

- | | | |
|--|--|--|
| 1. ¿De dónde eres? | <input type="radio"/> A Es de New York. | <input type="radio"/> B Son de New York. |
| | <input type="radio"/> C Soy de New York. | |
| 2. ¿Cuál es la fecha de hoy? | <input type="radio"/> A Lunes, a las seis de marzo | <input type="radio"/> B Lunes, el seis de marzo |
| | <input type="radio"/> C Lunes | |
| 3. ¿Qué hora es? | <input type="radio"/> A Hoy es viernes. | <input type="radio"/> B A las nueve y media. |
| | <input type="radio"/> C Son las nueve y media. | |
| 4. ¿Cómo eres? | <input type="radio"/> A Eres floja. | <input type="radio"/> B Soy floja. |
| | <input type="radio"/> C Me gusta el tenis. | |
| 5. ¿Qué haces los viernes por la noche? | <input type="radio"/> A Hago descansar. | <input type="radio"/> B No me gusta descansar. |
| | <input type="radio"/> C Descanso en mi casa. | |
| 6. ¿Qué día es hoy? | <input type="radio"/> A Hoy es domingo. | <input type="radio"/> B Hace calor. |
| | <input type="radio"/> C Son las tres. | |
| 7. ¿Qué tiempo hace hoy? | <input type="radio"/> A Hace frío. | <input type="radio"/> B Tengo frío. |
| | <input type="radio"/> C Está frío. | |
| 8. ¿Qué te gusta? | <input type="radio"/> A Me gusta el jugo de naranja. | <input type="radio"/> B Sí, me gusta el jugo de naranja. |
| | <input type="radio"/> C No, no me gusta el jugo de naranja. | |
| 9. ¿Qué te gusta hacer? | <input type="radio"/> A Soy simpática. | <input type="radio"/> B Paso el rato con amigos. |
| | <input type="radio"/> C Me gusta pasar el rato con mis amigos. | |
| 10. ¿De dónde es Juan? | <input type="radio"/> A Somos de Puerto Rico. | <input type="radio"/> B Es de Puerto Rico. |
| | <input type="radio"/> C Soy de Puerto Rico. | |
| 11. ¿Cuántos años tienes? | <input type="radio"/> A Ella tiene trece años. | <input type="radio"/> B Tengo trece años. |
| | <input type="radio"/> C Tienes trece años. | |
| 12. ¿Cuántas personas hay en tu familia? | <input type="radio"/> A Tengo dos hermanos. | <input type="radio"/> B Sí, hay muchas personas en mi familia. |
| | <input type="radio"/> C Somos tres. | |
| 13. ¿Cuántos años tiene Lola? | <input type="radio"/> A Tengo veinte años. | <input type="radio"/> B Ella tiene veinte años. |
| | <input type="radio"/> C Ella es veinte años. | |
| 14. ¿Con qué frecuencia limpias tu cuarto? | <input type="radio"/> A No, no limpio mi cuarto. | <input type="radio"/> B Limpio mi cuarto a las tres. |
| | <input type="radio"/> C A veces limpio mi cuarto. | |
| 15. ¿Cómo es Snow White? | <input type="radio"/> A Soy simpática. | <input type="radio"/> B Es simpática. |
| | <input type="radio"/> C Es simpático. | |

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Status of Foreign Language Study in American Elementary Schools United States. Office of Education, 1954
Resources in Education , 1979 **Status of Foreign Language Study in American Elementary Schools, 1954** United States. Office of Education, 1955 **The Center Forum** , 1969 The Modern Language Journal , 1959 Includes section Reviews **Modern Language Forum** , 1930 Course of Study, the Social Studies, Cleveland Junior High Schools, Grade VII. Cleveland (Ohio). Board of Education, 1927 Bulletin Adelphi University. Division of Graduate Studies, 1893
Report of the Commissioner of Education for Porto Rico Puerto Rico. Department of Education, 1926 *Annual Report of the Governor of Porto Rico* Puerto Rico. Governor, 1913 Annual Reports of the Secretary of War United States. War Department, 1916 *The Next Phase in Heritage Language Studies: Methodological Considerations and Advancements* Fatih Bayram, Maki Kubota, Sergio Miguel Pereira Soares, 2024-03-27 Over the past three decades studies investigating heritage speaker HS linguistic competencies have shown time and again that despite being L1 or 2L1 native speakers of their home language s HS outcomes display variation across a wide spectrum of differences as compared to each other other types of bilinguals as well as their monolingual peers Studies have traditionally used mostly behavioral methodologies rooted in adjacent established fields e g L1 acquisition adult L2 acquisition offering in addition to documenting and describing HS performance important insights for linguistic theory and challenges related to home minority language maintenance contact policy and more A birds eye view makes it clear that the methodologies one uses to tap into HSs linguistic knowledge areas if not more are important than the phenomena under investigation especially in light of how their unique experiences with their heritage and other languages are present across a continuum *Tentative Course of Study for the Teaching of Spanish in Grades 3 to 8 Inclusive* Texas. State Department of Education, 1943 **The Modern Languages Forum** , 1930 **Circular** , 1930 For the pupil. pt.1. Grade VII. pt.2. Grade VIII. pt.3. Grade IX Cleveland (Ohio). Board of Education. Bureau of Educational Research, 1927 The Publishers' Weekly , 1924 **Teaching Spanish in the Grades** Margit W. MacRae, 1957 *Annual Report* , 1914 **Torch and Colonial Book Circular** , 1888

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