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# GCSE Spanish / MÓDULO 1

## ¡DESCONÉCTATE! (Lesson for Punto de partida 1)

Includes starter, retrieval and homework

**Retrieval practice**

1. Write down the correct number under each picture. What does it mean?

2	3	1	12
4	9	6	7
8	14	13	11

**GRAMMAR: The present and the preterite**

**THE PRESENT TENSE:** remove the last two letters (ar, er, ir) and add the appropriate endings.

Ar verbs	Er verbs	Ir verbs
<b>Hablar (to talk)</b>	<b>Comer (to eat)</b>	<b>Vivir (to live)</b>
Yo <del>habl</del> Tú <del>habl</del> Él/Ella <del>habl</del> Nosotros <del>hablamos</del> Vosotros <del>habláis</del> Ellos <del>hablan</del>	I <del>com</del> You <del>com</del> He/She <del>com</del> Nosotros <del>comemos</del> Vosotros <del>coméis</del> Ellos <del>comen</del>	I <del>viv</del> You <del>viv</del> He/She <del>viv</del> Nosotros <del>vivimos</del> Vosotros <del>vivís</del> Ellos <del>viven</del>

**THE PRETERITE TENSE:** remove the last two letters (ar, er, ir) and add the appropriate endings.

Ar verbs	Er verbs	Ir verbs
<b>Hablar (to talk)</b>	<b>Comer (to eat)</b>	<b>Vivir (to live)</b>
Yo <del>habl</del> Tú <del>hablaste</del> Él/Ella <del>habló</del> Nosotros <del>hablamos</del> Vosotros <del>hablasteis</del> Ellos <del>hablaron</del>	I <del>com</del> You <del>comiste</del> He/She <del>comió</del> Nosotros <del>comíamos</del> Vosotros <del>comisteis</del> Ellos <del>comieron</del>	I <del>viv</del> You <del>viviste</del> He/She <del>vivió</del> Nosotros <del>vivíamos</del> Vosotros <del>vivisteis</del> Ellos <del>vivieron</del>

**1**

Un verano fui con mi clase a República Dominicana. Nos quedamos en un hotel de cinco estrellas en Punta Cana. Fue un viaje bastante bueno desde Madrid y fuimos a la playa. ¡Fue muy divertido! Sin embargo, al ir a la playa me quedé con la piel roja porque la playa era preciosa, con playas y aguas turquesas. Encontramos una casa en Punta Cana e hicimos muchas cosas. Nadamos en el mar, comimos y platos típicos dominicanos, e incluso a de mis amigos nadaron con los delfines. ¡Inolvidable! La mejor fue el tiempo. Hizo mucho calor y así todos los días. Pero lo peor fueron los mosquitos. ¡Había muchísimos! Manuel

# Spanish Module 1

**Antonio Pratelli, C. A. Brebbia**



## **Spanish Module 1:**

**U.S. Army Special Forces Language Visual Training Materials - SPANISH - Plus Web-Based Program and Chapter Audio Downloads** , Now included at the end of the book is a link for a web based program PDFs and MP3 sound files for each chapter Over 2 100 pages Developed by I Corps Foreign Language Training Center Fort Lewis WA For the Special Operations Forces Language Office United States Special Operations Command LANGUAGE TRAINING The ability to speak a foreign language is a core unconventional warfare skill and is being incorporated throughout all phases of the qualification course The students will receive their language assignment after the selection phase where they will receive a language starter kit that allows them to begin language training while waiting to return to Fort Bragg for Phase II The 3rd Bn 1st SWTG A is responsible for all language training at the USAJFKSWCS The Special Operations Language Training SOLT is primarily a performance oriented language course Students are trained in one of ten core languages with enduring regional application and must show proficiency in speaking listening and reading A student receives language training throughout the Pipeline In Phase IV students attend an 8 or 14 week language blitz depending upon the language they are slotted in The general purpose of the course is to provide each student with the ability to communicate in a foreign language For successful completion of the course the student must achieve at least a 1 1 1 or higher on the Defense Language Proficiency Test in two of the three graded areas speaking listening and reading Table of Contents Introduction Introduction Lesson 1 People and Geography Lesson 2 Living and Working Lesson 3 Numbers Dates and Time Lesson 4 Daily Activities Lesson 5 Meeting the Family Lesson 6 Around Town Lesson 7 Shopping Lesson 8 Eating Out Lesson 9 Customs and Courtesies in the Home Lesson 10 Around the House Lesson 11 Weather and Climate Lesson 12 Personal Appearance Lesson 13 Transportation Lesson 14 Travel Lesson 15 At School Lesson 16 Recreation and Leisure Lesson 17 Health and the Human Body Lesson 18 Political and International Topics in the News Lesson 19 The Military Lesson 20 Holidays and Traditions Measuring L2 Proficiency Pascale Leclercq, Amanda Edmonds, Heather Hilton, 2014-07-01 The creation of the Common European Framework of Reference for Languages CEFR has given rise to interest and debate among policy makers testers teachers and researchers alike in the reliability and feasibility of the assessment of second language L2 proficiency This volume brings together concrete ideas on identifying and measuring L2 proficiency from different branches of SLA research psycholinguistic sociolinguistic corpus based applied linguistics to contribute to a deeper understanding of what it means to be proficient in an L2 The chapters introduce a wide range of tools that are innovative reliable and easy to use for the evaluation of learners language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid reliable and practical manner The collection will therefore inspire language teachers teacher trainers and language testing specialists and help them adapt their assessment practices when necessary and will also be a valuable resource for postgraduate students and researchers **Spanish with Carlos** Charlie de Wirtz, 2003 An Extremely

User Friendly Guide For Beginners In Spanish Includes 2 Audio CDs Totalling Over 130 Minutes Listening Time That Provide Essential Basic Practice in Listening And Pronunciation Written From The Personal Experience Of Living in The Spanish Speaking World And Learning     A New Pronouncing Dictionary of the Spanish and English Languages: English-Spanish ,1902     Instructional Materials Price List and Order Form California. State Department of Education,1982     *How We Take Action* Kelly Frances Davidson,Stacey Margarita Johnson,L. J. Randolph,2023-05-01

*How We Take Action* brings together practical examples of social justice in language education from a wide range of contexts Many language teachers have a desire to teach in justice oriented ways but perhaps also feel frustration at how hard it is to teach in ways that we did not experience ourselves as learners and have not observed as colleagues As a profession we need more ideas more examples and wider networks of allies in this work This book includes the work of 59 different authors including teachers and researchers at every level from Pre K to postsecondary representing different backgrounds languages and approaches to classroom practice Organized into three sections some of the chapters in this collection report on classroom research while others focus on key practices and experiences Section I is entitled Inclusive and Empowering Classrooms In this section authors take a critical approach to classroom practices by breaking with the status quo or creating spaces where students experience safety access and empowerment in language learning experiences Section II Integration of Critical Topics addresses a variety of ways teachers can incorporate justice oriented pedagogies in day to day instructional experiences Social justice does not happen haphazardly it requires careful critical examination of instructional practices and intentional planning as instructors hope to enact change Section III Activism and Community Engagement explores how teachers can empower students to become agents for positive change through the study of activism and constructive community engagement programs at local and global levels

**ENDORSEMENTS** This volume brings an important diversity of voices contexts and collaborations to the ongoing conversations about social justice in language education University experts in social justice in language education and nationally celebrated K 12 language teachers are included along with experienced practitioners whose voices are often not prioritized in scholarship The volume serves as an invitation to the reader to engage reflect consider and examine different approaches to teaching for social justice Chapters bring in feminist pedagogies critical pedagogies LGBTQ affirming pedagogies anti bias and anti racist approaches decolonial lenses critical media literacies and more Everyone who picks up this volume will find at least one piece that immediately resonates with them and then will be inevitably drawn in to the other engaging and thoughtful chapters Pamela M Wesely The University of Iowa This book is a must read for those interested in social justice in language education The range of authors topics languages institutional contexts and pedagogies is staggeringly impressive and will provide any reader with ideas and inspiration for taking action in and out of the language classroom Kate Paesani University of Minnesota This excellent volume replete with thoroughly researched strategies for promoting social justice in PK 16 world language instruction could not have come at a more critical

time in the United States when anti democratic forces are mobilizing against equity and justice oriented education We in the field of language education are very fortunate to have this collection of work from more than 50 language learning scholars and practitioners who remind us that making our classrooms more equitable inclusive and grounded in justice is part of doing our jobs more effectively What s more the volume clearly demonstrates its prioritization for inclusivity by providing robust support for those who teach young learners at the pre kindergarten through grade 3 levels a population woefully underrepresented in language teaching literature and for topics that have been unjustly ignored in language education such as racism sexism and the needs of LGBTQIA learners This is a clear demonstration of the volume s uniqueness in its vast breadth of scope and attention which is the book s most valuable feature and why it will serve our field wonderfully for many years to come Uju Anya Carnegie Mellon University

*Cognitive Approaches to Early Modern Spanish Literature* Isabel Jaen, Julien Jacques Simon, 2016-04-01 *Cognitive Approaches to Early Modern Spanish Literature* is the first anthology exploring human cognition and literature in the context of early modern Spanish culture It includes the leading voices in the field along with the main themes and directions that this important area of study has been producing The book begins with an overview of the cognitive literary studies research that has been taking place within early modern Spanish studies over the last fifteen years Next it traces the creation of self in the context of the novel focusing on Cervantes s *Don Quixote* in relation to the notions of embodiment and autopoiesis as well as the faculties of memory and imagination as understood in early modernity It continues to explore the concept of embodiment showing its relevance to delve into the mechanics of the interaction between actors and audience both in the jongleuresque and the comedia traditions It then centers on cognitive theories of perception the psychology of immersion in fictional worlds and early modern and modern day notions of intentionality to discuss the role of perceiving and understanding others in performance *Don Quixote* and courtly conduct manuals The last section focuses on the affective dimension of audience performer interactions in the theatrical space of the Spanish corrales and how emotion and empathy can inform new approaches to presenting Las Casas s work in the literature classroom The volume closes with an afterword offering strategies to design a course on mind and literature in early modernity

**Media Resource Catalog from the National Audiovisual Center**, 1988 *Foreign Language Courses Produced by the Federal Government*, 1985

**Advances in Computational Intelligence** Lourdes Martínez-Villaseñor, Oscar Herrera-Alcántara, Hiram Ponce, Félix A. Castro-Espinoza, 2020-10-07 The two volume set LNAI 12468 and 12469 constitutes the proceedings of the 19th Mexican International Conference on Artificial Intelligence MICAI 2020 held in Mexico City Mexico in October 2020 The total of 77 papers presented in these two volumes was carefully reviewed and selected from 186 submissions The contributions are organized in topical as follows Part I machine and deep learning evolutionary and metaheuristic algorithms and soft computing Part II natural language processing image processing and pattern recognition and intelligent applications and robotics

*The Modern Spain Sourcebook* Aurora G. Morcillo, María

Asunción Gómez, Paula De La Cruz-Fernández, José Manuel Morcillo-Gómez, 2018-01-11 Incorporating a wide range of visual and translated written sources The Modern Spain Sourcebook documents Spain's history from the Enlightenment to the present The book is thematically arranged and includes six key primary sources on ten significant areas of Spanish history including the arts work education religion politics sexuality and empire As well as the book's overarching introduction there are theme specific introductions and vital historical context sections provided for the sources that are presented There are also useful suggested analytical questions and helpful web link lists included throughout The Modern Spain Sourcebook covers political and economic history but moves beyond this to provide a more complete picture of Spanish history through the sources selected with gender history social history and cultural history coming to the fore This is a crucial text containing a vital trove of primary material for all students of Spain and its history

**Toolkit for Counseling Spanish-Speaking Clients** Lorraine T. Benuto, 2017-11-14 This timely practical reference addresses the lack of Spanish language resources for mental health professionals to use with their Latino clients Geared toward both English and Spanish speaking practitioners in a variety of settings this volume is designed to minimize misunderstandings between the clinician and client and with that the possibility of inaccurate diagnosis and or ineffective treatment Coverage for each topic features a discussion of cultural considerations guidelines for evidence based best practices a review of available findings a treatment plan plus clinical tools and client handouts homework sheets worksheets and other materials Chapters span a wide range of disorders and problems over the life course and include reproducible resources for Assessing for race based trauma Using behavioral activation and cognitive interventions to treat depression among Latinos Treating aggression substance use abuse and dependence among Latino Adults Treating behavioral problems among Latino adolescents Treating anxiety among Latino children Working with Latino couples Restoring legal competency with Latinos The Toolkit for Counseling Spanish Speaking Clients fills a glaring need in behavioral service delivery offering health psychologists social workers clinical psychologists neuropsychologists and other helping professionals culturally relevant support for working with this under served population The materials included here are an important step toward dismantling barriers to mental health care

**Teaching Reading in Spanish** Rocio del Castillo-Perez, Julia Stearns Cloat, 2022-11-09 Teaching Reading in Spanish A Linguistically Authentic Framework for Emerging Multilinguals is an essential teacher instructional guide to developmental biliteracy It provides a comprehensive reading framework for teachers who teach students to read Spanish in K 12 dual language and bilingual programs Anchored in asset based pedagogy this framework applies a systematic Spanish literacy approach to biliteracy by weaving together a tapestry of relevant instructional components including phonemic and phonological awareness oracy decoding background knowledge vocabulary language structures verbal reasoning and literacy knowledge What sets this Spanish developmental literacy framework apart is its approach to Spanish reading instruction that is based on linguistically authentic pedagogy not on English language practices Teaching Reading in Spanish includes the DCC Leveling Instrument a standards based

practical instructional tool that guides teachers through the process of efficiently and accurately determining the reading levels of authentic Spanish text DCC Lectura provides teachers with the tools that they need to guide their students to become skilled readers through appropriately challenging books that act as multicultural mirrors windows and sliding glass doors Spanish Headstart for Puerto Rico ,1982 Bowker's Complete Video Directory ,2000 Urban Transport XVI Antonio Pratelli,C. A. Brebbia,2010 This international conference on Urban Transport and the Environment has successfully been reconvened annually for the last sixteen years It has always attracted a wide international spread of delegates and is well established as the premier annual event of its type It first started in Southampton UK in 1995 continuing in Barcelona Spain 1996 Acquasparta Italy 1997 Lisbon Portugal 1998 Rhodes Greece 1999 Cambridge UK 2000 Lemnos Greece 2001 Seville Spain 2002 Crete Greece 2003 Dresden Germany 2004 Algarve Portugal 2005 WIT campus in the New Forest UK 2006 Coimbra Portugal 2007 Malta 2008 and Bologna Italy 2009 The continuing requirement for better urban transport systems in general and the need for a healthier environment has led to an increased level of research around the world This is reflected in the proceedings of this well established meeting which demonstrates the steady growth and research into urban transport systems The variety of topics covered by this conference is of primary importance for analysing the complex interaction of the urban transport environment and for establishing action strategies for transport and traffic problems Transportation in cities with its related environmental and social concerns is a topic of the utmost importance for urban authorities and central governments around the world Urban Transport systems require considerable studies to safeguard their operational use maintenance and safety They produce significant environmental impacts and can enhance or degrade the quality of life in urban centres The emphasis is to seek transportation systems that minimize any ecological and environmental impact are sustainable and help to improve the socio economic fabric of the city Another area of concern addressed by the conference is that of public safety and security seeking ways to protect passengers while retaining the efficiency of the sys *Catalog of Publications* United States. Department of Health, Education, and Welfare,1976

**Publication Catalog of the U. S. Department of Health, Education and Welfare** United States. Department of Health, Education, and Welfare,1978 **Publication Catalog of the U.S. Department of Health, Education, and Welfare** United States. Department of Health, Education, and Welfare. Media and Publication Management Information Staff, *Information Management and Big Data* Juan Antonio Lossio-Ventura,Denisse Muñante,Hugo Alatrasta-Salas,2019-02-07 This book constitutes the refereed proceedings of the 5th International Conference on Information Management and Big Data SIMBig 2018 held in Lima Peru in September 2018 The 34 papers presented were carefully reviewed and selected from 101 submissions The papers address issues such as data mining artificial intelligence Natural Language Processing information retrieval machine learning web mining

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