

Write the correct greeting in Spanish that matches the greeting in English.

buenas tardes señorita hasta luego  
buenas noches señora gracias  
hola buenas dias adiós señor  
encantado(a) por favor

- 1. Mr./Sir \_\_\_\_\_
- 2. Good evening/Good night \_\_\_\_\_
- 3. Hello \_\_\_\_\_
- 4. Miss \_\_\_\_\_
- 5. Goodbye \_\_\_\_\_
- 6. Pleased to meet you \_\_\_\_\_
- 7. Good morning \_\_\_\_\_
- 8. Mrs. \_\_\_\_\_
- 9. Good afternoon \_\_\_\_\_
- 10. See you later \_\_\_\_\_
- 11. Please \_\_\_\_\_
- 12. Thank you \_\_\_\_\_

# Spanish Lessons For 6th Graders

**O García**



## Spanish Lessons For 6th Graders:

**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    **Bulletin** Adelphi University. Division of Graduate Studies,1893    **Best Books for Children, Preschool Through Grade 6** ,2006    *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    **The Modern Languages Forum** ,1930    **Course of Study, the Social Studies, Cleveland Junior High Schools, Grade VII.** Cleveland (Ohio). Board of Education,1927    **Bulletin of the Colorado Congress of Foreign Language Teachers** ,1955    *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    **The Classroom Teacher** Milo Burdette Hillegas,Thomas Henry Briggs,1929    The American Educational Catalogue ,1919    *Circular* ,1930    **Educators Guide to Free Internet Resources** Educators Progress Service,2005-04 To provide our customers with a better understanding of each title in our database we ask that you take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back cover or an entirely different summary if you so desire    **The Porto Rico School Review** José Padín,1919    The Publishers' Weekly ,1924

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