

Estructura 3.1-3.2 : Adjetivos Descriptivos y Posesivos

1. Completar Escoge (choose) el adjetivo correcto en la forma correcta.

Mi esposo es un profesor C. (a. trabajadora b. tonta c. trabajador d. tonto) porque enseña mucho. A sus estudiantes les gusta él porque es muy C. (a. bajo b. bajos c. simpático d. simpáticos) y sus clases son d. (a. joven b. fácil c. jóvenes d. fáciles). Sus estudiantes son C. (a. mismos b. mismo c. inteligentes d. inteligente) y d. (a. interesante b. mucho c. muchos d. interesantes). Mi esposo trabaja con una compañera que es d. (a. gordo b. bonito c. simpático d. española). Ella es a. (a. joven b. jóvenes c. mismo d. misma) y enseña la C. (a. rubio b. rubia c. misma d. mismo) clase.

2. Posesivos Escoge (choose) la opción correcta de los posesivos para completar la descripción.

Me llamo Enrique, y tengo dos hermanos. C. (a. Su b. Nuestros c. Mis) hermanos y yo caminamos a la escuela cada día. Somos muy altos y atléticos pero C. (a. mi b. sus c. nuestros) primos son pequeños. C. (a. Nuestros b. Mis c. Nuestra) ella dice que (says that) ellos son más inteligentes, pero (but) C. (a. su b. nuestros c. mi) madre dice que no es la verdad. a. (a. Su b. Sus c. Mis) escuela es más fácil, y por eso (therefore) b. (a. su b. sus c. mi) notas (grades) son buenas.

3. ¿Cuál es correcto? Escoge el posesivo correct para cada frase.

- _____ (my) bisabuelos
a. nuestro b. nuestros c. mi d. mis
- _____ (your fam.) clases
a. tu b. tus c. su d. sus
- _____ (our) amigo
a. nuestro b. nuestros c. su d. sus
- _____ (their) mochila
a. nuestro b. nuestros c. su d. sus
- _____ (your fam.) escritorio
a. mi b. tu c. su d. sus

- _____ (her) parientes
a. tu b. tus c. su d. sus
- _____ (our) países
a. nuestro b. nuestros c. nuestra d. nuestras
- _____ (my) doctor
a. mi b. mis c. nuestro d. nuestra
- _____ (his) hermanos
a. tu b. tus c. su d. sus
- _____ (your fam.) ingeniero
a. tu b. tus c. su d. sus

4. Las nacionalidades Usa adjetivos de nacionalidad para reescribir las frases.

Ejemplo: Marina es de España. Ella es española.

- Pablo es de España. Él es español
- Las chicas bonitas son de Francia. Ellas son francesas
- Mi hermanastro es de Alemania. Él es alemán
- Mis suegros son de Puerto Rico. Ellos son puertorriqueños
- Lucía y Emilia son de la Inglaterra. Ellas son inglesas
- Yo soy de los Estados Unidos. Soy estadounidense
- Él es de Ecuador. Él es ecuatoriano
- Ellas son de Japón. Ellas son japonesas

Spanish Lesson 14 Answer Key

McEachern



Spanish Lesson 14 Answer Key:

Honour of Kings Spanish 1 Answer Key Ellen Gerwitz, 2013-01-08 This is the ANSWER KEY to the textbook HONOUR OF KINGS SPANISH 1 This text can be purchased via our website at www.honourofkings.com Honour of Kings Spanish I provides 19 weekly lessons seven tests a study guide and a final exam Because understanding the building blocks of a language is the first step towards fluency students will be introduced to Spanish grammar in a simple and logical approach throughout the course Students will build skills in reading writing vocabulary and translation By the end of the first year of Spanish students should have a basic working knowledge of the language They will be comfortable using the present tense and using a dictionary to translate texts from Spanish to English and vice versa Parents may choose to use this curriculum on their own or sign up their student for one of Honour of Kings online learning programs **BR Swindon Type 1 0-6-0**

Diesel-Hydraulic Locomotives—Class 14 Anthony P. Sayer, 2022-08-09 A pictorial survey of the Class 14 locomotive's twenty year history in British industry In 1957 the Western Region of British Railways identified a need for 400 Type 1 diesel locomotives for short haul freight duties but it was 1964 before the first was introduced General purpose Type 1s were being delivered elsewhere but WR management regarded these as too expensive for their requirements After completion of design work on the Western locomotives Swindon turned to creating a cheap no frills Type 1 At 65% of the cost of the Bo Bo alternative the Swindon 0 6 0 represented a better fit for the trip freight niche Since 1957 the privatised road haulage industry had decimated BR's wagon load sector whilst the 1962 Transport Act released BR from its financially debilitating public service obligations the damage had been done and the 1963 Beeching Plan focused on closing unprofitable routes and associated services By 1963 the original requirement for 400 Type 1s had been massively reduced Fifty six locomotives were constructed in 1964 65 Continuing traffic losses resulted in the whole class becoming redundant by 1969 Fortunately a demand for high powered diesels on the larger industrial railway systems saw the bulk of the locomotives finding useful employment for a further twenty years This companion book to *Their Life on British Railways* provides an extensive appraisal of *Their Life in Industry* for the forty eight locomotives which made the successful transition after withdrawal from BR in 1968 69 Inside is the most extensive published work on Class 14s in industry with illustrations tabulated data complete dates and records plus information and maps about the coal and steel sites at which they worked Comprehensive Trackside magazine The amount of detail and level of research is impressive and this series of books is invaluable for anyone interested in modern traction history Railways Illustrated **Spanish II, Grades 6 - 8** Carson-Dellosa Publishing, 2011-01-03 Skill Builders are great tools for keeping children current during the school year or preparing them for the next grade level A variety of fun and challenging activities provides students with practice and helps introduce basic skills to new learners This full color workbook contains appropriate passages and exercises for middle school Spanish language learners Skill Builders combines entertaining and interactive activities with eye catching graphics to make learning and reviewing fun and effective

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5-Step TOEFL Prep for Spanish Speakers Greg Britt,2014-01-05 An effective program for preparing to take the TOEFL Test of English as a Foreign Language exam especially for Spanish speakers Ideal for group or self study Answer key is included in this edition An advanced grammar course appropriate for pre iBT ITP paper based TOEFL prep and English Teacher Training Here for the first time a unique approach to preparing to take the TOEFL exam especially for Spanish speakers Focused on the Grammar section with five steps this program also includes strategies for the Listening Comprehension section guidelines for success in the Reading section and expert tips and sample topics for the iBT Written Essay Includes useful appendices for reference To see useful Amazon book reviews kindly refer to the listing for TOEFL Prep for Spanish Speakers the original book on which this title is based For info on all 12 titles in this series visit www.5steptoeftlprep.com

Leveled Texts for Differentiated Content-Area Literacy: World Cultures Through Time Kit,2010-09-24 Differentiate content process and product and promote content area literacy with this dynamic kit about world cultures through time This kit provides leveled informational texts featuring key historical themes and topics embedded within targeted literacy instruction Teachers can assess comprehension of informational text using the included Culminating Activity Additionally teachers can use multimedia activities to engage students and extend learning The 60 colorful Leveled Text Cards in this kit are written at four distinct reading levels each card featuring subtle symbols that denote differentiated reading levels making differentiation strategies easy to implement Leveled Texts for Differentiated Content Area Literacy World Cultures Through Time Complete Kit includes Leveled Text Cards digital resources Lessons a Culminating Activity Tiered Graphic Organizers Assessment Tools and audio recordings of thematic raps and leveled texts

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Lesson Plans; Contemporary Economics McEachern,2004-03

Spanish for Medical Personnel Ana C. Jarvis,1984

Cumulated Index to the Books ,1915

A Bibliography and Critique of the Spanish Translations from the Poetry of the United States Paul Thomas Manchester,1927

Pitman's commercial correspondence in shorthand Isaac Pitman & Sons,sir Isaac Pitman (and sons; ltd.),1899

The Publishers Weekly ,1906

A Spanish Grammar Alfred Coester,1912

Educational Research Bulletin ,1926

Elements of Language Holt Rinehart & Winston,2000-10

Hossfeld's new method for learning the Spanish language. [With] Key Tomás Enrique Gurrin,1884

Pitman's Journal of Commercial Education ,1905

Energy Research Abstracts ,1990

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The book delves into Spanish Lesson 14 Answer Key. Spanish Lesson 14 Answer Key is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Spanish Lesson 14 Answer Key, encompassing both the fundamentals and more intricate discussions.

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- Chapter 1: Introduction to Spanish Lesson 14 Answer Key
- Chapter 2: Essential Elements of Spanish Lesson 14 Answer Key
- Chapter 3: Spanish Lesson 14 Answer Key in Everyday Life
- Chapter 4: Spanish Lesson 14 Answer Key in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Spanish Lesson 14 Answer Key. This chapter will explore what Spanish Lesson 14 Answer Key is, why Spanish Lesson 14 Answer Key is vital, and how to effectively learn about Spanish Lesson 14 Answer Key.

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4. In chapter 3, the author will examine the practical applications of Spanish Lesson 14 Answer Key in daily life. This chapter will showcase real-world examples of how Spanish Lesson 14 Answer Key can be effectively utilized in everyday scenarios.

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The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Spanish Lesson 14 Answer Key.

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