

Vocabulario A

Level 3, pp. 198-204

AVANZAR **Goal:** Discuss environmental issues and possible solutions.

- 1** Completa las siguientes palabras. Escribe las vocales que faltan. Utiliza las pistas. Sigue el modelo.

modelo: (capa que nos protege del sol) l _ _ c _ _ p _ _ d _ _ _ z _ _ n _ _ :
la capa de ozono

1. (medio en el que vivimos) e _ l m e _ d i _ o a _ mb i _ e _ nt e _ _ :

el medio ambiente

2. (temperatura, viento en un lugar) _ l _ _ el _ _ m _ _ : _____

3. (amenaza para los bosques) l a _ _ d e _ f o _ r e _ st a _ c i _ ó _ n :

la deforestación

4. (recurso no renovable) _ l _ p _ _ tr _ l _ _ _ _ _ : _____

- 2** Es muy importante cuidar la naturaleza. Completa las siguientes oraciones con las palabras de la caja.

el smog
el porvenir

los recursos naturales
las especies en peligro de extinción

1. Debemos mejorar el planeta para el porvenir de nuestros hijos.
2. Debemos proteger a _____ o esas especies se extinguirán.
3. Debemos informarnos sobre los recursos naturales para reemplazar los recursos no renovables.
4. Uno de los efectos de la contaminación del aire es _____.

- 3** Contesta la siguiente pregunta con una oración completa.

¿Qué debemos hacer para proteger el medio ambiente?

Answers will vary. ejemplo: Debemos eliminar la contaminación.

Unidad 3 Leccion 2 Answers

Julia Schneider



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Cuaderno de Actividades Fabián A. Samaniego, Fabián A. Samaniego, 2001-06-07 *Workbook* Jean Paul Valette, 1984 A high school text providing an introduction to the language and culture of the Spanish speaking world **Reflexiones** Priscilla H. Porter, 2007 Using big books and student editions historical events are presented within a chronological and geographical context Students at every level learn about the significant people places and events that have shaped California and the entire country **Testing program** Jean Paul Valette, 1984 A high school text providing an introduction to the language and culture of the Spanish speaking world Dime!, 1993 Spanish language instruction program for secondary level students **Bravo!** Tracy D. Terrell, 1994 *Manual Que Acompaña ¿Qué Te Parece? Intermediate Spanish. Segunda Parte* James F. Lee, Darlene Wolf, Dolly J. Young, Paul M. Chandler, 2000 Que te parece is an exciting and innovative new program suitable for any communicative or proficiency based intermediate Spanish course Both the grammar and the activities are driven by the content so that they are always presented in an authentic context The program offers a dynamic approach to the material by incorporating unique presentations of literature culture and the fine arts This edition includes an interactive CD ROM that further explores the fine art and literature from the Spanish speaking world as well as the video to accompany the text *Dime!* Fabián A. Samaniego, 1997 **Dime 1** Fabián A. Samaniego, 1997 *Companeros* Ruth A. Moltz, 1998 **Hola, Amigos!** Ana C. Jarvis, Raquel Lebreo, Francisco Mena-Ayllón, 1997 The book is a complete flexible program designed for beginning college and university students It presents the basic grammar of Spanish using a balanced eclectic approach that stresses all four skills listening speaking reading and writing Because the program emphasizes the active practical use of Spanish for communication in high frequency situations a special effort has been made to provide up to date practical insights into the cultural diversity of the contemporary Spanish speaking world The program's goal is to help learners achieve linguistic proficiency and cultural awareness and to motivate them to continue their study of the Spanish language and the many cultures in which it is spoken Pref *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 *Libro del curso*, 1989 Workbook/Lab Manual Volume 1 to Accompany ¿Sabías Que? Bill VanPatten, James Lee, William R. Glass, Terry L. Ballman, Donna Deans Binkowski, 2007-01-09 Aprendiendo a Conducir Máximo Luis García, 2016-08-03 Este manual de conducir cumple el propósito de hacer del lector interesado alcanzar una experiencia agradable y eficaz para aprender a conducir Con más de veinticinco años detrás del volante y más de una década como instructor Máximo está convencido que esta es una herramienta eficaz para todos los interesados en aprender a conducir y para pasar el examen de teoría La experiencia personal del autor permite al aprendiz sentir como que el mismo autor está presente en cada lección Se ha combinado la teoría con la práctica al escribir este manual para el mundo de habla hispana El éxito alcanzado por un sinnúmero de personas certifica la eficacia de este producto que aunque simple es sin dudas

profesional **Echando una mano: 101 técnicas de andamiaje CLIL** Donna Lee Fields, 2017-03-27 ANDAMIAJE Por muy eficaz que sea la palabra no alcanza la meta de definir la técnica CLIL la integración del aprendizaje del contenido y la lengua proporcionar ayuda a los estudiantes para facilitarles su aprendizaje En cambio la meta de echar una mano es acierta de pleno en el centro de la diana Porque el reto de este libro es dar apoyo a los estudiantes para que puedan alcanzar los estándares de aprendizaje As echas una mano a un aprendiz cuando no se cree capaz de cumplir una tarea o realizar algunas competencias se la ofreces en un momento dado y la retiras paulatinamente cuando ya no es necesario Habrá desaparecido el nivel de ansiedad de tus alumnos y alumnas y comprobarás cómo se comprometen en su propio aprendizaje dispuestos a seguir adelante Con las 101 técnicas de andamiaje que se incluyen en el libro más el anexo digital que se puede descargar de la web de la editorial ayudamos al profesorado a enseñar materias que puedan servir de puente entre su lengua nativa L1 y otra lengua L2 y a los estudiantes a aprender el contenido de cualquier materia en una lengua extranjera aunque como hoy en día el inglés es la lengua franca presentamos muchas actividades en este idioma La autora ha viajado alrededor del mundo ha trabajado con estudiantes y profesores ha puesto en práctica las técnicas que aquí se presentan y ha comprobado su eficacia **Vaya! Nuevo** Michael Buckby, 1995-08 This three stage new edition of this Spanish course for beginners leads to public examinations Experienced practitioners and users of Vaya have been consulted and their suggestions have been incorporated into this new edition It has been written to meet the requirements of the National Curriculum and the 5 14 Guidelines Stages 1 2 and 3 of Vaya Nuevo should prepare students for GCSE Key Stage 4 examinations and Standard Grade Qué Te Parece? James F. Lee, F. Wolf Darlene, 1996-04 QU TE PARECE is an exciting and innovative new program suitable for any communicative or proficiency based intermediate Spanish course QU TE PARECE contains unusually interesting material on a wide variety of topics many not typically included in second year texts that will capture and hold students attention Both the grammar and the activities in QU TE PARECE are driven by the content so that they are always presented in an authentic context The approach of QU TE PARECE provides Spanish majors and minors with excellent preparation for upper division classes while still maintaining the interest and meeting the needs of students not intending to continue in Spanish Full color throughout QU TE PARECE has a stunning design that includes fine art as well as photographs from all over the Hispanic world **La enseñanza del léxico español a través de Internet** María Martín Mohedano, 2004 La investigación llevada a cabo en este trabajo tiene por objeto el análisis de páginas Web que permiten que un estudiante de Español pueda practicar el vocabulario de dicha lengua El presente estudio se centra en la elección de una serie de páginas de acceso totalmente gratuito de las cuales se describen sus principales aportaciones al aprendizaje de lenguas así como todo aquello que se considera que contribuye favorablemente al proceso de aprendizaje de palabras nuevas *Middle School Math 2004 Chapter Resources 3* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004

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