

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) mi 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

M Lipman



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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

The compact 6 x 9 size makes this book perfect for school at home or on the go It features 80 perforated reproducible pages and an answer key

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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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Spanish Lesson 14 Answer Key Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Spanish Lesson 14 Answer Key**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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