

Exercise 4

Answers will vary.

Lesson B Manners pp. 20–21

Exercise 1

- | | |
|-------------------|------------------|
| 1. to kiss | 5. Shaking hands |
| 2. Showing | 6. to take off |
| 3. Eating | 7. Holding hands |
| 4. to cut in line | 8. to stand up |

Exercise 2

- | | |
|------------|-------------|
| 1. to keep | 4. Walking |
| 2. bowing | 5. to tip |
| 3. Having | 6. to point |

Exercise 3

- | | |
|-------------|----------------------|
| 1. reaching | 7. to send |
| 2. to say | 8. to leave, saying |
| 3. Eating | 9. Giving |
| 4. Being | 10. Asking |
| 5. to shout | 11. to wait, getting |
| 6. to go | 12. to talk |

Exercise 4

1. It's not OK to point at people in public places.
2. It's not customary to walk in someone's house without taking off your shoes.
3. Try not to stand close to people you're talking to.
4. Not opening a gift in front of the person who gave it to you is considered rude. / Opening a gift in front of the person who gave it to you is not considered rude.
5. You can annoy people by not saying you're sorry if you bump into them.
6. It's not customary to tip hairstylists. / It's customary not to tip hairstylists.
7. Being early for a party is not considered polite.
8. Talking on a cell phone in a public place is not acceptable.

Lesson C To be honest, . . . pp. 22–23

Exercise 1

1. I really like it.
2. Well, to be honest, I don't really like her.
3. No, I absolutely hated my old school.
4. Yes! I would definitely like to do that.
5. Oh, I'd certainly miss my family, especially my brother.

Exercise 2

Answers will vary. Possible answers may include:

1. I just love learning about new cultures.
2. In fact, I think it would be exciting to live in a new city.
3. To tell you the truth, I'd miss home cooking if I lived in another country.

4. I'd actually love living with a roommate. I honestly wouldn't like living by myself.
5. I'd definitely like to live all over the world. I really can't imagine living in just one place.
6. To be honest, I don't think I'd get homesick if I lived a long way from home.

Exercise 3

1. *Kara* ____ I'm going to Mexico!
Kara But I'm going to miss you, of course!
Bruno Well, me, of course.
2. *Brad* And, of course, I missed my flight.
Brad Yeah ____.
Brad Yeah, and I apologized right away, of course.

Exercise 4

Answers will vary.

Lesson D Proverbs pp. 24–25

Exercise 1

A

singing: 1
giving presents: 2
eating a special food: 3
dancing: 2

B

Answers will vary. Possible answers may include:

1. In Argentina, the person with a birthday is pulled on the earlobe once for each year of his or her life.
2. In Canada, people put butter on the person's nose to stop bad luck from sticking.
3. In Norway, the birthday child dances while his or her classmates sing a song.
4. Japanese children aged three, five, and seven celebrate birthdays by wearing new clothes / going to a temple and getting special treats.
5. In Mexico, children hit a piñata to get the presents and candy inside it.
6. Taiwanese children try to eat all their noodles and not break them.

Exercise 2

A

One of my favorite traditions is
It's often said that
it means
I like this tradition because

B

Answers will vary.

Unidad 1 Leccion 2 Answers

**Fabián A. Samaniego, Fabián A.
Samaniego**



Unidad 1 Leccion 2 Answers:

Cuaderno de Actividades Fabián A. Samaniego, Fabián A. Samaniego, 2001-06-07 *Dime!: Extended teacher's edition*
Fabián A. Samaniego, 1997 **Workbook** Jean Paul Valette, 1984 A high school text providing an introduction to the language and culture of the Spanish speaking world Bravo! Tracy D. Terrell, 1994 **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 **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!**, 1993 Spanish language instruction program for secondary level students **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 **Dime!** Fabián A. Samaniego, 1997 **Dime 1** Fabián A. Samaniego, 1997 **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 *Hola, Amigos!* Ana C. Jarvis, Raquel Lebreto, 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 TX Te Vol 2 Gr 5 Span Math09 HSP, 2006-09 **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 es echar una mano a cierta 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 comprobar 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

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Así Es Nancy Levy-Konesky,Karen Daggett,2000 Grounded in the fundamentals of the Spanish language AS ES fosters communication without sacrificing accuracy Its extensive cultural resources are designed to allow flexibility in presenting the rich heritage of the Spanish speaking world

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

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