

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. más 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

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Wolfgang Guggemos

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

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set a schedule through didactic dialogues Learn quick Spanish understand vocabulary and interactions and learn correct pronunciation with this simple lessons Get this book NOW and embrace these simple yet effective language lessons that will have you speaking Spanish like a native in no time **The Everything Kids' Learning Spanish Book** Laura K

Lawless,2006-10-12 Hola amigos So you want to learn Spanish but don t know where to start Start aqu with The Everything KIDS Learning Spanish Book Packed with sections of fun facts tips and silly Spanish phrases you ll be speaking Spanish before you can say pronto With this book you ll learn how to say all of the following in Spanish Descriptions about yourself and your family Letters numbers and punctuation Food and meals Sports and school And some fun phrases to play with Loaded with f cil and fun lessons to keep you busy for hours The Everything KIDS Learning Spanish Book is just the thing to get you to hablar Espa ol hoy **A Critical Auto/Ethnography of Learning Spanish** Phiona Stanley,2016-11-10 The

premise that intercultural contact produces intercultural competence underpins much rationalization of backpacker tourism and in country language education However if insufficiently problematized pre existing constructions of cultural otherness may hinder intercultural competence development This is nowhere truer than in contexts in which wide disparities of power wealth and privilege exist and where such positionings may go unproblematized This study contributes to theoretical understandings of how intercultural competence develops through intercultural contact situations through a detailed multiple case study of three conceptually comparable contexts in which Western backpackers study Spanish in Latin America This experience often bundled with home stay volunteer work social and tourist experiences offers a rich set of empirical data within which to understand the nature of intercultural competence and the processes through which it may be developed Models of a single context free transferable intercultural competence are rejected Instead suggestions are made as to how educators might help prepare intercultural sojourners by scaffolding their intercultural reflections and problematizing their own intersectional identities and their assumptions The study is a critical ethnography with elements of autoethnographic reflection The book therefore also contributes to development of this qualitative research methodology and provides an empirical example of its application *Resources in Education* ,1996 *The Acquisition of Spanish* Silvina

Montrul,2004-01-01 This is the first book on the acquisition of Spanish that provides a state of the art comprehensive overview of Spanish morphosyntactic development in monolingual and bilingual situations Its content is organized around key grammatical themes that form the empirical base of research in generative grammar nominal and verbal inflectional morphology subject and object pronouns complex structures involving movement topicalizations questions relative clauses and aspects of verb meaning that have consequences for syntax The book argues that Universal Grammar constrains all instances of language acquisition and that there is a fundamental continuity between monolingual bilingual child and adult early grammatical systems While stressing their similarities with respect to linguistic representations and processes the book also considers important differences between these three acquisition situations with respect to the outcome of acquisition It

is also shown that many linguistic properties of Spanish are acquired earlier than in English and other languages This book is a must read for those interested in the acquisition of Spanish from different theoretical perspectives as well as those working on the acquisition of other languages in different contexts The High School Journal ,1925 **Catalog of Copyright**

Entries. Third Series Library of Congress. Copyright Office,1977 **Educating for Responsibility** Philadelphia. South Philadelphia High School for Girls,1926 **!asi! 1Teacher's Book** Mike Calvert,Helena Gonzalez-Florida,Niobe

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O'Connor,Holbrook Jackson,1913 *The Publishers Weekly* ,1926 Digital English as a Lingua Franca Annarita

Taronna,2023-01-10 Today the Internet has become a prime venue for social interaction through online services where people share aspects of their daily lives talk about their interests with other like minded people and express their opinions without formality or constraint Against this background this book investigates the aesthetics of informal text based computer mediated communication CMC such as question and answer websites conceived of as a distinctive medium of communication based on cosmopolitan brand communities that share the same field of expertise and a common interest in a particular topic By adopting sentiment analysis in order to recognize the positive or negative semantic orientation of texts and their emotional style the book demonstrates that the aesthetics of such informal texts written using Digital English as a Lingua Franca DELF is influenced by how we associate emotions and opinions with certain linguistic aspects such as specific words or syntactic patterns and how we can classify linguistic expressions according to the type of opinion that they convey

School & Society James McKeen Cattell,Will Carson Ryan,Raymond Walters,1919 **Scientific Method** Randall K. Noon,2009-04-27 Most failure or accident investigations begin at the end of the story after the explosion after the fire has been extinguished or after the collapse In many instances information about the last event and the starting event is known reasonably well Information about what occurred between these endpoints however is often unclear confusing and perhaps contradictory Scientific Method Applications in Failure Investigation and Forensic Science explains how scientific investigative methods can best be used to determine why and how a particular event occurred While employing examples from forensic engineering the book uses principles and ideas applicable to most of the forensic sciences The author examines the role of the failure investigator describes the fundamental method for investigation discusses the optimal way to organize evidence and explores the four most common reasons why some investigations fail The book provides three case studies that exemplify proper report writing contains a special chapter profiling a criminal case by noted forensic specialist Jon J Nordby and offers a reading list of resources for further study Concise and illustrative this volume demonstrates how the scientific method can be applied to failure investigation in ways that avoid flawed reasoning while delivering convincing reconstruction

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