

**Actividades 2** Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Capítulo 1A** Tema \_\_\_\_\_ **sección 1A-1**

### The verb *tener* (p. 15)

- Remember that *tener* means "to have." It is also used to tell how old you are (*tener años*), or to say that you're hungry (*tener hambre*), sleepy (*tener sueño*), or thirsty (*tener sed*).
- Here are the present tense forms of *tener*:

yo	tengo	nosotros/nosotras	tenemos
tú	tienes	vosotros/vosotras	tenéis
usted/ella	tiene	ustedes/ellas/ellos	tienen

#### A. Circle the correct form of *tener* to complete each sentence.

**Modelo** Alicia tiene / tenemos 1 yo tengo sueño.

- Yo no sé tener / tengo 2 los artículos.
- Paco y Loli tenemos / tienen 3 hambre.
- Nosotros tenemos / tienen 4 los billetes.
- Marta tiene / tienen 5 14 años.
- ¿Cachito de tenes / tenes 6?
- Alicia y yo no tenemos / tenemos 7 calculadoras, ¿verdad?

- To say that someone has to do something, use *tener* + *que* + infinitive.  
Marta tiene que estudiar. Marta has to study.

#### B. Write the correct form of *tener* + *que* to tell what these people have to do.

**Modelo** Susana \_\_\_\_\_ tiene \_\_\_\_\_ que \_\_\_\_\_ limpiar.

- Yo \_\_\_\_\_ tengo \_\_\_\_\_ que \_\_\_\_\_ practicar deportes.
- Nosotros \_\_\_\_\_ tenemos \_\_\_\_\_ que \_\_\_\_\_ comer a las 8.
- Joana y Isela \_\_\_\_\_ tienen \_\_\_\_\_ que \_\_\_\_\_ ir a clase.
- Los estudiantes \_\_\_\_\_ tienen \_\_\_\_\_ que \_\_\_\_\_ hacer la tarea.
- Tú \_\_\_\_\_ tienes \_\_\_\_\_ que \_\_\_\_\_ traer el libro a clase.



**Actividades 2** Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Capítulo 1A** Tema \_\_\_\_\_ **sección 1A-2**

### Verbs with irregular *yo* forms

- The *yo* form of *tener* in the present tense is irregular. It ends in *-go* (*Ten tengo*).
- Other verbs that are irregular in the *yo* form are:

<i>haber</i> (to do, to make)	<i>poner</i> (to put)	<i>traer</i> (to bring)
<i>hago</i>	<i>pongo</i>	<i>traigo</i>

#### C. Write the *yo* form of each verb in parentheses.

- Yo (haber) \_\_\_\_\_ hago un artículo.
- Yo (poner) \_\_\_\_\_ pongo los cuadernos en la mesa.
- Yo (traer) \_\_\_\_\_ traigo la tarea.
- Yo (traer) \_\_\_\_\_ traigo la papelería.

#### D. Complete the sentences with forms of *haber*, *tener*, *poner*, or *traer*. Follow the model.

**Modelo** (haber) Alejandro \_\_\_\_\_ tiene \_\_\_\_\_ un mochila a clase.

- (haber) Raúl y yo \_\_\_\_\_ tenemos \_\_\_\_\_ que estudiar.
- (haber) Yo \_\_\_\_\_ hago \_\_\_\_\_ la tarea.
- (poner) Juliana \_\_\_\_\_ pone \_\_\_\_\_ sus libros en su mochila.
- (traer) Yo \_\_\_\_\_ traigo \_\_\_\_\_ un experimento en la clase de ciencias naturales.
- (traer) Los estudiantes no \_\_\_\_\_ traen \_\_\_\_\_ un sacapuntas a clase.
- (poner) Yo \_\_\_\_\_ pongo \_\_\_\_\_ una manzana en el escritorio del profesor.



# Guided Practice Activities 4a 3 Answer

**Jeremy Dittus**



### **Guided Practice Activities 4a 3 Answer:**

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**CCENT Practice and Study Guide** Allan Johnson,2013-12-17 CCENT Practice and Study Guide is designed with dozens of exercises to help you learn the concepts and configurations crucial to your success with the Interconnecting Cisco Networking Devices Part 1 ICND1 100 101 exam The author has mapped the chapters of this book to the first two Cisco Networking Academy courses in the CCNA Routing and Switching curricula Introduction to Networks and Routing and Switching Essentials These courses cover the objectives of the Cisco Certified Networking Entry Technician CCENT certification Getting your CCENT certification means that you have the knowledge and skills required to successfully install operate and troubleshoot a small branch office network As a Cisco Networking Academy student or someone taking CCENT related classes from professional training organizations or college and university level networking courses you will gain a detailed understanding of routing by successfully completing all the exercises in this book Each chapter is designed with a variety of exercises activities and scenarios to help you Review vocabulary Strengthen troubleshooting skills Boost configuration skills Reinforce concepts Research and analyze topics      **Math Advantage** Grace M. Burton,Harcourt Brace,1998-05-22      *A Practical Guide to International Philanthropy* Jonathon R. Moore,2010 Addresses the issues faced by philanthropists seeking to engage in international charitable activities and offers alternative approaches to traditional US based foundations      **Voila! 1 Teacher's Book** Gwen Berwick,Sydney Thorne,2004 Voila is a motivating French course taking students from beginner level through to GCSE and is aimed at a wide range of abilities It includes the three part lesson assessment for learning and thinking skills      **Fundamentals of Nursing - E-Book** Patricia A. Potter,Anne Griffin Perry,Patricia Stockert,Amy Hall,2016-02-02 It s your complete guide to nursing from basic concepts to essential skills Fundamentals of Nursing 9th Edition prepares you to succeed as a nurse by providing a solid foundation in critical thinking evidence based practice nursing theory and safe clinical care in all settings With illustrated step by step guidelines this book makes it easy to learn important skills and procedures Care plans are presented within a nursing process framework and case studies show how to apply concepts to nursing practice From an expert author team led by Patricia Potter and Anne Griffin Perry this bestselling nursing textbook helps you develop the understanding and clinical reasoning you need to

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*Eureka Math Curriculum Study Guide Common Core, 2015-03-23*

Eureka Math is a comprehensive content rich PreK 12 curriculum that follows the focus and coherence of the Common Core State Standards in Mathematics CCSSM and carefully sequences the mathematical progressions into expertly crafted instructional modules The companion Study Guides to Eureka Math gather the key components of the curriculum for each grade into a single location unpacking the standards in detail so that both users and non users of Eureka Math can benefit equally from the content presented Each of the Eureka Math Curriculum Study Guides includes narratives that provide educators with an overview of what students should be learning throughout the year information on alignment to the instructional shifts and the standards design of curricular components approaches to differentiated instruction and descriptions of mathematical models The Study Guides can serve as either a self study professional development resource or as the basis for a deep group study of the standards for a particular grade For teachers who are new to the classroom or the standards the Study Guides introduce them not only to Eureka Math but also to the content of the grade level in a way they will find manageable and useful Teachers familiar with the Eureka Math curriculum will also find this resource valuable as it allows for a meaningful study of the grade level content in a way that highlights the coherence between modules and topics The Study Guides allow teachers to obtain a firm grasp on what it is that students should master during the year The Eureka Math Curriculum Study Guide Grade K provides an overview of all of the Kindergarten modules including Numbers to 10 Two Dimensional and Three Dimensional Shapes Comparison of Length Weight Capacity and Numbers to 10 Number Pairs

Addition and Subtraction to 10 Numbers 10 20 and Counting to 10 and Analyzing Comparing and Composing Shapes

**American English Primary Colors 6 Teacher's Book** Diana Hicks, Andrew Littlejohn, 2008-04-14 American English Primary Colors is a new 6 level course for young learners from six to eleven years old The accompanying Teacher s Book provides step by step guidance as well as photocopiable worksheets progress tests and ideas for classroom activities Extra support and practical ideas are included in the A Z of teaching young learners at the back of the book     **Map Skills - The World** R. Scott House, Patti M. House, 2010-09-01 Color Overheads Included Explore the varied features of the world while reinforcing basic map reading skills Sixteen student pages and accompanying blackline and full color maps coordinate to provide a relational study of the elevation vegetation products population and peoples of the world Student pages challenge students to combine maps and additional resources in order to answer questions and make judgments Question topics follow the Five Themes of Geography as outlined by the National Geographic Society finding absolute and relative locations on a map relating physical and human characteristics to an area understanding human relationships to the environment tracing movement of peoples and goods throughout an area and organizing countries and continents into regions for detailed study

**Active Learning in College Science** Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in

recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

**Success English STD 8 ,     Reading Comprehension Gr. 5-8**  
 Brenda Rollins,2009-09-01 A child s ability to read and comprehend the written word is his touchstone to success in school and in life Designed to teach the reading skills that are basic to reading fluency our resource emphasizes the primary building blocks of reading acquisition Start off by identifying the main idea of a passage Find out how details will point to the most important part of a story Then use graphic organizers to help identify context clues Find out what questions to ask before drawing conclusions Gather all the facts and prior knowledge to help Learn all about making inferences and how clues from the text and your own knowledge and experiences will tell you what the author is trying to say Discover the differences between facts and opinions Learning to read between the lines will help with comprehension Finally discover transition words as you learn about sequencing Aligned to your State Standards and written to Bloom s Taxonomy reproducible writing tasks crossword word search comprehension quiz and answer key are also included     Moving Sound: A Textbook for Dalcroze Teacher Training towards the Dalcroze License Jeremy Dittus,2025-04-08 Dalcroze Education is an experiential way of knowing music through the body This dynamic and profound philosophy stems from an oral tradition that can be traced back to those who studied directly with mile Jaques Dalcroze in Geneva Switzerland during his lifetime 1865 1950 Recent trends in music education and Dalcroze students stated needs have demanded more specificity and accessibility these books aim to meet those needs by providing examples of many important skills necessary for a successful Dalcrozian without being narrow or prescriptive Dalcroze Eurhythmics Solf ge Improvisation Plastique Anim e and Pedagogy are all addressed in these volumes with specific skills necessary to earn the internationally recognized Dalcroze License Students who use these books should already have their Dalcroze Professional Certificate by an authorized Dalcroze Training Center run by someone who holds the Dipl m Sup rieur from the Institut Jaques Dalcroze in Geneva Switzerland It is my hope that these books will enable individuals to gain access to la M thode Jaques Dalcroze with more efficiency and facility while maintaining the high standards of musicianship that are required to offer joyful and musically inspiring coursework in Dalcroze Education

**The Interests, Abilities and Achievements of a Special Class for Gifted Children** Genevieve Lenore Coy,1923

Mastering Public Health Geraint Lewis,Jessica Sheringham,Jamie Lopez Bernal,Tim Crayford,2014-11-25 Mastering Public Health A Postgraduate Guide to Examinations and Revalidation Second Edition is an essential study aid for all those

preparing for postgraduate masters and higher examinations in public health Now updated and revised for the second edition the book continues to provide all postgraduate students taking higher public health exam **Super Minds American English Level 4 Teacher's Resource Book with Audio CD** Garan Holcombe,2012-11-08 Super Minds American English is a seven level course for young learners This exciting seven level course enhances your students thinking skills sharpening their memory and improving their concentration along with their language skills Super Minds develops creativity with art activities and craft activities explores social values with lively stories and encourages cross curricular thinking with fascinating English for school sections This Level 4 Teacher s Resource Book contains end of unit evaluation tests worksheets for further vocabulary and grammar practice along with cross curricular extension material The Audio CD includes all the listening material needed to accompany the tests Cumulated Index Medicus ,1992 *Qualitative Research Method* Sari Wahyuni,2024-09-11 This publication has a very specific and clear goal which is to focus on the needs of a variety of readers including students researchers and teachers of qualitative research methods This book not only has theoretical considerations but also has intensely practical considerations For students of qualitative research methods this book provides a framework of qualitative research writing and a variety of accounts of experiences related to interview focus group discussion FGD and different levels of the important aspects of writing In addition for experienced researchers as well as teachers of qualitative research methods they are encouraged to study explore and create those aspects related to the process of qualitative research Therefore from this book students can learn a framework of qualitative research writing researchers and teachers too can hone their previous qualitative research writing skills and deepen their grasp of this area Contents that embrace in this book are Chapter 1 What is Qualitative Research Chapter 2 Type and Technique of Qualitative Research Chapter 3 Measurement in Qualitative Research Chapter 4 Interview Chapter 5 Focus Group Discussion Chapter 6 How to Write a Good Proposal Chapter 7 How to Draw Good Analysis Chapter 8 Example of Case Study Report

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