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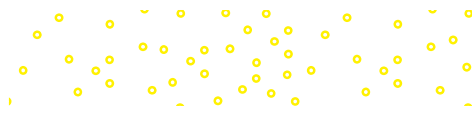
EXPERIENCE SPANISH

Fourth Edition

UN MUNDO SIN LÍMITES

AMORES
WENDEL
SUÁREZ GARCÍA

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EXPERIENCE SPANISH

Un mundo sin límites

FOURTH EDITION

María J. Amores

West Virginia University

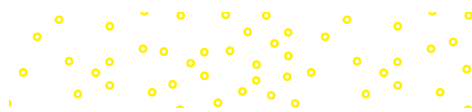
Annie Rutter Wendel

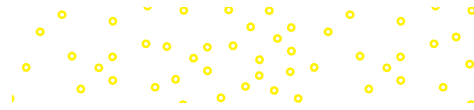
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EXPERIENCE SPANISH

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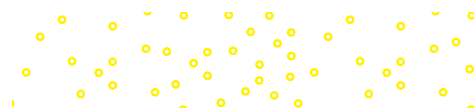
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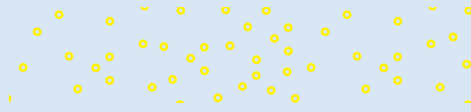
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To my husband, Jim Rentch, my deepest thanks for his support.

—María J. Amores

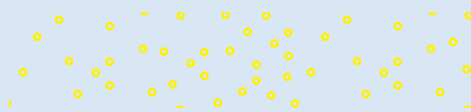
To Ryan, mi media naranja para toda la vida. A special thank you to my grandparents, who inspired me to become an educator and whose lifetime of love and learning is an inspiration.

—Annie Rutter Wendel

A mis padres que compensaron las miserias de la postguerra con una generosidad sin límites.

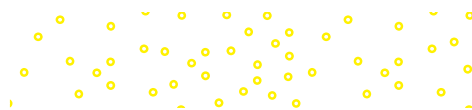
A mi granaína del alma Courtenay, Natalia y Sebi, nubes de algodón a mis ojos, por estar siempre cerca.

—José Luis Suárez-García



WHAT'S NEW IN THE FOURTH EDITION?

- **Prácticas y perspectivas** is a new section for this edition, intended to provide opportunities for learners to reflect on cultural practices and perspectives with the goal of becoming better global citizens and achieving a higher level of Intercultural Communicative Competence (ICC). Through these activities students will learn about the lived experiences of native Spanish speakers within a cultural context and develop a basic understanding not only of the cultural practices themselves, but also of the perspectives that underlie and motivate them. They are based on segments I and II of the **Un mundo sin límites** video sections in each chapter, but they can be used even if the video is not used at all. They consist of scaffolded activities based on quotes from the videos that give insight into cultural practices and perspective and relevant cultural facts. All of the information needed to use these is found on the page, and students will work from comprehension to reflection through a culminating activity. The overarching goal of these sections is to promote ICC and a deeper understanding of culture that goes beyond facts and leads to an understanding of Practices and Perspectives. Thus, the activities are written in English to make them accessible to students at any level and to encourage active participation in sophisticated cultural dialogue.
- **En sus palabras** is a new online-only video section. In each chapter, three native speakers from the **Un mundo sin límites** video series answer real-life questions, giving students an opportunity to compare the everyday experiences of these people from the Spanish-speaking world with their own.
- Cultural readings and presentations have been updated throughout. Updates include **Nota cultural**, **Nota interdisciplinaria**, and **Conexiones culturales** readings, and **Lectura cultural** articles.

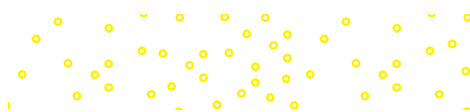


experience

How will your students *Experience Spanish?*

Experience Spanish: Un mundo sin límites, presents vocabulary and grammar in action through culture. With emphasis on the 5C's, the *Experience Spanish* program delivers dynamic opportunities for communicative practice built upon the following principles:

- **Culture is core:** Culture is seamlessly integrated into the program. Students are consistently exposed to cultural topics in both the student edition and Workbook/Laboratory Manual. As one might expect, recurring features (**Expresiones artísticas, Notas culturales, Notas interdisciplinarias, Lectura cultural, Conexiones culturales**) offer richly diverse cultural exploration. What sets *Experience Spanish* apart is that culture is also woven into grammar presentations and the activities that practice vocabulary and grammar. With this edition, we expand the cultural experience, showcasing not only the traditional practices and points of interest but also embracing and highlighting the second-language experience through **Un mundo sin límites**, the new *Experience Spanish* video program. The *Experience Spanish* readings, videos, notes, and fine art presentations offer students extensive cultural perspectives and promote cross-cultural comparisons and connections.
- **Language in action:** Vocabulary in *Experience Spanish* is presented visually through colorful, engaging illustrations, and put into action with personal and communicative activities. Grammar points are introduced through contextualized short dialogues or cultural readings that illustrate the concepts in action, allowing students to experience the structures in context before focusing on the forms and rules.
- **Personalized experience:** No two students are alike. Why should their learning paths be? LearnSmart uses revolutionary adaptive technology to build a learning experience unique to each student's individual needs. Students engage in targeted vocabulary and grammar practice so they are prepared to practice communication in the classroom.
- **Practice Spanish:** To further the personalized experience, *Experience Spanish* is also available with an interactive 3-D game, *Practice Spanish: Study Abroad*, that immerses students in a virtual study abroad experience in Colombia. *Practice Spanish*, accessible on laptops and mobile devices, allows students to practice real world language in a game environment that integrates culture, grammar, and vocabulary.
- **Experience Spanish everywhere:** Connect, McGraw Hill's digital teaching and learning environment, is mobile and enabled for tablets, allowing students to engage in their course material via the devices they use every day. The eBook, available in Connect, is also mobile-enabled through the *ReadAnywhere* app.



CULTURE IS CORE

Professors report that they often sacrifice culture to cover all of the grammar and vocabulary required within their introductory Spanish course. As the semester marches on and grammar forms become increasingly complex, opportunities for students to explore culture are reduced to the point where most students receive only superficial cultural coverage because there simply isn't enough time.

Experience Spanish eases the pressure to “cover it all” by weaving cultural information into vocabulary and grammar presentations and activities. Each grammar section begins with a culture-based **Gramática en acción** and, beginning in **Capítulo 2**, the grammar sections culminate in an activity that presents culture through images, language tasks, and pair-work problem-solving. For many of these Info Gap activities, each student has different cultural content that they will share with each other.

Gramática

7.3 Impersonal and Passive se

Speaking in General Terms

GRAMÁTICA EN ACCIÓN

De compras en la República Dominicana

Quando **se visita** la República Dominicana, **se debe** ir de compras. En las tiendas, mercados y hasta en las calles **se ofrecen** productos típicos y artesanías bonitas. Por ejemplo, **se venden** cuadros de colores brillantes y máscaras de Carnaval. **Se puede** comprar café dominicano o joyería de ámbar o de larimar. También, en muchos lugares **se ven** las famosas muñecas sin rostro. Estas muñecas **se hacen** de arcilla. Por todo el país la muñeca sin rostro **se considera** un símbolo de la identidad dominicana porque representa una mezcla de culturas y tradiciones.



Acción. Indica el verbo correcto para completar cada una de las oraciones.

- ___ artesanías en las tiendas, mercados y calles.
- ___ comprar muchas cosas típicas del país.
- Las muñecas sin rostro ___ de arcilla.
- En la República Dominicana ___ mucha joyería de larimar.

a. se vende
b. se puede
c. se hacen
d. se venden

Estudiante 1

D. La vida de Ana y David. Each of you will complete a version of the passage in **PASO 1**. First, decide which of you will be **Estudiante 1** vs. **Estudiante 2**. **Estudiante 2** should turn to Appendix III for the passage.

PASO 1. Complete the passage with the correct form of each verb in parentheses. Some information is missing.

Ana y David viven en Guadalajara, México. Ana **(tener)** ¿_____? años y David **(tener)** 30 años. Los dos **(tener)** éxito en sus trabajos; David es profesor de ¿_____? en la Universidad de Guadalajara y Ana es programadora en una de las muchas compañías de tecnología en la ciudad. Los dos trabajan muchas horas cada semana y **(preferir)** pasar su tiempo libre explorando la ciudad. Por eso, pagan una compañía que tiene empleados que **(venir)** a limpiar su casa cada semana. Como resultado, ellos hacen lo que **(querer)** en su tiempo libre.

A Ana le gusta explorar la arquitectura ¿_____? de la ciudad, mientras David **(preferir)** ir a los restaurantes para comer sus platos favoritos como birria o tortas ahogadas. A veces Ana **(tener)** ganas de beber un tejuino, así que sus amigos **(venir)** y van a su bar favorito.

Los dos **(querer)** asistir al Festival Internacional de Cine en el mes de ¿_____?. Y cada año en el mes de septiembre van a la Feria Internacional Gastronómica. ¡La Feria representa cuarenta países! Ana y David están muy felices y **(tener)** mucha suerte de vivir en una ciudad con mucha vida y cultura como Guadalajara.



PASO 2. After completing the passages, and without looking at each other's work, ask questions to fill in the missing information about Ana and David.

86 ochenta y seis **CAPÍTULO 3** La vida diaria

In addition to culturally-rich vocabulary and grammar activities, *Experience Spanish* offers a variety of culture-based features, including the activities supporting the **Un mundo sin límites** video and the new **Prácticas y perspectivas** section based on the video series.

Un mundo sin límites, a documentary-style video created exclusively for the *Experience Spanish* program, features inspiring examples of native and non-native Spanish speakers and their unforgettable experiences all over the Spanish-speaking world. Students meet an Irish bike tour operator on the Yucatan Peninsula; a non-profit organizer in Tegucigalpa, Honduras, who supports educators in entrepreneurship; an event coordinator in Santiago, Chile, and a biologist in a Costa Rica cloud forest (just to mention a few), all of whom interact with friends, neighbors, or family members who are local, native Spanish speakers.

Un mundo sin límites 1

Tegucigalpa, Honduras

Michelle y Jorge




Antes de ver
Infórmate y ponte en su lugar. Michelle se mudó a Tegucigalpa, Honduras, después de terminar la universidad. Trabaja para una ONG que ayuda y

Vocabulario práctico

me ha servido de mucho las reuniones una ONG

it's been very good for me meetings non-profit organization

Un mundo sin límites 1

Reserva Biológica de Monteverde, Costa Rica

Jessica y Keylor




Antes de ver
Infórmate y ponte en su lugar. Jessica es una bióloga que trabaja con Keylor, experto en trepar a (climbing) los árboles del bosque en Monteverde, una pequeña comunidad en las montañas del bosque nuboso. El ecoturismo es popular en la zona. ¿Cómo crees que es la vida en una comunidad como Monteverde en el bosque nuboso? ¿Cómo afecta el clima lluvioso las actividades de la vida diaria? ¿Te gustaría vivir en Monteverde?

Un mundo sin límites 2

La Península de Yucatán, México

Frank y Efrain

Antes de ver
Infórmate y ponte en su lugar. Frank opina (believes) que llegar en bicicleta a los lugares que visita con los turistas es bueno porque el trabajo físico crea una conexión más fuerte (*greater connection*). ¿Estás de acuerdo (do you agree) con esa idea? ¿Hay otros ejemplos de la conexión entre las experiencias físicas y emocionales?



Zenogy Films/CGraw Hill



Zenogy Films/CGraw Hill

Vocabulario práctico

tranquila	peaceful
la comida	food
la laguna	lagoon
unos tamales	little tamales
la chaya	native leafy green
un juguito natural	natural juice drink
el huerto	garden
la abeja melipona	native bee
picar	to sting
la especie en peligro de extinción	endangered species
acostumbrados	used to, accustomed to
los hermanos	brothers
platicar	chat
realizar	to carry out, to realize

¿Entendiste?

A. ¿Cierto o falso?

- C F
- A Frank le gusta pasar su tiempo libre en lugares donde hay mucho tráfico.
 - Los mayas como la familia Cahún cultivan y preparan comidas tradicionales, como tamales.
 - La familia Cahún usa tortillas que compran en el supermercado.
 - A Efrain no le gusta trabajar con las abejas meliponas porque pican mucho.
 - Efrain y Frank están de acuerdo (agree) sobre la importancia de la familia.

B. ¿Qué haces en tu tiempo libre?

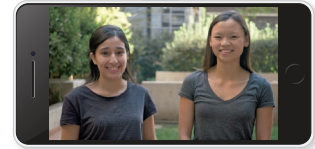
- In pairs, answer the questions.
- ¿Por qué menciona Frank que le gusta nadar, andar en bicicleta y disfrutar de la naturaleza en su tiempo libre? En su tiempo libre, ¿van Uds. a lugares similares o diferentes a los lugares favoritos de Frank? ¿Por qué?
 - ¿A Uds. les gusta preparar comida y usar ingredientes frescos y naturales? ¿Creen que es más típico comer estas comidas en otras culturas? ¿Por qué?
 - ¿Qué hace Efrain con su familia en su tiempo libre? ¿Qué hace Frank? ¿Cómo son diferentes?
 - Efrain y su familia viven sin usar mucha tecnología. ¿Cómo afecta sus actividades en el tiempo libre no tener (to have) acceso al internet y otras cosas modernas?

Un mundo sin límites 3

Santiago, Chile

Mei Li y Lorena

Antes de ver
Infórmate y ponte en su lugar. Vivir y trabajar en la ciudad causa mucho estrés, pero muchos de los habitantes saben aliviarlo. Es magnífico que el gobierno local ayude a crear lugares y oportunidades para hacerlo. A la gente de tu comunidad, ¿qué lugares le encantan para relajarse y olvidar las presiones de la vida diaria? ¿Es necesario que el gobierno local haga algo para mantenerlos? ¿Cuándo va allí la gente? ¿Qué hace?



Zenogy Films/CGraw Hill



Zenogy Films/CGraw Hill

Vocabulario práctico

el finde	el fin de semana
la CicloRecreoVía	path for biking and recreation
auto	carro, coche
andar en patines	in-line skate
puestos	booths, stands
apurado	hurried
santiaguinos	habitantes de Santiago
frenar	to slow down
sacarle provecho	to make the most of
al alcance	in reach
el equilibrio	balance

¿Entendiste?

A. ¿Cierto o falso?

- C F
- Santiago es una ciudad grande, pero llegar de un sitio a otro es fácil y rápido.
 - A los santiaguinos les aburren los fines de semana porque no hay nada que hacer.
 - La CicloRecreoVía está abierta solo los domingos.
 - La CicloRecreoVía les permite a los habitantes de la ciudad aliviar su estrés y hacer ejercicio.
 - Probar los patines en la CicloRecreoVía es gratis.

B. El bienestar.

- En parejas, contesten las preguntas.
- ¿Qué dicen Mei Li y Lorena sobre el estrés de vivir en una ciudad grande como Santiago? ¿Qué otras cosas piensan que les molestan a los habitantes de las ciudades grandes? ¿A Uds. ¿qué les interesa más: vivir en una ciudad grande o en una comunidad más pequeña?
 - Según el video, ¿qué les encanta hacer a los santiaguinos para aprovechar el finde? ¿Cómo se cuidan físicamente y mentalmente?
 - En la CicloRecreoVía hay una variedad de puestos. ¿Qué se puede hacer en algunos de ellos? ¿Es posible que esa variedad de actividades atraiga a más personas a aprovechar la CicloRecreoVía? ¿Por qué?
 - ¿Qué actividades sociales se mencionan y se ven en el video? ¿Creen Uds. que pasar tiempo con los amigos es como una terapia para las personas que sienten mucha presión y sufren de estrés? ¿Por qué?

Each chapter has three **Un mundo sin límites** sections that correspond to and support the three videos for the chapter. In the first video, participants introduce themselves; the second video features a conversation between the participants, and the final video presents a rich dose of experiential local culture. The pages dedicated to these segments appear at the beginning, middle, and end of the main text chapter, and they include helpful pre- and post-viewing tools: **Antes de ver**, **Vocabulario práctico**, and two **¿Entendiste?** comprehension activities.

The **Prácticas y perspectivas** section explores the cultural practices and perspectives that emerge from the videos. This feature follows the second **Un mundo sin límites** section of the chapter. Based on quotes from the videos, students gain insight into and explore cultural practices and perspectives and relevant cultural facts.

Prácticas y perspectivas

Madrid, España: Allen y Rubén

Allen is from the United States and is in a relationship with Rubén, a Spaniard. Together they live in Madrid and reflect upon how the Spanish family has transformed over recent decades.



Zenogy Films/CGraw Hill

En sus palabras

Allen y Rubén

ALLEN: The modern family is much smaller than the traditional [family of years past].

RUBÉN: After 2007, which was the [economic] crisis here in Spain, many young people [...] had to go to countries like Germany to find a better life.

A. Reacciones

Read the **En sus palabras** quotes from Allen and Rubén's conversation.

- What are their observations of a "modern family"?
- With your classmate, discuss what external influences might affect family structures.

B. Puntos de vista

Answer the questions in small groups and then share your ideas with the class.

- With the democratization of Spain after Franco's death in 1975, the Spanish family structure experienced a significant transformation. How might the authorization of birth control and the legalization of divorce and gay marriage contribute to the modern Spanish family? How does Spain's timeline compare to that of the United States? In

Prácticas y perspectivas

Bávaro, República Dominicana: Sasha y Dianibel

Sasha is from New Mexico and, while Dianibel is Dominican, she was raised in Italy. She returned to the Dominican Republic six years ago and in that time frame became friends with Sasha by way of their children.

En sus palabras

Sasha y Dianibel

DIANIBEL: El colmado es súper cómodo, porque si te olvidas algo en la compra de la semana del supermercado, es fantástico. Puedes conseguir de todo, desde el arroz, la habichuela, como compramos. Y otra cosa cómoda de los colmados es que hay uno en cada esquina.

SASHA: Lo bueno del colmado es que se puede comprar detallado. Si solo necesitas una libra de arroz, o una libra de habichuela [...] un huevo...



Zenogy Films/CGraw Hill

A. Reacciones

With a partner, dramatize a possible interaction a Dominican client might have with someone they would encounter operating the **colmado**. A few things to consider for your dialogue:

- Why are you there?
- How would you pay?
- Since you know this person well, what topics would you discuss?

Prácticas y perspectivas en contexto

- The **colmado** is a national institution and occupies many roles in the community. While it is a small general store for food goods, **colmados** are also a place where people gather socially. For example, many places

Nota cultural Each chapter includes one or more **Nota cultural** passages, short cultural readings related to the chapter topic and regional area. All are supported with a list of comprehension and expansion questions.

Nota cultural

Las corralas



Jose Manuel Revuelta Luna/
Alamy Stock Photo


Una corrala

Las corralas son un tipo de vivienda tradicional de Madrid. La corrala generalmente tiene cuatro plantas^a y en cada planta hay viviendas que dan a^b un patio central o corredor. Estas viviendas, de menos de 30 metros cuadrados,^c tienen dos dormitorios, una cocina y un comedor y, en la mayoría, los baños son comunitarios. Los apartamentos no tienen ventanas al

Nota interdisciplinaria This *Connections* activity provides interdisciplinary information related to the chapter topic and target region and is also supported with a list of comprehension and expansion questions.

Nota interdisciplinaria

Sociología: La familia española



Elizabeth Engle/phase4/123RF

Una pareja con su hijo

La familia tradicional, formada por un hombre y una mujer casados y sus hijos, es el modelo más común en España, pero no es el único. Desde finales del siglo XX, nuevos tipos de familia conviven^a con la familia clásica y gozan de^b plena^c aceptación social. Madres solteras, segundas o terceras parejas,^d matrimonios de parejas del mismo sexo, hijos adoptados de otros países del mundo, madres o padres separados con sus hijos, personas que viven solas o matrimonios entre españoles e inmigrantes han transformado^e mucho la estructura familiar en España. Sin embargo, la familia sigue siendo la institución social más valorada en el país.

^acoexist ^bgozan... enjoy ^ctotal ^dsegundas... second or third spouses ^ehan... have transformed

Lectura cultural Every chapter includes a reading about a topic related to the chapter theme and/or region of focus. Beginning in **Capítulo 4**, the readings are taken from Hispanic publications. All readings feature **Antes de leer** pre-reading and **Después de leer** post-reading activities.

Lectura cultural

Vas a leer un fragmento de un artículo escrito por Ana Cristina Reymundo y publicado por American Airlines en la revista *Nexus*. La escritora describe su visita, durante un fin de semana, a la ciudad colombiana de Bogotá.

ANTES DE LEER

A. A primera vista. Lee el título y las primeras líneas (en letra cursiva) del artículo. Después, contesta estas preguntas.

- ¿Qué dice la autora de Colombia? ¿Qué dice de la capital, Bogotá?
- Teniendo en cuenta que se publicó en una revista turística, haz una lista de la información que esperas encontrar en el artículo.

B. A verificar. Lee rápidamente el texto sin preocuparte por las palabras que no conoces. ¿Acertaste en tus predicciones? ¿Qué otras ideas que no están en tu lista se incluyen en el artículo?

Fin de semana bogotano

Colombia es una delicia de país y su capital, Bogotá, es bonita, culta, sofisticada, divertida y sensual.



La aventura bogotana comenzó desde que el avión descendió hacia el aeropuerto internacional El Dorado, cuyo nombre hace hincapié^a en la antigua leyenda.

La ciudad sensual

Le pedí a mi chofer y guía que hiciera^b un recorrido por el centro para apreciar la ciudad a oscuras.^c La noche es fresca y el aire muy húmedo, como si lloviznara.^d Fue necesario mantener las ventanas del auto cerradas. Siendo la tercera capital más alta en América del Sur, después de La Paz y Quito, Bogotá suele ser^e fría de noche. Además, le gusta mostrar su lado misterioso pues de los 365 días del año, se cubre con un manto de niebla^f en

La Plaza Mayor, Bogotá

Conexiones culturales

¿Corazón^a solitario? ¡Inscríbete!^b



Si vives en Centroamérica, el uso de los teléfonos inteligentes y el internet pueden ser una ruta directa al amor. Algunas aplicaciones como *Tinder*,^c *Latinamerican Cupid*^d y *Badoo*^e te permiten conocer a nueva gente simplemente arrastrando el dedo en la pantalla^f para decir que sí o que no a las muchas opciones. Cuando alguien te cae bien,^g puedes empezar la conversación y el coqueteo.^h Las estadísticas muestran que en las interacciones heterosexuales en línea, los hombres son los que inician la conversación. En 2020, otro estudio encontró que los latinoamericanos son tres veces más probables de pagar por una suscripción que cualquier otra región del mundo.



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Después de conectar en línea, ¿qué haces para conocer a tu nuevo amigo / nueva amiga? Como es común vivir en casa con los padres, a muchos managüensesⁱ jóvenes les encanta salir al centro comercial, a ferias^j o al parque. En estos espacios públicos, es típico ver a parejas expresando su amor y cariño. En el Parque Central, puedes encontrar un lugar perfecto para hacer un picnic con tu interés romántico. En los centros comerciales como Metrocentro y Plaza Inter, pueden ir al cine o simplemente pasear de tienda en tienda tomados de la mano.^k

Conexiones culturales This photo-essay section explores a single product or practice in the Hispanic world. Each presentation is supported by two to three comprehension and discussion activities.

LANGUAGE IN ACTION

The heart of any language classroom is communication; however, many students struggle with creating language in action using static words and a list of rules. *Experience Spanish* helps students jump into action with the language they're learning through visual presentations, activities that engage students to use the language to communicate about themselves, and interactive presentations.

The **Vocabulario en acción** feature presents the lexical groups in visually appealing scenes that illustrate words and phrases in context. Similarly, **Gramática en acción** sections, which precede each grammar presentation, are brief readings or dialogues that show the grammar in action. The follow-up **Comprensión** activity is designed to help students deduce the structure and how to apply the rules.

TEMA I: ¿Qué haremos^o en el futuro?

¿Qué... What will we do

Vocabulario en acción

Las profesiones y los oficios*



Gramática

5.3 Comparisons

GRAMÁTICA EN ACCIÓN

Making Comparisons

Compañeros

[Rafael y Paco buscan un piso cerca de la Facultad de Derecho en Granada. Deben pensar en muchos factores antes de tomar una decisión.]

- RAFAEL: Personalmente, creo que un apartamento céntrico es **mejor que** un apartamento en las afueras.
- PACO: Pero los pisos céntricos cuestan **más que** los pisos en las afueras y tienen **menos** dormitorios.
- RAFAEL: ¡Pero están mucho **más** cerca de la Facultad que los pisos en las afueras! No quiero caminar **tanto como** el semestre pasado.
- PACO: Sí, pero el precio es **más** importante **que** la distancia. Yo no tengo **tanto** dinero **como** tú. Mi trabajo no paga **tanto como** tu trabajo.
- RAFAEL: ¡Mira este piso! Está **tan** lleno de luz **como** nuestro primer piso, está **tan** cerca de la facultad como los otros que miramos y cuesta un poco **menos** también. ¿Qué piensas?
- PACO: ¡Es perfecto! Cuesta **menos de** €500 al mes.
- RAFAEL: ¡Qué bien! ¡Yo quiero el dormitorio **más** grande!



Buscando un piso para estudiantes

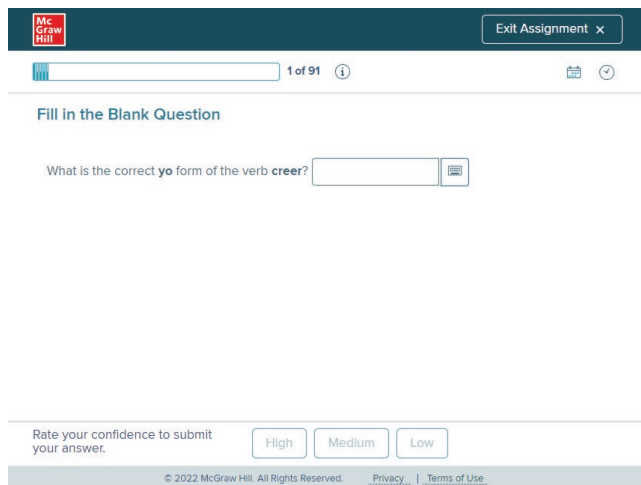
www.pearsoned.com/2286

Acción. Indica la palabra correcta para completar cada una de las oraciones.

- Paco tiene dinero que Rafael.
 - como
 - más
 - que
 - menos
 - tan
- Los pisos céntricos no tienen tantos dormitorios los pisos en las afueras.
 - como
 - más
 - que
 - menos
 - tan
- Rafael quiere caminar el semestre pasado.
 - como
 - más
 - que
 - menos
 - tan
- Para Paco, el precio es importante que la distancia.
 - como
 - más
 - que
 - menos
 - tan
- El piso perfecto está lleno de luz como el primer piso de Paco y Rafael.
 - como
 - más
 - que
 - menos
 - tan

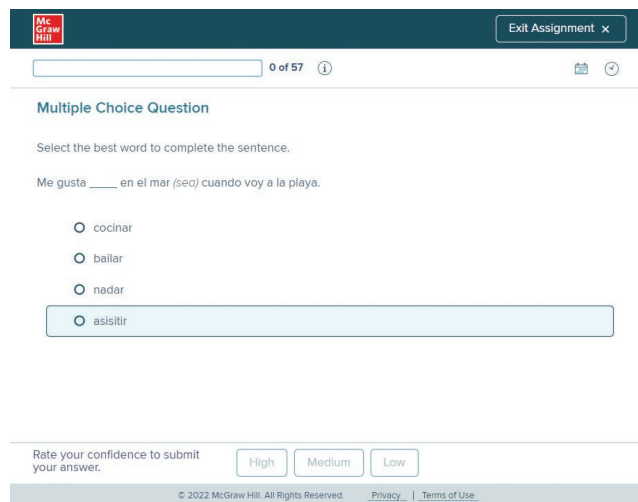
PERSONALIZED EXPERIENCE

No two students learn a language the same way or at the same rate. Students enter the Introductory Spanish course with a wide range of knowledge of experiences from true beginners to native speakers. So how do you know to whom to teach what?

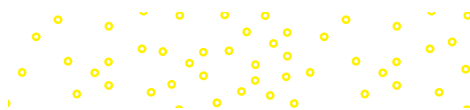


The screenshot shows a McGraw Hill adaptive learning interface. At the top, there is a dark blue header with the McGraw Hill logo on the left and an "Exit Assignment x" button on the right. Below the header is a progress bar showing "1 of 91" questions. The main content area is titled "Fill in the Blank Question" and contains the question: "What is the correct yo form of the verb **creer**?" followed by a text input field and a submit button. At the bottom, there is a confidence rating section with the text "Rate your confidence to submit your answer." and three buttons: "High", "Medium", and "Low". The footer contains the copyright notice "© 2022 McGraw Hill. All Rights Reserved." and links for "Privacy" and "Terms of Use".

McGraw Hill's Adaptive Learning Assignments have been proven to significantly enhance students' learning and improve course outcomes. Adaptive Learning Assignments provide students with targeted feedback specific to their individual performance, and additional practice in areas where students need help the most, and they support all of the *Experience Spanish* vocabulary and grammar topics. Adaptive Learning Assignments are available within Connect Spanish, McGraw Hill's digital teaching and learning environment, and as a stand-alone mobile app.



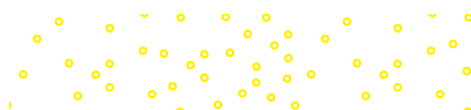
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Practice Spanish: Study Abroad is an immersive 3-D language game designed exclusively by McGraw Hill Education to provide complex language practice. Students travel virtually to Colombia, where they problem solve,



communicate, and navigate through a variety of cultural scenarios and adventures as they “study abroad.” *Practice Spanish: Study Abroad* provides students with extensive and meaningful language practice outside the classroom experience, actively engaging and motivating students to explore the Spanish language in real-world cultural settings while having fun using their developing language skills to complete practical, day-to-day activities.



EXPERIENCE SPANISH EVERYWHERE

Key features of Connect include:

- online-only interactive activities using embedded audio, voice tools, and videos targeting key vocabulary, grammar, and cultural content for extra practice
- a comprehensive gradebook, including time-on-task measurements, the ability to quick grade, to drop the lowest score, and to view student grade-to-date calculations
- powerful reports that provide instructors insight into classroom and student performance with data and information that can be used to inform how valuable class time is spent
- the ability to customize assignments using the Assignment Builder's user-friendly filtering system, allowing instructors to create unique assignments targeting specific skills, learning objectives, ACTFL standards, and more
- access to all instructor's resources, including pre-made exams and a test bank for online delivery of exams
- Tegrity™, McGraw Hill's video capture software, which allows instructors to post short videos, tutorials, and lessons for student access outside of class
- Two powerful voice tools integrated into Connect, promote communication and collaboration outside of the classroom. Asynchronous activities allow students to participate in oral discussion boards, while synchronous activities facilitate real-time interaction through voice or video chat. Whether for an online or hybrid course or a face-to-face one seeking to expand oral communication practice and assessment, these tools allow student-to-student or student-to-instructor virtual oral chat functionality.
- The MH Campus and Blackboard integration simplifies and streamlines course administration by integrating Connect with any Learning Management System. With features such as single sign-on for students and instructors, gradebook synchronization, and easy access to all of McGraw Hill's language content (even from other market-leading titles not currently adopted for your course), teaching an introductory language course has never been more streamlined.

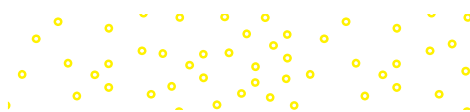


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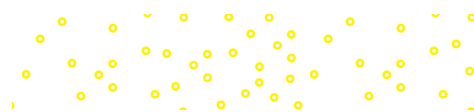
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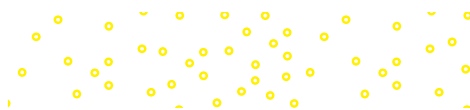
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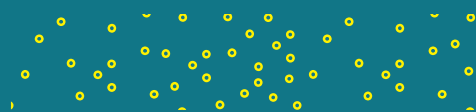
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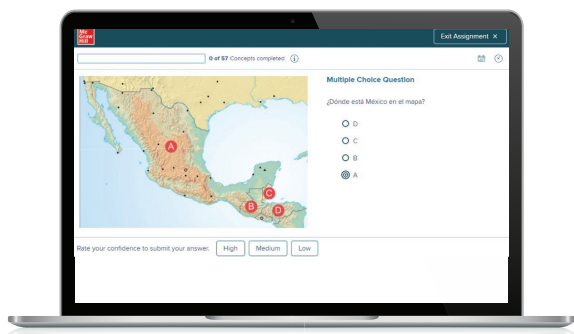
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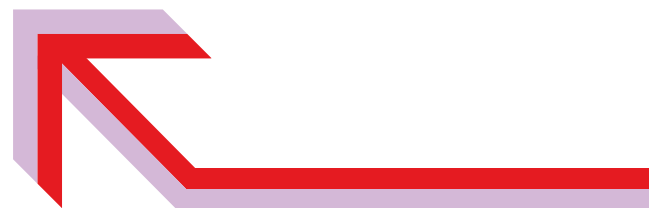


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Capítulo 1

¿Qué estudias?°

EN ESTE CAPÍTULO

Los Estados Unidos

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Many U.S. colleges and universities boast a majority Hispanic population. Some have a special commencement ceremony to honor these students on their graduation.
Rebecca Snow/Ferris State Torch Photographer

Objetivos

Targeted ACTFL Proficiency Level: Novice Low

At the end of this chapter I will be able to...

- greet people.
- describe people, things, and their characteristics.
- talk about college life.
- tell time and count to 30.
- talk about actions in the present.
- understand differences between student life in the United States and in some Spanish-speaking countries.



Luis Alvarez/DigitalVision/Getty Images

Bilingual workers are in high demand across industries and have been essential in healthcare during the COVID-19 pandemic and in vaccine outreach efforts.



Xinhua/Alamy Stock Photo

Deferred Action for Childhood Arrivals is a program designed to create a path to two years of legal work authorization for young immigrants brought to the United States as children.

Un mundo sin límites 1

Athens, Georgia

Martin y Jaume



Antes de ver

Infórmate y ponte en su lugar. Jaume and Martin are graduate students, classmates, and close friends. Jaume is from Spain, and Martin is from the United States, but has studied and lived abroad extensively. How do you think these facts affect their daily lives and experiences as students?



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¿Entendiste?

A. Comprensión

1. What city is Jaume from (hint: the country is **España**)?
2. What degree is Martin completing?
3. What activity do both Martin and Jaume mention?
4. Which of the two of them has a baby? Which mentions dogs?
5. What expression in Spanish do Jaume and Martin use to say goodbye at the end of the video?

B. ¿Qué estudias? In pairs, answer the questions.

1. What do you know about life as a graduate student? How does it compare to life as an undergraduate or community college student? Which is more stressful, in your opinion? Why?
2. Jaume and Martin are both married, and Martin is a dad. How does having a family affect student life? Do you and your classmates have spouses, children, and pets?
3. How are Martin and Jaume's free time activities similar to or different from yours? What are the most popular things to do for students at your school? Do you enjoy them?
4. Jaume likes to cook and eat foods from his home country. In what other ways is it possible to bring traditions and reminders of home when one is far away? What do you do when you miss home?



TEMA I: Hola, ¿qué tal?

Vocabulario en acción

Los saludos, las presentaciones y las despedidas°

Los... Greetings, introductions, and good-byes

1.



- Hola, Paula. ¿Cómo estás?
—Bien, gracias. ¿Y tú?
—Muy bien, gracias.

2.



- Buenos días, profesora* Peña. ¿Cómo está usted?
—Regular, profesor Galeano. ¿Y usted?
—Muy bien, gracias.
—De nada.

3.



- Hasta luego, Jorge.
—Adiós, Luis.

4.



- Hola. ¿Cómo te llamas?
—Me llamo Jaime García.
—Mucho gusto.
—Igualmente.

5.



- Hola. Soy Guillermo. ¿Cuál es tu nombre?
—Mi nombre es Rosa María.
—Mucho gusto, Rosa María.
—Igualmente, Guillermo. ¿De dónde eres?
—Soy de San José. ¿Y tú?
—Soy de Nueva York.

*Use **profesora** for female professors and **profesor** for male professors.

Addressing people in formal and familiar situations



Peathegee Inc/Blend Images LLC

Hola, ¿cómo está usted?

Spanish has two ways of directly addressing a single person as *you*. **Usted** is used in formal situations, such as with a professor or in a business context. **Tú** is used in familiar situations, such as with family and friends. However, in some Hispanic cultures, it's common for relatives to use **usted** with each other as a sign of respect.

If you're ever unsure whether to use **tú** or **usted**, remember the following simple rule: use **usted** until you're told it's OK to use **tú**. In this textbook, students will be addressed as **tú**.

SITUACIONES

Indicate whether you should use **tú** or **usted** forms to address people in the following situations.

- | | TÚ | USTED |
|---|--------------------------|--------------------------|
| 1. You bump into the dean of your college at the library. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You greet a classmate in the hallway. | <input type="checkbox"/> | <input type="checkbox"/> |

- ▶ To greet someone, you can use one of these expressions.

Hola.	Hello.
Buenos días.	Good morning (<i>until midday meal</i>).
Buenas tardes.	Good afternoon (<i>until evening meal</i>).
Buenas noches.*	Good evening (<i>after evening meal</i>).

- ▶ Here are some expressions you can use to talk about yourself and find out more about someone else.

¿Cómo estás?	How are you (<i>familiar</i>)?
¿Cómo está usted?	How are you (<i>formal</i>)?
¿Qué tal?	How's it going?
(Muy) Bien.	(Very) Well.
Regular.	So-so.
¿Y tú?	And you (<i>fam.</i>)?
¿Y usted?	And you (<i>form.</i>)?
¿Cómo te llamas?	What's your (<i>fam.</i>) (first/last) name?
¿Cuál es tu nombre/apellido?	
¿Cómo se llama usted?	
¿Cuál es su nombre/apellido?	What's your (<i>form.</i>) (first/last) name?
Me llamo...	My (first/last) name is . . .
Mi nombre/apellido es...	
Soy...	I'm . . .
Mucho gusto.	It's a pleasure (to meet you).
Igualmente.	Likewise.
¿De dónde eres?	Where are you (<i>fam.</i>) from?
¿De dónde es usted?	Where are you (<i>form.</i>) from?
Soy de...	I'm from . . .
Es de...	He/She is from . . .

***Buenas noches** can also be translated as *Good night* and thus used as a way of saying good-bye to someone, as in **Buenas noches, hasta mañana.** (*Good night, see you tomorrow.*)

- To say good-bye to someone, you can use:

Adiós.	Good-bye.
Hasta luego.	See you later.
Hasta mañana.	See you tomorrow.

- Here are a few polite expressions that you should know.

Gracias.	Thank you.
De nada.	You're welcome.

ACTIVIDADES

A. Saludos y despedidas. Indicate the correct responses to complete each dialogue.

- | | |
|--|---|
| 1. —Buenos días, señor Osorio.
—_____ | a. —Bien. Hasta luego. |
| —Bien, gracias. ¿Y usted? | b. —Buenos días, señora Martínez. ¿Cómo está usted? |
| —_____ | c. —Hasta luego. |
| —Adiós. | d. —Hola, Miguel. ¿Qué tal? |
| | e. —Muy bien, gracias. |
2. —_____
- Bien, gracias. ¿Y tú?
- _____
- Hasta mañana.
- _____

B. Respuestas (Answers) lógicas. Listen to the expressions and select the appropriate answer.

- | | | |
|-----------------------------|-------------------------|------------------------|
| 1. a. Adiós. | b. Me llamo Andrea. | c. ¿Cuál es tu nombre? |
| 2. a. Mi nombre es Rose. | b. Mucho gusto. | c. Soy Rose. |
| 3. a. Lisa. | b. Hola. Mucho gusto. | c. ¿Cómo te llamas? |
| 4. a. Me llamo Ana. | b. Soy de Pennsylvania. | c. Muy bien, gracias. |
| 5. a. ¿Cuál es tu apellido? | b. Hasta luego. | c. Buenos días. |
| 6. a. Buenas tardes. | b. Regular. | c. De nada. |



C. Mis (My) compañeros de clase (classmates)

PASO 1. Find at least four classmates that you haven't met yet and have a short conversation with each of them in Spanish. Try to use a variety of greetings and ways to say good-bye. Write the answers to items 2 and 4 in a chart like the one below. Be sure to:

- greet the person and introduce yourself
- ask what their name is
- ask how they are doing
- ask where they are from
- say good-bye

NOMBRE	APELLIDO	ORIGEN (CIUDAD / ESTADO / NACIÓN)
Susy	Lake	Monroe, Louisiana

PASO 2. Now introduce one of the people above to the rest of the class.

MODELO Esta es (*This is*) Susy Lake. Es de Monroe, Louisiana.

Nota cultural

Greetings

It is very common for people from Hispanic cultures to shake hands, hug each other, and kiss each other on the cheek when greeting or saying good-bye to someone. Typically, women kiss each other on the cheek whether they are already acquainted or meeting for the first time. The same is true when a man and a woman meet. It is more common for two men to shake hands, although they may kiss on the cheek or hug each other if they are close friends.



Allan Danahar/Getty Images

Hola. ¿Qué tal?

PREGUNTAS

1. What do you think about this way of greeting people? What does it say about Hispanic cultures?
2. How does the Hispanic way of greeting people compare to how people greet each other in non-Hispanic cultures?

El abecedario°

El... *The alphabet*

Review the **Abecedario** in Appendix I, then complete these activities.

ACTIVIDADES

A. Buscando en el mapa (*Searching on the map*)

PASO 1. Review the sample words and phrases in the third column of the chart in Appendix I. Did you notice that they're all place names? See how many of these place names you can find on the three regional maps provided in *Experience Spanish*. ¡OJO! (*Careful!*) All but two of these place names can be found on the maps.



PASO 2. Now listen to the spelling of some place names in Spanish, then write the letters you hear and try to figure out what place it is.

1. ...
2. ...
3. ...
4. ...
5. ...

B. ¡A deletrear! (*Let's do some spelling!*)

PASO 1. Jot down this information.

1. your last name
2. your best friend's last name
3. the name of the first street on which you remember living
4. the name of the city where you were born
5. the name of a city in the world that you would like to visit

PASO 2. With a partner, take turns spelling your answers for **Paso 1** in Spanish, but not in order. Your partner should guess which item from **Paso 1** you are spelling.



MODELO ESTUDIANTE 1: S – M – I – T – H
ESTUDIANTE 2: ¿Es el número 1?
E1:* No.
E2: ¿Es el número 2?
E1: ¡Sí!

*Estudiante 1, Estudiante 2, and so on, will be abbreviated as **E1**, **E2**, . . . in **Modelos** throughout this book.



C. Otros (Other) compañeros de clase

PASO 1. Introduce yourself to two more people in the classroom and find out their names and where they are from. You may need to spell your names and places of origin in order to get the information right.

MODELO E1: ¿Cómo te llamas y de dónde eres?
E2: Me llamo Kate Allen y soy de Danville, California.

	MODELO	ESTUDIANTE 1	ESTUDIANTE 2
NOMBRE	Kate		
APELLIDO	Allen		
LUGAR DE ORIGEN	Danville, California		

PASO 2. Then present the information to the class.

MODELO Mi compañera se llama Kate Allen y es de Danville, California.

Los números de 0 a 30°

Los... Numbers from 0 to 30



Uno, dos, tres, cuatro, cinco

0 cero	8 ocho	16 dieciséis	24 veinticuatro
1 uno	9 nueve	17 diecisiete	25 veinticinco
2 dos	10 diez	18 dieciocho	26 veintiséis
3 tres	11 once	19 diecinueve	27 veintisiete
4 cuatro	12 doce	20 veinte	28 veintiocho
5 cinco	13 trece	21 veintiuno	29 veintinueve
6 seis	14 catorce	22 veintidós	30 treinta
7 siete	15 quince	23 veintitrés	

- ▶ Note the accents on **dieciséis**, **veintidós**, **veintitrés**, and **veintiséis**.
- ▶ When used as an adjective, **uno** changes to **un** for masculine and **una** for feminine.
Hay solo **un** hombre aquí. *There's only one man here.*
Tengo solo **una** tía. *I have only one aunt.*
- ▶ **Veintiuno** changes to **veintiún** or **veintiuna** when used as an adjective.
Tengo **veintiún** dólares. *I have \$21.*
Hay **veintiuna** rosas aquí. *There are twenty-one roses here.*

Nota comunicativa

Hay and ¿cuántos/as?



The verb form **hay** means *there is* or *there are*.

Hay doce libros en el escritorio. *There are twelve books on the desk.*
 —¿Hay tarea? *—Is there (any) homework?*
 —Sí, hay tarea. *—Yes, there is homework.*

¿Cuántos/as? is used before plural nouns to ask *how many?* **¿Cuántos?** is used before masculine plural nouns and **¿cuántas?** before feminine ones.

—¿**Cuántos** estudiantes hay? *How many students are there?*
 —Hay veinticinco. *There are twenty-five.*
 —¿**Cuántas** personas hay en la foto? *How many people are there in the photo?*
 —Hay siete personas. *There are seven people.*

ACTIVIDADES

A. Los números. Write out the numbers.

MODELO 4 → cuatro

- | | | | |
|-------|-------|-------|--------|
| 1. 10 | 4. 21 | 7. 28 | 10. 16 |
| 2. 14 | 5. 6 | 8. 5 | 11. 8 |
| 3. 7 | 6. 12 | 9. 15 | 12. 1 |

B. ¿Cuántos dijo? (How many did he/she say?) Listen to some short phrases, each containing a number. Jot down the number you hear, as in the model. Review the **Vocabulario práctico** before starting the activity.

MODELO (you hear) Hay dos pizarrones (whiteboards) en la clase. →
(you write) dos

1. ... 2. ... 3. ... 4. ... 5. ... 6. ...

Vocabulario práctico

clase	class	laboratorio	laboratory
computadoras	computers	libros	books
escritorio	desk	mi	my
hombres	men	mujeres	women
hoy	today	teléfonos celulares	cell phones

C. Matemáticas

PASO 1. Invent eight mathematical expressions, with answers, using the numbers 1 to 30. ¡OJO! Make sure the answer is 30 or under. Create only “plus” and “minus” equations: + (**más**), – (**menos**), = (**son**)

PASO 2. Take turns reading your equations (but *not* the answer) to your partner to see if they can provide the correct answer.

MODELO E1: ¿Cuántos son dos más dos?
E2: Dos más dos son cuatro.



D. ¿Cuántos créditos tomas (do you take)?

PASO 1. Interview three classmates to find out the courses they are taking this semester and the number of credits they have. Jot down their answers.

MODELO E1: ¿Cuántas clases tomas?
E2: Seis clases.
E1: ¿Y cuántos créditos?
E2: Dieciocho créditos.

PASO 2. Now present the information to the rest of the class.

MODELO Sarah toma (*is taking*) seis clases y dieciocho créditos este (*this*) semestre. Lucas y Brian toman (*are taking*) dieciséis créditos.



Kevin Dodge/Blend Images LLC

Tres estudiantes después de (after) clase