

Nombre _____

Fecha _____

Spanish One – Final Exam

Section One. The vocabulary section of this exam is a review of all of the vocabulary learned this year. Choose the best vocabulary word for the word listed. You must write the letter of your choice on the answer sheet provided or your answers will not count.

Los Números. Multiple Choice.

- | | | | | |
|----------------------|--------------|--------------|---------------|-------------------|
| 1. ¿Cómo se dice 22? | a) dos | b) catorce | c) veintidós | d) quince |
| 2. ¿Cómo se dice 30? | a) treinta | b) catorce | c) cuatro | d) quince |
| 3. ¿Cómo se dice 18? | a) dieciséis | b) dieciocho | c) diecisiete | d) diecinueve |
| 4. ¿Cómo se dice 12? | a) veintiuno | b) veintidós | c) doce | d) cuarenta y dos |
| 5. ¿Cómo se dice 50? | a) veinte | b) treinta | c) cincuenta | d) sesenta |

Matching. Los Días de la Semana

- | | |
|--------------------|--------------|
| 6. _____ Monday | a. martes |
| 7. _____ Tuesday | b. viernes |
| 8. _____ Wednesday | c. domingo |
| 9. _____ Thursday | d. miércoles |
| 10. _____ Friday | e. sábado |
| 11. _____ Saturday | f. lunes |
| 12. _____ Sunday | g. jueves |

Matching. Los Meses

- | | |
|-------------------|--------------------|
| 13. _____ January | 14. _____ February |
|-------------------|--------------------|

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LM Reder



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DOD Pam United States. Office of Armed Forces Information and Education,1957 Correspondence Courses Offered
by Colleges and Universities Through the United States Armed Forces Institute United States Armed Forces Institute,1957

Applied Language Learning ,2008 *Correspondence Courses Offered by Colleges and Universities Through the*
United States Armed Forces Institute ,1957 *Applied Language Learning* ,1999 *Bulletin No.1-14 ...* University of
Wisconsin. Bureau of educational research,1926 **Department of the Army Pamphlet** ,1951 Pedagogical
Innovations in Foreign Language Learning via Interlocutor Familiarity Christine E. Poteau,2017-06-23 Creating classroom
spaces that allow for increased learner participation and lowered anxiety levels allows for an inclusive learning environment
Continuing collaborative efforts to challenge theories and further test methodologies by drawing upon research studies helps
researchers and educators to become more informed about individual learner preferences and classroom contextual factors
and to foster meaningful learning environments across disciplines Specifically examining distinct learner contexts can allow
educators to explore new avenues of pedagogical design to improve learning contexts Taking into consideration diverse
approaches to language pedagogies distinct learning styles and the growing need to develop intercultural competence in
communities and professions across the globe this book will serve to help educators transform classrooms into socially
engaging environments and explores innovative ways in which pedagogical performance and learning experiences can be
improved Drawing upon sociocultural theory cognitive theory and affective factors in foreign language learning this study is
based on doctoral research that explores the effects of interlocutor familiarity in group settings in two beginner level
language courses Reflecting on diverse learner perspectives and individual learner factors can allow educators to increase
learners connections to content and transform the way we approach pedagogical methods and diverse learner needs

Resources in Education ,1998 Register of the University of California University of California (1868-1952),1931

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