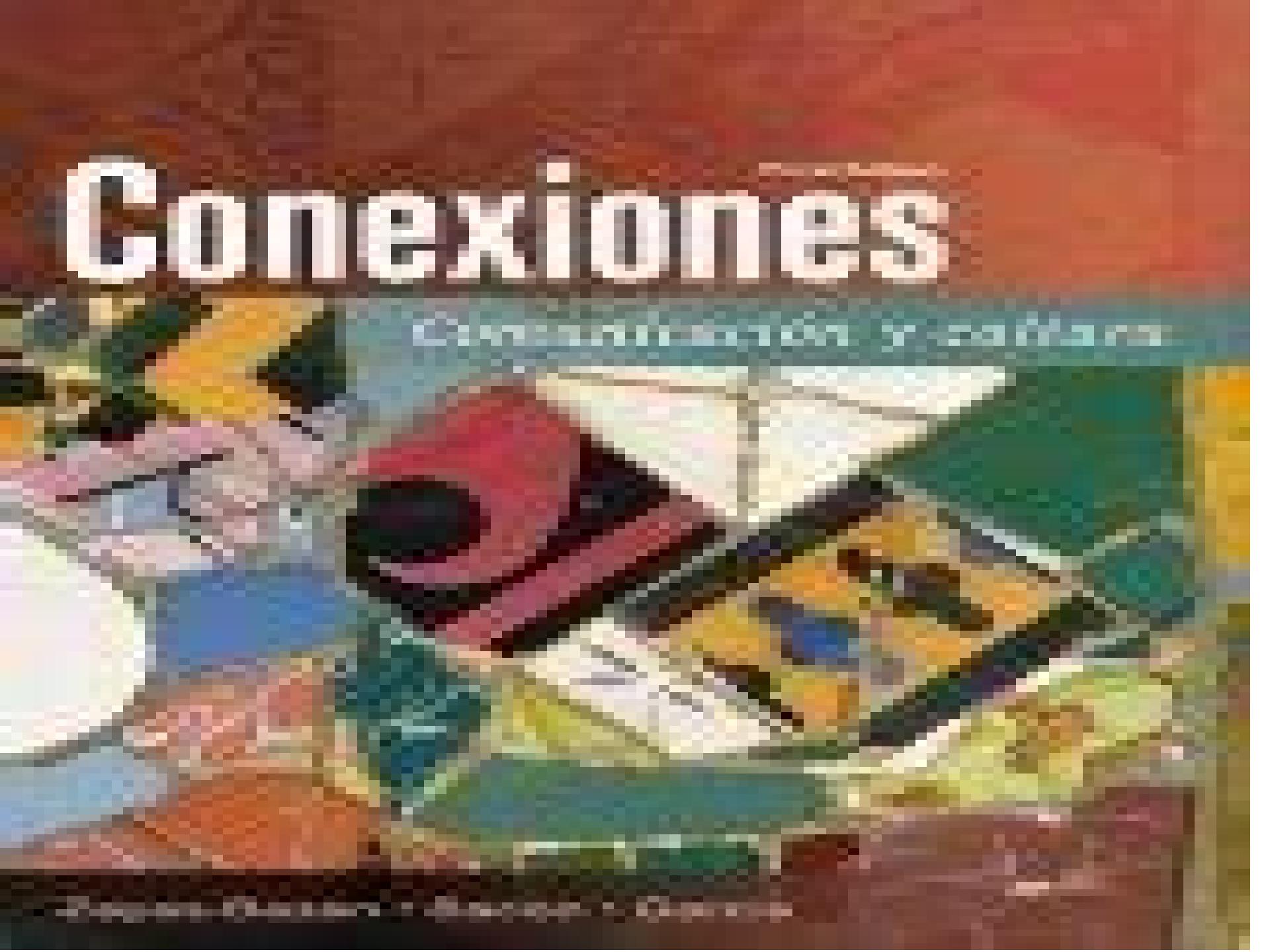


Conexiones



Conexiones Comunicacion Y Cultura 3rd Edition

ANONIMO

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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

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Temporum Jerzy Kowal,2007 **Conexiones** Eduardo Zayas-Bazán,Susan M. Bacon,Dulce M. García,2005-07 The student activities manual organized by chapter consists of Workbook activities and Lab Manual activities Workbook Activities The organization of the Workbook materials for each chapter parallels that of the main text It also provides a useful review that students may use any time The Workbook offers further practice of each chapter s vocabulary and grammatical structures through form based exercises including sentence building activities completion exercises fill ins and realia based activities Reading and writing skills are developed in a series of interesting and personalized activities that require students to draw

on each chapter's vocabulary grammatical structures and theme. Additional activities encourage students to make connections and comparisons with the Hispanic world. Lab Manual Activities The Lab Manual activities are designed to be used in conjunction with the audio program recordings of listening comprehension passages. Listening strands include recordings of authentic conversations, interviews, announcements, and news reports. An assortment of comprehension check and information processing activities follow each listening passage. *Conexiones* Eduardo Zayas-Bazán, 2002

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