...
Alicia: Es un recipiente de barro (a) _____ cocido que sirve para contener agua, y si lo colocas al sol el agua se enfría.
Marta: (b) _____.
Alicia: Si, (f) _____ 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.

PALABRA POR PALABRA

introduces high-frequency vocabulary, which is practiced and expanded throughout the unit.

GRAMÁTICA

presents three to four grammar points in each unit. **Gramática** 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.

PALABRA POR PALABRA OCIO DE LOS JÓVENES

1 Read the following text and fill in the blanks with a word from the list below.

teléfono o televisión o mensajes de texto o juegos de mesa o computadoras o videojuegos o Facebook o Twitter o cultura o Internet o hacer deporte

Un reciente estudio realizado a los jóvenes españoles de entre quince y dieciocho años sobre sus prioridades en la vida reveló que el tiempo libre es una de sus prioridades y son la primera generación de españoles que dedica más tiempo a (1) _____ que a la televisión. Los (2) _____ son otro de sus pasatiempos.

Las actividades que más practican son usar la (3) _____, escuchar música o la radio, salir o caminar con amigos y ver la (4) _____. En segundo lugar se disfruta de actividades como ir a discotecas, (5) _____, asistir a conciertos o leer libros. En último lugar se encuentran actividades como visitar museos o exposiciones, colaborar con una ONG o asistir a conferencias. Así, quedan algunos de los más populares (7) _____ de estos tiempos, como el parchís, la oca o las cartas.

En general, lo que más les gusta es salir del entorno familiar y estar con los amigos, ya sea presencialmente o mediante redes sociales como (6) _____. Y lo que menos practican son las actividades (8) _____ porque las consideran actividades escolares y no de ocio. Lo que más diferencia a los nuevos adolescentes es el uso de las nuevas tecnologías, principalmente las interactivas, motivo por el que Internet y el (9) _____ están desplazando a la televisión y los (10) _____ al correo electrónico.

Pero, aunque la adolescencia tiene mala fama y algunas personas dicen que los jóvenes no tienen principios ni control, según el psicólogo Luis Rojas Marcos la mayoría de ellos son bondadosos, curiosos, inquietos y ávidos.

2 Now listen to the audio and check your answers.

3 With a partner, complete the chart with examples from the text above and other activities you know that fit the topics.

| Juegos de mesa | Nuevas tecnologías (actividades) |
|----------------------------|----------------------------------|
| domino, Trivial, | chatar, |
| Actividades al aire libre | Actividades educativas |
| montar a caballo, rafting, | salones, |

4 Answer the following questions about the reading. Then, in small groups, discuss your answers. Be prepared to present your information to the class.

a. ¿Se sienten identificados con el texto? ¿Por qué?

b. ¿Cuáles son tus hábitos de tiempo libre?

c. ¿Se parecen los jóvenes españoles a los de tu país? ¿En qué sí y en qué no?

5 Volunteering is another way in which teenagers spend their free time. Select the letter of the correct action below to complete the captions under each image.

a. ayuda humanitaria b. un comedor público c. la recolección de alimentos y ropa d. un comedor público e. dar clases privadas f. la rehabilitación de casas g. recaudar fondos h. recoger basura

6 Listen to this group of students talk about their volunteer experiences over the summer. Then answer the questions below.

a. ¿Qué hora tenía en la residencia de ancianos?

b. ¿Qué es lo que más le gustaba a Tomás de su trabajo de voluntario?

c. ¿Por qué trabajó como voluntario Darío?

7 Tell your class about what volunteer activities you have participated in and the kinds of things you would do as a volunteer.

8 Ask four classmates about their volunteer activities. Record their names and responses in a chart. Then summarize the results of your interviews to see what activities are the most popular. Modelo: Muchos en mi grupo.

| Nombre | Tipo de trabajo voluntario | ¿Qué hacía? |
|--------|----------------------------|-------------|
| | | |
| | | |
| | | |
| | | |

GRAMÁTICA

2 Write a paragraph about each photo, describing what is going on. Include the following information about each and use the clues as a guide. *Atención!* What tense will you be using: preterite or imperfect? Exchange papers with a partner and discuss.

• when was it = **ser** • where were they = **estar**
• how many people were there = **haber** • what were they doing = **acción**
• who were they = **ser** • how were they feeling = **estar / tener**

3 With a partner, use elements from all three columns to describe a camping vacation you took with friends. *Atención!* Be sure to use the correct form of the imperfect or the preterite. Present to the class the events in chronological order.

Modelo: Un día, un grupo de amigos y yo fuimos de excursión a la montaña.

| Cuando | ¿Quién? | ¿Qué? |
|-------------------|---------------------------|---|
| • por las tardes | • un grupo de amigos y yo | • ir de excursión a la montaña |
| • un día | • yo | • dormí en tiendas de campaña |
| • a menudo | • Paquita y Rosa | • nadar en el lago |
| • por primera vez | • José | • tomar el sol |
| • muchas veces | | • ver unos ciervos (ciervos) cerca del campamento |
| • el primer día | | • hacer una hoguera (campfire) |
| • de repente | | • asar hamburguesas en la barbacoa |
| • por las mañanas | | • jugar al Monopoly o otros juegos de mesa |
| • el último día | | • comer hogueras de miedo |

4 Read the strategy box and organize the sentences in Activity 3 into a logical order to create a journal entry about your trip. Be sure to include additional information about what you did and what the experience was like for you. Using your multi-paragraph journal entry as a reference, describe to the class your personal experiences on this trip.

Put the information about the experience you are going to talk about in a logical sequence. This will help you choose the correct adverbs of time in order to use the imperfect and preterite correctly. In this way you will become familiar with the structure and use of adverbs of time in the past.

2. INDEFINITE PRONOUNS AND ADJECTIVES

Use indefinite pronouns and adjectives to refer to an unspecified person or thing.

| PRONOUNS | ADJECTIVES |
|--|---|
| People
alguien + nadie
• <i>Alguien sabe dónde está mi teléfono?</i> (Does anybody know where my phone is?)
• <i>Ni nadie</i> (No, no one [nobody]). | Things
algo + nada
• <i>¿Quiero algo de comida?</i> (Do you want something to eat?)
• <i>No quiero nada</i> (I don't want anything. Thank you.) |
| PRONOUN
People and things
• Some indefinite pronouns have masculine and feminine forms as well as singular and plural forms, and as such must agree with the nouns they replace:
• <i>alguno/alguna</i> some, any
• <i>ninguno/ninguna</i> no, none, not any
• <i>Ninguno</i> de los/as cosas está así. None of the things is like this.
• <i>Play algunas estudiantes de francés?</i> (Do any French students play?)
• <i>Ninguno</i> . None.
• <i>Algunos de mis amigos hablan francés.</i> (Some of my friends speak French.) | ADJECTIVES
People and things
• Like most other adjectives, indefinite adjectives agree in number and gender with the nouns they modify.
• <i>algun/alguna</i> some, any
• <i>ningún/ninguna</i> no, none, not any
• <i>No hay ningún estudiante de francés.</i> (There is no student from France.)
• <i>Tengo algunos libros que te van a gustar.</i> (I have some books that you will like.)
• The plural forms <i>ningunos/ningunas</i> are rarely used as adjectives, only <i>ningún</i> and <i>ninguna</i> . |

TALLER DE LECTURA SOLIDARIDAD ANDINA

1 Match the words with their meaning.

| | |
|-----------------|---|
| 1. voluntariado | a. Conjunto de frutos que se recojen del campo. |
| 2. lucro | b. Dinero guardado para usarlo en el futuro. |
| 3. recurso | c. Algo que se hace porque se quiere, no por deber. |
| 4. ancestral | d. Contribución de dinero. |
| 5. aporte | e. Cantidad de dinero que se acumula en algunos juegos. |
| 6. cosecha | f. Medio que se usa para conseguir algo. |
| 7. bote | g. Procedente de una tradición muy antigua. |
| 8. ahorro | h. Algo que une a las personas. |

2 Read this blog post and check your answers.

BLOG: Mita, Minga y Pasañala, prácticas solidarias andinas

La solidaridad es un valor y un sentimiento humano presente en todas las culturas del planeta. La entendemos como una ayuda que se da de forma desinteresada, un recibir nada a cambio. Esta ayuda es siempre voluntaria y con ella se consigue establecer lazos de unión entre quienes la dan y aquellos que la reciben. Las personas que se unen para ofrecer su tiempo o sus recursos, además de tener un objetivo común, comparten sentimientos y esto es, quizá, lo más importante.

En los Andes son conocidas algunas formas tradicionales de solidaridad, prácticas ancestrales que aún existen en nuestros días. Vamos a hablar de las tres más significativas para conocer cómo se ha entendido desde la antigüedad la solidaridad en esa parte de América.

Mita es el trabajo voluntario que muchas personas realizan como un aporte a la comunidad. Se trata de colaborar en algunas obras públicas como mantener caminos o recoger basura, por ejemplo. Es una forma de tiempo y energía para el bien común.

Minga es el trabajo cooperativo de amigos y vecinos que se reúnen para ayudar a alguno de ellos, por ejemplo, para recoger la cosecha o para reparar el techo de su casa. Es una forma diversa de colaborar porque se finaliza siempre con una fiesta que organiza quien recibe la ayuda.

Pasañala consiste en un sistema de financiación en la mediación de los bancos. Amigos y conocidos se reúnen y cada uno hace un aporte de dinero. Se crea, de esta manera, un bote que se reparte (regala) el que gana invita al almuerzo y ya no entra al siguiente sorteo, pero sigue aportando. De esta forma todos reciben dinero en alguna ocasión. Para quienes consiguen el bote de primera es un crédito y para los últimos un ahorro. Cuando alguien del grupo tiene una emergencia, recibe el dinero inmediatamente.

Estas prácticas solidarias fortalecen los lazos de amistad y confianza entre los participantes, pues, con el esfuerzo compartido, las tareas se terminan antes y se hace mucho más llevadero (soportar) y agradable el trabajo.

Maria Luisa Garnelo Periodista del Periódico Nacional de Chile. Publicación en Chile 2014. Foto: iStockphoto.

MARÍA LUISA GARNELO

3 Look at the images and relate them to the practices you read about in Activity 2 to understand and identify the main idea of the reading. Compare your answers with your partner.

mita o minga o pasañala

4 One of the three practices is also considered a game. Which one do you think it is? Justify your answer.

5 Answer these questions about the text.

a. Según el texto, ¿qué es la solidaridad en general?

b. ¿Qué significa esta palabra según la tradición de los Andes?

c. Cómo amplía la autora esta definición tradicional de la palabra solidaridad? ¿Qué ejemplos usa para desarrollar esta idea?

6 Using this map of Latin America, locate the areas where these practices of solidarity take place, in your opinion.

7 Using the Internet, find more information about the history of these practices and answer the following questions.

a. ¿Cuál es la más antigua?

b. ¿En qué países se están realizando?

c. ¿Cambiarán o se hacen igual ahora que antes?

8 Do you know of any examples of community assistance? How are these different than what is described in the article? Present your examples and ideas to your classmates.

TALLER DE LECTURA brings the unit's content together through a fictional text and encourages students to build their reading and listening comprehension skills.

TALLER DE ESCRITURA

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.

TALLER DE ESCRITURA

1. Look at the following images. They represent activities of solidarity that an NGO has organized this month. What kind of NGO do you think it is? Discuss your ideas with your classmates.

2. Match the images above with these activities.

3. Look at the images again and enhance each description with more details. Use these questions as a guide.

4. Read the writing strategy. Then write a draft of a proposal to your teacher to be part of the volunteer program shown in Activities 1 and 2.

5. Follow these steps to write a proposal.

6. Present the proposal to your teacher and expand it with important details (secondary information: why, how and when you want to participate).

ORTOGRAFÍA Y PRONUNCIACIÓN La entonación en las frases enunciativas e interrogativas.

1. Listen carefully to the following sentences and repeat after the speaker.

2. Listen to the following sentences with proper and poor cut. For each one, indicate whether it is an interrogative (I) or a declarative statement (D).

3. Put what is used to ask the question (¿) is written as two separate words with a written accent on the e. It is pronounced with the stress on the e.

4. Porque is used to answer (because). It is written as one word without a written accent. The stress is on the o.

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.

CULTURA EN VIVO

HISTORIAS MARAVILLOSAS

LOS TOP 5 DE HISTORIAS CURIOSAS DE LATINOAMÉRICA

Animales fantásticos, volcanes tristes y personajes misteriosos... ¡Las historias de la región son increíbles!

1. El jaguar es el felino más grande de América. Hay un jaguar negro (black) en el zoo de San Diego, California. Es el único jaguar negro que hay en el mundo. El jaguar negro es un felino que se encuentra en la selva amazónica. Es un animal muy raro y se encuentra en peligro de extinción.

2. El jaguar es un felino que se encuentra en la selva amazónica. Es un animal muy raro y se encuentra en peligro de extinción.

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¿Qué interesante!

El jaguar es un felino que se encuentra en la selva amazónica. Es un animal muy raro y se encuentra en peligro de extinción.

HISTORIAS MARAVILLOSAS

MI EXPERIENCIA

Indicador: true, false, or not stated.

1. El jaguar es un felino que se encuentra en la selva amazónica. Es un animal muy raro y se encuentra en peligro de extinción.

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El rincón de la mitología LA LORONA

La Llorona es una leyenda muy conocida en México. Se trata de una mujer que llora y se aparece a las personas que están cerca de los ríos y lagos. Se dice que ella murió por su amor y ahora vaga por el mundo buscando a su hijo perdido.

¿QUÉ HE APRENDIDO?

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

¿QUÉ HE APRENDIDO?

TRIVIA ABOUT INTERESTING FACTS AND TRIVIA

1. Complete the following expressions with the missing words.

2. Match the following trivia to its corresponding trivia card.

3. Give examples of activities relating to each category.

4. Choose the correct verb form in each sentence.

5. Complete the sentences with the correct verb form.

6. Complete the sentences with the correct verb form.

7. Complete the sentences with the correct verb form.

8. Complete the sentences with the correct verb form.

9. Complete the sentences with the correct verb form.

10. Complete the sentences with the correct verb form.

EN RESUMEN: VOCABULARIO

El jaguar es un felino que se encuentra en la selva amazónica. Es un animal muy raro y se encuentra en peligro de extinción.

La Llorona es una leyenda muy conocida en México. Se trata de una mujer que llora y se aparece a las personas que están cerca de los ríos y lagos. Se dice que ella murió por su amor y ahora vaga por el mundo buscando a su hijo perdido.

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EN RESUMEN

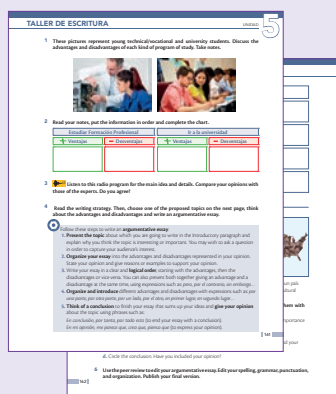
contains a glossary of the vocabulary and grammar structures covered in each unit for easy reference and review.

TALLER DE LECTURA



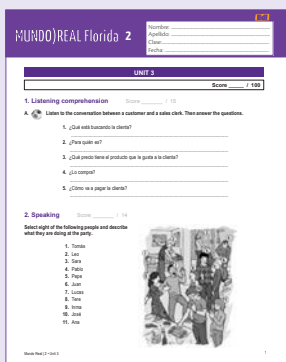
While there is no one teaching practice that can guarantee success with all language learners, there is strong evidence that those students who engage and persevere with a well-designed reading program, like *Mundo real Florida's* **Taller de lectura**, will see improvements in their language abilities. 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 Florida* focuses both on the product—a piece of writing with a particular form and the expectation of “correctness”—and the process. *Mundo real Florida'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 Florida* supports teachers in the classroom.

READY-MADE ASSESSMENTS

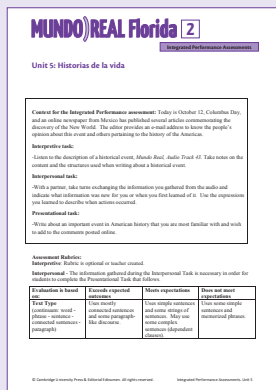
Everything teachers need at point of use.

- 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 Florida* 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 Florida*, 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 Florida** 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.

FROM THE
corpus

- 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 Florida* 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.



2 Listen again to the conversations and change the sentences to make them true.

- a. En las rebajas comprar es más caro. →
- b. Alberto llama a Luis. →
- c. La nevera de 800€ era grande. →
- d. La tía de Cristina come carne. →
- e. Luis necesita los apuntes de Ciencias. →

NUESTRO PROYECTO

In *Mundo real Florida*, 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.

NUESTRO PROYECTO LA EDUCACIÓN

Are there ways we can improve our educational system?

With a partner, research the educational system of a Spanish-speaking country. Propose three improvements to your learning environment, suggesting changes based on how they do things in the educational system you researched. Concentrate on five aspects of the educational system of the country. Share your findings with the class through a multimedia presentation. Then, have your class vote on that feature aspects of the Hispanic educational system you would like to incorporate into the American educational system.

PROYECTO

1 Look at the map. With a partner, choose a country that interests you, and from the list below, pick five things you want to learn about the educational system in that country.

2 Research (Interpretive Task)

3 Present (Presentational Task)

4 Reflect (Interpersonal Task)

5 Evaluate (Evaluative Task)

6 Create (Creative Task)

7 Reflect (Interpersonal Task)

8 Evaluate (Evaluative Task)

9 Create (Creative Task)

10 Reflect (Interpersonal Task)

11 Evaluate (Evaluative Task)

12 Create (Creative Task)

13 Reflect (Interpersonal Task)

14 Evaluate (Evaluative Task)

15 Create (Creative Task)

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194 Evaluate (Evaluative Task)

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196 Reflect (Interpersonal Task)

197 Evaluate (Evaluative Task)

198 Create (Creative Task)

199 Reflect (Interpersonal Task)

200 Evaluate (Evaluative Task)

DIGITAL RESOURCES

Every student and teacher using **Mundo real Florida** gets free Premium online access to **ELEteca**, a sophisticated LMS platform and digital hub that extends the *Mundo real Florida* 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 Florida 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

FLORIDA

Mundo real Florida 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 Florida* 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 Florida* teaches the language relevant to students' lives.



- *Mundo real Florida'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 Florida* 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 Florida*, links teachers and students and provides valuable support in and outside of the classroom.

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