

Examen del Semestre: Español 1 (práctica)

MULTIPLE CHOICE

Escoje la letra que completa las frases o contesta la pregunta.

(Choose the letter that completes the sentences or answers the question.)

1. —¿Cómo se llama tu amigo?

a. Se llama Rogelio.
b. Me llamo Rogelio.
c. Te llamas Rogelio.
d. Mucho gusto.
2. —Buenas tardes, señor Álvarez. _____
—Estoy muy bien, Alicia. Gracias.
a. ¿Cómo estás?
b. ¿Cómo está Ud.?
c. ¿Y usted?
d. Igualmente.
3. ¿Qué hora es?
a. Es domingo.
b. Es José.
c. Es el 10 de diciembre.
d. Son las cinco y media.
4. Hoy es viernes. ¿Qué día es mañana?
a. lunes
b. martes
c. jueves
d. sábado
5. ¿Cuántos días hay en un año?
a. trescientos sesenta y cinco
b. siete
c. treinta o treinta y uno
d. doce
6. ¿Cuál es la fecha de hoy?
a. Hoy es viernes.
b. Se escribe f-e-ch-a.
c. Hoy es el quince de noviembre.
d. Son las cinco en punto.
7. ¿Qué tiempo hace en el invierno?
a. Hace frío.
b. Hace calor.
c. Nieva.
d. a y c.
8. ¿Qué es un *infinitivo*?
a. un verbo que tiene -ar, -er, -ir
b. Todos los verbos son infinitivos.
c. Sí, es un infinitivo.
d. Me gustan los infinitivos.
9. ¿Cuántos años tienes tú?
a. Tengo quince años.
b. Yo soy quince años.
c. Sí, tienes años.
d. Sí, yo soy quince años.
10. ¿Dónde vives?
a. Vivo en Oswego.
b. Sí, vivo en Oswego.
c. Vives en Oswego.
d. Sí, vives en Oswego.
11. ¿De dónde eres?
a. Estoy en Oswego.
b. Soy de Oswego.
c. Sí, eres dónde.
d. Sí, hay un dónde.

Study Spanish Quiz 79 Answer

Michael Rajnik



Study Spanish Quiz 79 Answer:

Technical Abstract Bulletin , **Scientific and Technical Aerospace Reports** ,1979 **How We Learn** Benedict Carey,2014-09-09 In the tradition of *The Power of Habit* and *Thinking Fast and Slow* comes a practical playful and endlessly fascinating guide to what we really know about learning and memory today and how we can apply it to our own lives From an early age it is drilled into our heads Restlessness distraction and ignorance are the enemies of success We re told that learning is all self discipline that we must confine ourselves to designated study areas turn off the music and maintain a strict ritual if we want to ace that test memorize that presentation or nail that piano recital But what if almost everything we were told about learning is wrong And what if there was a way to achieve more with less effort In *How We Learn* award winning science reporter Benedict Carey sifts through decades of education research and landmark studies to uncover the truth about how our brains absorb and retain information What he discovers is that from the moment we are born we are all learning quickly efficiently and automatically but in our zeal to systematize the process we have ignored valuable naturally enjoyable learning tools like forgetting sleeping and daydreaming Is a dedicated desk in a quiet room really the best way to study Can altering your routine improve your recall Are there times when distraction is good Is repetition necessary Carey s search for answers to these questions yields a wealth of strategies that make learning more a part of our everyday lives and less of a chore By road testing many of the counterintuitive techniques described in this book Carey shows how we can flex the neural muscles that make deep learning possible Along the way he reveals why teachers should give final exams on the first day of class why it s wise to interleave subjects and concepts when learning any new skill and when it s smarter to stay up late prepping for that presentation than to rise early for one last cram session And if this requires some suspension of disbelief that s because the research defies what we ve been told throughout our lives about how best to learn The brain is not like a muscle at least not in any straightforward sense It is something else altogether sensitive to mood to timing to circadian rhythms as well as to location and environment It doesn t take orders well to put it mildly If the brain is a learning machine then it is an eccentric one In *How We Learn* Benedict Carey shows us how to exploit its quirks to our advantage

Cumulated Index Medicus ,1979 **Building Success in Foreign Language Learning** Cinnamon R. Campbell,1996

Principles and Practice of Lung Cancer Harvey I. Pass,David P. Carbone,David H. Johnson,John D. Minna,Giorgio V. Scagliotti,Andrew T. Turrisi,2012-02-13 Thoroughly revised and updated this Fourth Edition is the most comprehensive current reference on lung cancer with contributions from the world s foremost surgeons radiation oncologists medical oncologists pulmonologists and basic scientists Coverage includes complete information on combined modality treatments for small cell and non small cell lung cancer and on complications of treatment and management of metastases Emphasis is also given to early detection screening prevention and new imaging techniques This edition has expanded thoracic oncology chapters including thymus mesothelioma and mediastinal tumors more detailed discussion of targeted agents and state of the

art information on newer techniques in radiotherapy Other highlights include more international contributors and greater discussion of changes in lung cancer management in each region of the world A new editor Giorgio Scagliotti MD from the University of Turin has coordinated the accounts of European activities A companion website includes the full text online and an image bank

Resources in Education ,1989-05 **Resources in Women's Educational Equity** ,1980 Literature cited in AGRICOLA Dissertations abstracts international ERIC ABI INFORM MEDLARS NTIS Psychological abstracts and Sociological abstracts Selection focuses on education legal aspects career aspects sex differences lifestyle and health Common format bibliographical information descriptors and abstracts and ERIC subject terms used throughout Contains order information Subject author indexes

The College Board Technical Handbook for the Scholastic Aptitude Test and Achievement Tests Thomas F. Donlon, College Entrance Examination Board, 1984 Problems and Solutions in Human Assessment Richard D. Goffin, Edward Helmes, 2012-12-06 The assessment of individual differences has generated shockwaves affecting sociology education and a number of other behavioral sciences as well as the fields of management and organizational behavior In covering the assessment of individual differences this book pays tribute to the interests and activities that Douglas N Jackson has incorporated into his career as a psychologist He continues to be a leader in putting academic findings to practical use He has also inspired generations of students with his mastery of complex concepts and as a personal example of the ability to balance several simultaneous areas of research Consistent with the focus of Jackson's research the theme of this book will be how the use of deductive construct driven strategies in the assessment of individual differences leads to benefits in terms of the applicability of the assessment instruments and the clarity of the conclusions that can be drawn from the research

The American Bookseller ,1878 **Holt Algebra 1 2003** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2003 Active Listening 2 Teacher's Manual with Audio CD Steve Brown, Dorolyn Smith, 2006-12-18 Active Listening Second edition for adult and young adult learners has task based units built around a topic function or grammatical theme Teacher's Manual 2 contains step by step practical teaching notes optional speaking activities and listening strategies culture notes and suggested times for completing lessons Photocopiable unit quizzes two complete tests with Audio CD and complete answer keys are also included

Index Medicus ,2004 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings Research, Evaluation, and Demonstration Projects ,1986 **Educating for Responsibility** Philadelphia. South Philadelphia High School for Girls, 1926 *National Union Catalog* ,1979

Principles and Practice in Second Language Acquisition Stephen D. Krashen, 1982 The present volume examines the relationship between second language practice and what is known about the process of second language acquisition summarising the current state of second language acquisition theory drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have The author concludes that a solution to language teaching lies not so much in expensive equipment exotic new methods or sophisticated language

analysis but rather in the full utilisation of the most important resources native speakers of the language in real communication Year Book of the American Pharmaceutical Association American Pharmaceutical Association, 1919
The British National Bibliography Arthur James Wells, 1979

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