

Repaso

Repaso del capítulo

Vocabulario y gramática

101-01599



to talk about people

| | |
|-----------|-------------|
| el hombre | man |
| la mujer | woman |
| el joven | young man |
| la joven | young woman |

to describe people and things

| | |
|---------------|------------------|
| alto, -a | tall |
| bajo, -a | short (stature) |
| corto, -a | short (length) |
| guapo, -a | good-looking |
| joven | young |
| largo, -a | long |
| viejo, -a | old |
| el pelo | hair |
| canoso | gray |
| castaño | brown (chestnut) |
| negro | black |
| rubio | blond |
| pelirrojo, -a | red-haired |

to describe how someone is feeling

| | |
|-------------|--------------|
| tener calor | to be warm |
| tener frío | to be cold |
| tener sueño | to be sleepy |

to talk about food

| | |
|--------------------|----------------|
| delicioso, -a | delicious |
| descar | to want |
| pedir (e → i) | to order |
| el plato principal | main dish |
| de plato principal | as a main dish |
| el postre | dessert |
| de postre | for dessert |
| rico, -a | rich, tasty |

For Vocabulario adicional, see pp. 472-473.

Chapter Review

to prepare for the test, check to see if you . . .

- know the new vocabulary and grammar
- can perform the tasks on p. 269

to describe table settings

| | |
|---------------|-------------|
| el azúcar | sugar |
| la cuchara | spoon |
| el cuchillo | knife |
| la pimienta | pepper |
| el plato | plate, dish |
| la sal | salt |
| la servilleta | napkin |
| la taza | cup |
| el tenedor | fork |
| el vaso | glass |

to talk about eating out

| | |
|--------------|------------------|
| el camarero, | waiter, waitress |
| la camarera | |
| la cuenta | bill |
| el menú | menu |

to express needs

| | |
|-------------------|---------------------------|
| Me falta(n) . . . | I need . . . |
| Quisiera | I would like |
| traer | to bring |
| Le traigo . . . | I will bring you . . . |
| ¿Me trae . . . ? | Will you bring me . . . ? |
| yo traigo | I bring |

other useful words

| | |
|-------------------|-----------------|
| ahora | now |
| ¿Algo más? | Anything else? |
| De nada. | You're welcome. |
| otro, -a | other, another |
| ¿Qué + adjective? | How . . . ! |

venir to come

| | |
|--------|---------|
| vengo | venimos |
| vienes | venís |
| viene | vienen |

Spanish 3 Workbook Pg 43

Yicheng Fang



Spanish 3 Workbook Pg 43:

Fonética/Phonics - A Spanish and English Workbook Grades 1-3 Ruth Solski, 2006-01-01 This phonics workbook is an effective resource for teaching or reviewing a wide variety of phonetic concepts. The high interest worksheets in this book provide practice in the following skills: recognizing initial consonants hard and soft c and g long and short vowels digraphs blends syllabication antonyms synonyms and homonyms. Exercises also provide practice in spelling and sound substitution. Worksheets in both Spanish and English. Fonética es un recurso efectivo para enseñar o revisar una gran variedad de conceptos fonéticos. Las actividades que se presentan en este libro incluyen prácticas de reconocimiento de consonantes al inicio de las palabras la c suave y la c fuerte la g suave y la g fuerte vocales acentuadas y no acentuadas dígrafos unión de letras división silábica antónimos y homónimos. Los ejercicios también permiten practicar los aspectos de deletreo de palabras y sustitución de sonidos. Here is a ready to use bilingual series for busy educators and parents. This easy to use format provides Spanish content on the right facing page and the corresponding English content on the left facing page. Wherever possible the activities have been directly translated from one language to the other. This direct translation approach has been used with all activities featuring core skills that are the same in both Spanish and English. For the basic skills that differ between Spanish and English an adaptation approach has been used. In the adapted activities the Spanish content may be very different from the English content on the corresponding page yet both worksheets present concepts and skills that are central to each language. By using a combination of both direct translations and adaptations of the activities this bilingual series provides worksheets that will help children develop a solid understanding of the basic concepts in both Spanish and English. The skill focus is printed on the bottom of each page and a complete answer key is included. The Build Their Skills workbooks are designed to develop a strong foundation of basic skills that promotes a child's success in future learning. 64 pages. *Spanish workbook* Foreign Service Institute (U.S.), 1986. *Spanish workbook*, 1986. **University of Michigan Official Publication**, 1943. *Classroom Workbook Nonresponse Followup*, 1998. **Spanish programmatic course workbook** Vicente Arbelaez, 1987. *Contemporary Perspectives on Rhetoric* Sonja K. Foss, Karen A. Foss, Robert Trapp, 2014-04-04 The anniversary edition marks thirty years of offering an indispensable review and analysis of thinkers who have exerted a profound influence on contemporary rhetorical theory. I. A. Richards Ernesto Grassi Chaim Perelman and Lucie Olbrechts Tyteca Stephen Toulmin Richard Weaver Kenneth Burke Jürgen Habermas bell hooks Jean Baudrillard and Michel Foucault. The brief biographical sketches locate the theorists in time and place showing how life experiences influenced perspectives on rhetorical thought. The concise explanations of complex concepts are clear engaging insightful and highly accessible serving as an excellent primer for reading the major works of these scholars. The critical commentary is carefully chosen to highlight implications and to place the theories within a broader rhetorical context. Each chapter ends with a complete bibliography of works by the theorists. *The World Past and Present: Workbook*, 1993. **Monthly Catalog of**

United States Government Publications United States. Superintendent of Documents, 1995 *An Introduction to Medical Spanish* Robert O. Chase, Clarisa B. Medina de Chase, 2018-10-23 The updated fifth edition of the widely used introductory Spanish textbook designed specifically for health care professionals Nurses doctors dentists and other health care professionals increasingly need to communicate with patients in Spanish Formerly titled *An Introduction to Spanish for Health Care Workers* the fifth edition of this popular textbook is designed for students with little or no formal background in Spanish It uses text audio video classroom activities and electronic exercises to teach basic grammar specialized medical vocabulary and colloquial terms as well as customs and communication styles An interactive companion website features video clips that demonstrate practitioner patient interactions and offers self correcting exercises an audio program and flash cards The fifth edition is also updated with New topics including muscles pediatrics heart disease neurologic exams and Zika Nearly 300 classroom activities including exposition activities to develop the presentational mode of communication

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Resources in Education , 1990-04 *Teaching Spanish, My Way* Dee L. Eldredge, 2014-05-02 Professor Dee L. Eldredge's *Teaching Spanish My Way* is a treasure trove of information and a resource manual of over 370 pages to aid Spanish teachers professors in their efforts to help students learn Spanish It contains the author's philosophy of teaching suggestions for course and class preparation principles of teaching that he follows general linguistic syntax lexical phonetic and morphological explanations Spanish language rules Spanish historical cultural and geographical information handouts that have been used a lot by the professor and cards that have been utilized with great success to teach Spanish especially at the beginning of classes Would you like to read information about how to take charge of a class and more about the responsibilities of a teacher Chapter 1 of the book gives the reader the author's philosophy of teaching and much information on his perspectives relating to a teacher's responsibilities Topics such as being in charge of the class being prepared for everything grading practices using time efficiently during class presenting grammar implementing oral drills students speaking as much Spanish as possible during the class and before after class with the teacher being courteous and others will help you be a better teacher professor Would you like to be better organized and run your classes more smoothly Chapter 2 details many subjects important to course organization class preparation and class instruction As part of course organization syllabuses schedule of classes handouts marking up textbooks folders copies tests and examining classrooms are discussed Appertaining to class preparation planning of the activities for the next class grading recording and placing

papers in folders handouts and tests are explained Concerning class instruction and activities the following topics are presented directing a class starting a class reviewing homework asking questions presenting new grammar practicing new grammar presenting new homework reading using handouts giving tests exams grading and reviewing tests and ending class Would you like to have some excellent rules that would help you teach your classes more suitably Chapter 3 lists the many rules that the author follows in teaching his classes Some deal with the interaction with students others with the organization of the classroom others with the preparation of classes and others with the way he organizes everything Would you like to have explanations of grammar and linguistics that very much help you teach more competently Chapter 4 which is by far the longest gives explanations of many items in linguistics that can greatly aid Spanish teachers such as synthetic and analytic languages declensions syntactical notation thematic relations and relators complementation arguments vocalic and consonantal languages adverbials markers a sentence moods voices raising pro forms noun phrases cases with pronouns pronouns after prepositions clitics le smo la smo and lo smo relative pronouns clitic doubling determiners homonyms verb phrases verbal complementation verbal particles verbal aspect verb forms the English dummy it usage comparison of auxiliary verbs in English and Spanish prepositional phrases prepositional complementation modifiers position of modifier adjectives conjunctions multiple meanings of English and Spanish verbs and other words affirmative and negative words question words false cognates Spanish and English verb problems the silent h and u juncture phonemes diphthongs phonetic stress vowels and consonants representatives of sounds spelling problems cognates and usage of linguistics in the classroom This chapter aids the teacher to deliver the whys and wherefores to many grammatical problems as for example why the h became silent in Spanish where the name California came from and why the Spanish chose habla Withholding of Tax on Nonresident Aliens and Foreign Corporations ,2000 **FEMA Publications Catalog** United States. Federal Emergency Management Agency,1988 *Système-D 4.0* Frank Dominguez,James S. Noblitt,2004-06 The SYSTEME D WRITING ASSISTANT Software program provides learners with rapid access to language reference materials **Monthly Catalogue, United States Public Documents** ,1987-05 Dreams and Decisions: Teacher's ed Carl Bernard Smith,1980 **The Journal of Physical Education** ,1942

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