



**apoidea**  
BIOSEGURIDAD AMBIENTAL

## ***“CONTROL DE LA VARROASIS : PRESENTE Y FUTURO”***

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*Hablaremos de ...*



***LA VARROASIS***

**RECORDATORIO (SÍNTESIS)**



***Y SU CONTROL***

**EVIDENCIAS (CASADO)**

**REALIDAD (RESENTE)**

**ERSPECTIVAS (OTRO)**



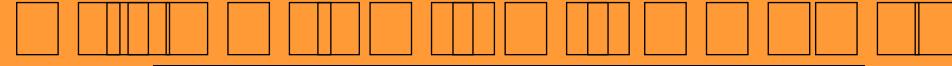
# 1. RECORDATORIO DE LA VARROASIS.

*¿Por qué es difícil su control?*

A)

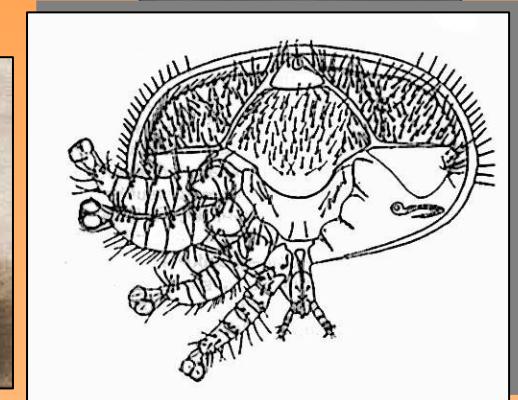
C)

C)



**T**

*Verrucosus destructor*





A horizontal row of 20 empty square boxes, each with a black border, intended for children to draw or color.

A horizontal row of 10 empty boxes, each divided into four quadrants by a vertical and a horizontal line, intended for students to draw tally marks.

A horizontal row containing five empty rectangular boxes, intended for students to draw their conclusions or answers.

A horizontal row of fifteen empty square boxes, each outlined in black, used for labeling or categorizing items.

1

A horizontal row of ten empty orange rectangles, each divided into four smaller squares by a vertical and a horizontal line. These rectangles are intended for children to draw their own shapes.

A horizontal row of ten empty rectangular boxes, each with a black border, intended for children to draw or write in.

A horizontal row of ten empty orange rectangular boxes, intended for children to draw or color in.

The image consists of four horizontal rows of small, empty rectangular boxes. The top row contains 20 boxes. The second row contains 21 boxes. The third row contains 20 boxes. The bottom row contains 11 boxes. This visual representation suggests a sequence or a process being broken down into discrete steps or elements.

1

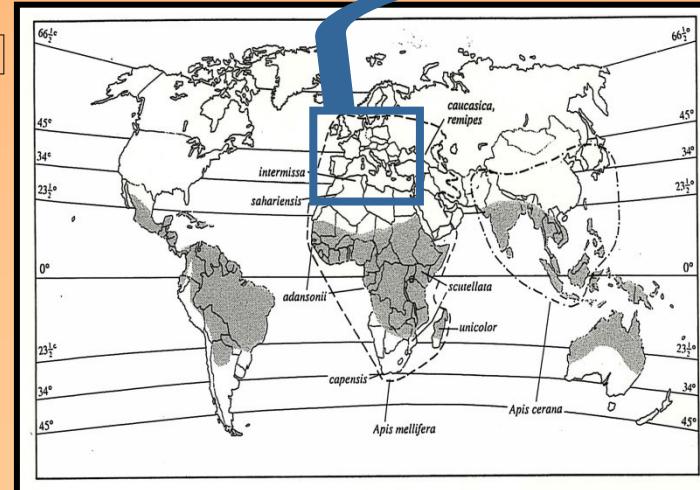


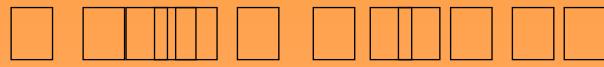
1



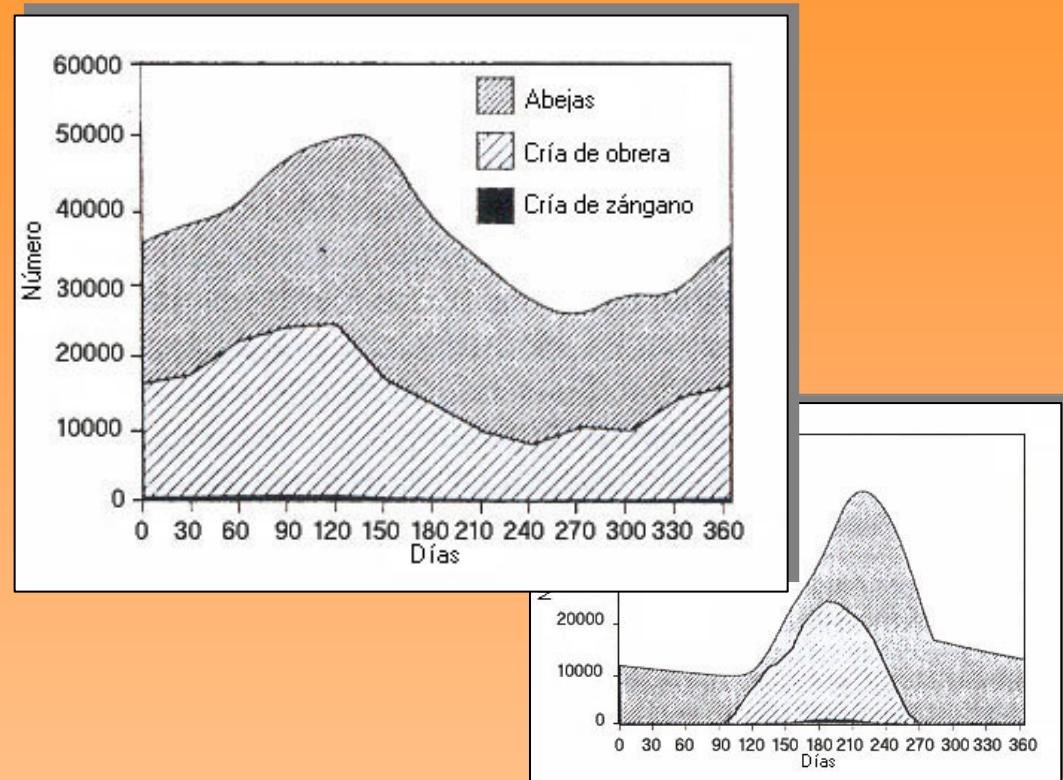
I

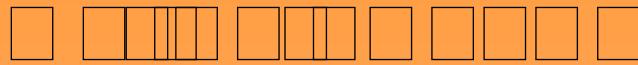
E





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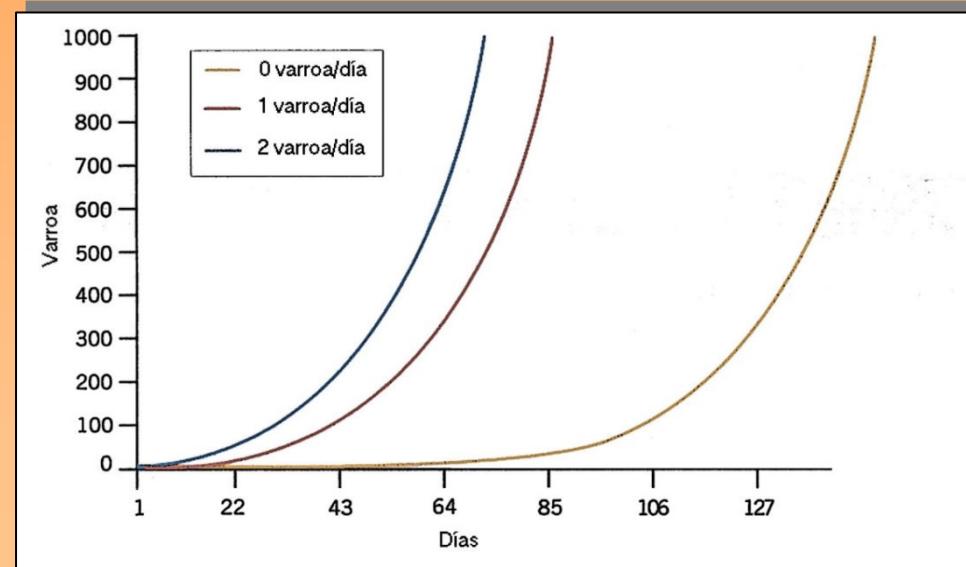


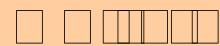
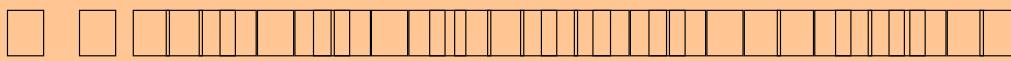
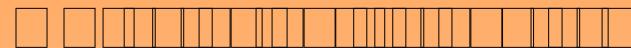


**T**



**D**







RES□□ EN

# 1. □RECORDATORIO DE LA VARROASIS

*¿Por qué es difícil su control?*

A) □□ □□□□

□□**RO□I□I□A□□**  
**A□A□TACI□N□R□CI□NT□□**

B) □C□□ □□

□□**UCHOS □ACTOR□S**  
**INT□RR□LACIONA□OS□**

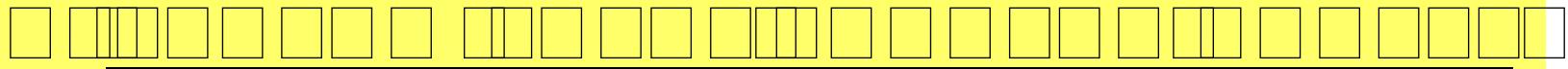
C) □□ □□□

□**ACCI□N □IR□CTA □ IN□IR□CTA□**



## □ □E □PERIE □CIAS DEL PASADO.

- A) TRATA □ IENTOS CON □ENCIONA □ES □  
¿C□□o se co□□te?
  
- □) TRATA □ IENTOS A □TERNATI □OS □  
¿C□□o se control□?



□ □□□□ Í □ ICOS DE SÍNTESIS □□ RRA □ ICAR

# □ □ □ E O C I N □

(Ritter 1988; Ben Hamida 1997; Colin *et al.*, 1999; Fernández y Coineau, 2002)





# RO<sup>E</sup> AS DERI<sup>ADOS</sup>

IR

A horizontal row of 15 empty square boxes, intended for students to draw a timeline from the present back to the past.

A horizontal row of ten empty square boxes, intended for children to draw or color in.

R

A horizontal row of ten empty rectangular boxes, intended for children to draw or write in.

R 1

R

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A horizontal row of 20 empty square boxes, divided into four distinct groups by vertical lines. Each group contains five boxes. This visual representation is used for a math activity involving division by 5.

A horizontal row of 15 empty square boxes, intended for children to draw or write in.

A large rectangle is divided into 10 smaller rectangles of equal width. The first rectangle is shaded black, and the second is shaded grey. This pattern repeats for all 10 rectangles.



1  **S**

**A**

**T**

1

ERROR: stackunderflow  
OFFENDING COMMAND: ~

STACK: