



nombre: _____ F: _____ B: _____

¿Qué te gusta hacer?

In this people hunt, you must find a classmate who likes to do each of the following activities. Ask and answer in **español**. A classmate can only sign your paper once.

Modelo:

You ask:

Your classmate answers:

¿Te gusta ir al cine?

Si, me gusta ir al cine.

O

No, no me gusta ir al cine.

1. ~~escribir música~~ _____

2. ~~hacer un voluntariado~~ _____

3. ~~escribir~~ _____

4. ~~leer~~ _____

5. ~~ir al cine~~ _____

6. ~~ver la televisión~~ _____

7. ~~cochar~~ _____

8. ~~preparar desayunos~~ _____

9. ~~hacer por teléfono~~ _____

10. ~~cocinar~~ [to cook] _____

Escribe:

_____ **le gusta** _____

_____ **le gusta** _____

_____ **le gusta** _____

Communicative Activities Spanish Realidades

Jiyuan Zhang



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El-Hi Textbooks and Serials in Print ,2006 Realidades Level 1 Peggy Palo Boyles,Myriam Met,Richard S. Sayers,Carol Eubanks Wargin,2004-06-15 REALIDADES is a standards based Spanish curriculum that balances grammar and communication The program offers technology designed to integrate language and culture to teach and motivate all students **Resources in Education** ,2000 **Juntos: Teacher's edition. c2000** ,1997

Interpreting in a Changing Landscape Christina Schäffner,Krzysztof Kredens,Yvonne Fowler,2013-11-06 This book of selected papers from the Critical Link 6 conference addresses the impact of a rapidly changing reality on the theory and practice of community interpreting The recent social political and economic developments have led to phenomena of direct concern to the field for example multilingualism in traditionally monolingual societies the emergence of rare language pairs or new language related problems in immigration application procedures social welfare institutions and prisons Responding to the need for critical reflection as well as practical solutions the papers in this volume approach the changing landscape of community interpreting in its diversity They deal with political social cultural institutional ethical technological professional and educational aspects of the field and will thus appeal to academics practitioners and policy makers alike Specifically they explore topics such as interpreting roles communication strategies ethics vs practice interpreting vs culture brokering interpreting strategies in different interactional contexts and interpreter training and education

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El-Hi Textbooks & Serials in Print, 2003 ,2003 **Franco's Famine** Miguel Ángel del Arco Blanco,Peter Anderson,2021-09-09 At least 200 000 people died from hunger or malnutrition

related diseases in Spain during the 1940s This book provides a political explanation for the famine and brings together a broad range of academics based in Spain the United Kingdom the United States and Australia to achieve this Topics include the political causes of the famine the physical and social consequences the ways Spaniards tried to survive the regime s reluctance to accept international relief the politics of cooking at a time of famine and the memory of the famine The volume challenges the silence and misrepresentation that still surround the famine It reveals the reality of how people perished in Spain because the Francoist authorities instituted a policy of food self sufficiency or autarky a system of price regulation which placed restrictions on transport as well as food sales The contributors trace the massive decline in food production which followed the hoarding which took place on an enormous scale and the vast and deeply iniquitous black market that subsequently flourished at a time when salaries plunged to 50% below their levels in 1936 all contributing factors in the large scale atrocity explored fully here for the first time *Realidades Guided Practice Activities for Vocabulary and Grammar Level 3 Student Edition 2008c* Prentice-Hall Staff,2006-08 Realidades is a standards based Spanish curriculum that balances grammar and communication The program offers technology designed to integrate language and culture to teach and motivate all students *An Evaluation of Communicative Activities in First-year High School Spanish Textbooks* Marcella C. Martínez,2010 The study analyzed activities of Spanish Level 1 textbooks used in high school to determine the extent to which they incorporate some of the most respected theories of communicative language learning in particular the theories of Krashen Swain Long and Nunan Five well known Spanish books were chosen Realidades Expr sate As se dice Avancemos and Aventura For each book Chapter 2 and Chapter 5 were chosen to be evaluated by two raters The activities in these chapters were analyzed according to four criteria derived from the abovementioned theories Results suggest that textbooks may not be in alignment with major theories of how language is acquired The majority of the activities may fall under the category of meaningless drills which it is claimed do not contribute to acquisition of a second language **La Luz**,1977 Sociological Abstracts Leo P. Chall,1996

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