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Gramática C Demonstrative Adjectives and Pronouns Level 2, pp. 100-102 Goal: Use demonstrative pronouns and adjectives to describe where things are. 1 Unos amigos hablan de unos artículos deportivos que compraron. Su conversación está desordenada. Pon las oraciones en orden lógico. (Put the conversation in order.) 1.Mateo: b 2.Diego: d 3.Mateo: c 4.Diego: a 5.Mateo: e

Gramática C Demonstrative Adjectives and Pronouns ...

Gramática C Reflexive Verbs Clase Fecha Level 2, pp. 119-123 Goal: Use reflexive verbs to talk about routines. Mateo y Luisa hablan de su rutina. El diálogo de abajo está desordenado. Pon su diálogo en orden. (Put the dialogue in order.) ¿Por qué? b. Después me baño, me afeito, me pongo desodorante y voy a la escuela. Y después, ¿qué haces?

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Gramática C Demonstrative Adjectives and Pronouns Level 2, pp. 100-102 Goal: Use demonstrative pronouns and adjectives to describe where things are. 1 Unos amigos hablan de unos artículos deportivos que compraron. Su conversación está desordenada. Pon las oraciones en orden lógico. (Put the conversation in order.) 1. Mateo: b 2. Diego: d 3. Mateo: c 4. Diego: a 5. Mateo: e

Gramática A Demonstrative Adjectives and Pronouns

Gramática C Direct object pronouns Level 2, pp. 41-45 Goal: Use direct object pronouns in place of direct object nouns. 1 ¡Las siguientes personas van de

vacaciones!

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Gramática C Level 2, pp. 119-123 1 Mateo y Luisa hablan de su rutina. El diálogo de abajo está desordenado. Pon su diálogo en orden.

Gramática B Re? exive Verbs - Field Local Schools

¡Avancemos! 2 Cuaderno: Práctica por niveles Indirect object pronouns Goal: Use indirect object pronouns to accompany or replace indirect object nouns.

Gramática A Level 2, pp. 46-48 1 Unas personas hablan de un viaje. Subraya las palabras correctas. (Underline the correct words.) 1. El agente de viajes (me / te) da los boletos a mí. 2.

Gramática A Indirect object pronouns

Unidad 2, Lección 2 Gramática C ¡Avancemos! 1 78 Cuaderno: Práctica por niveles Gramática C The Verb estar Level 1, pp. 115-119 Goal: Use the verb estar to talk about location and condition. 1 Write complete sentences to ? nd out about the following people in Spanish class. 1. Claudia y yo / estar / cerca de la puerta

The course is designed so that only a basic knowledge of Spanish is needed on the part of the teachers, enabling them to use the course confidently.

This book investigates new English language policies and initiatives which have been introduced and implemented across Argentina, Brazil, Chile, Colombia, Ecuador, Uruguay and Venezuela. Chapters are organized around three themes. Chapters in the first section critically examine newly-implemented English language policies, as well as factors that contribute to and prevent the implementation of such policies. Chapters in the second section describe and analyze current teacher preparation and teacher development initiatives, in addition to the challenges and opportunities associated with such initiatives. Finally, the third section features school- and classroom-based research designed to investigate the status of English language teaching and the implementation of innovative programs. All authors have a first-hand understanding of the South American context and draw on references and resources which originate beyond Inner Circle countries. The book showcases examples of innovation and success in a variety of complex contexts and will serve as a starting point for researchers, as well as being of interest to students, policymakers and stakeholders.

Language and literature teaching are a keystone in the age of STEM, especially when dealing with minority communities. Practical methodologies for language learning are essential for bridging the cultural gap. Teaching Language and Literature On and Off-Canon is a critical research publication that provides a multidisciplinary, multimodal, and heterogenous perspectives on the applications of language learning and teaching practices for commonly studied languages, such as Spanish, English, and French, and less-studied languages, such as Latin, Gaelic, and ancient Semitic languages. Highlighting topics such as language acquisition, artistic literature, and minority languages, this book is essential for language teachers, linguists, academicians, curriculum designers, policymakers, administrators, researchers, and students.

By examining the acquisition of Spanish in combination with languages other than English (Arabic, Basque, Catalan, Chinese, Dutch, Farsi, French, German, Nahuatl, Quechua, Portuguese, Swedish, Turkish), this volume advances novel data pertinent to the field's understanding of acquisition of Spanish in the XXI century. Its crosslinguistic nature invites us to reconsider major theoretical questions such as the role of L1 transfer, linguistic typology, and onset of acquisition from a fresh perspective, and to question the validity of the traditional parameter (re)setting perspective taken in SLA. Additionally, this volume underscores the necessity of providing accurate descriptions of the language pairings investigated, emphasizing the interconnection between linguistic and SLA theory, and pushing us to a more atomic view of the system in which features and feature bundles mapped onto lexical items comprise the skeleton of language. This volume is of great relevance for researchers and students of SLA alike.

En español is a multi-level Spanish program for middle school and high school that provides a balanced approach to proficiency and grammar along with interdisciplinary features and projects to build confident communicators.

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