

Nombre: _____

Fecha: _____

Escuela/Hora: _____

Profesor/a: _____

Adjectives Worksheet 1

A. Following the example, make the adjectives agree with the nouns they modify.

Modelo: bolígrafo rosado

silla rosada

vestidos rosados

1. muchacha morena

amigos _____

niñas _____

2. chicos cómicos

señoritas _____

muchacho _____

3. alumnos inteligentes

chica _____

niñas _____

4. blusa mexicana

zapatos _____

sombrero _____

5. señor rico

madres _____

padres _____

6. profesores populares

libro _____

clases _____

7. niño español

muchachos _____

alumna _____

B. Make the underlined adjective agree with the second noun(s) as in the example.

Modelo: El chico es guapo y las chicas son _____ guapas también (also, too).

1. Tú eres gracioso y las señoritas son _____ también.

2. La manzana (apple) es roja y el tomate es _____ también.

3. Mateo es muy serio y Luisa y Vincente son muy _____ también.

4. Mis padres son altos y yo soy _____ también.

5. Mis amigas y yo somos hermosas y el chico es _____ también.

6. El tango es argentino y los gauchos son _____ también.

7. Las clases son difíciles y el curso es _____ también.

8. La escuela es grande y los carros son _____ también.

9. La chica es feliz y los niños son _____ también.

10. Las profesoras son japonesas y el señor es _____ también.

Spanish For 8th Grade

Cheyenne Aurora Jones



Spanish For 8th Grade:

Kids Learn! Getting Ready for 8th Grade (Spanish Support) Carina Adra, Kris Hinrichsen, 2022-04-01 **Education of the Spanish Speaking** United States. Congress. House. Judiciary Committee, 1972 *Education of the Spanish Speaking* United States. Congress. House. Committee on the Judiciary, 1972 *Education of the Spanish Speaking* United States. Congress. House. Committee on the Judiciary. Subcommittee No. 4, 1972 **A Curriculum Unit for 8th Grade Students of Spanish** Cheyenne Aurora Jones, 2006 A nine lesson curriculum unit on Spanish verbs in the imperfect tense for eighth grade English speaking students *Resources in Education* , 1979 **Lexical Availability in English and Spanish as a Second Language** Rosa María Jiménez Catalán, 2013-09-06 This volume contributes to the research in two different research areas lexical availability studies and vocabulary research in second or foreign languages Lexical availability is defined as the words that immediately come to mind as a response to a stimulus provided by topics related to domains closely connected to daily life for instance animals food and drink daily activities politics or poverty Lexical availability is a dimension of learners receptive and productive lexical competence and consequently an important variable of learners communicative competence Written by leading researchers in Spanish and English applied linguistics the studies presented in this volume offer the reader findings and insights from studies conducted in learners with different mother tongues who learn English or Spanish as their second or third language This book made me aware of an approach to vocabulary acquisition which has a long tradition in European research but has been somewhat neglected by English speaking researchers The methodology was pioneered in France where it developed into the Francais Fondamental project an influential approach to the vocabulary needs of learners of French It was also taken up by Spanish researchers and more recently developed by the team at La Rioja University Where English language research has focused on the frequency of words in large corpora and the implications of this feature for L2 vocabulary acquisition the lexical availability tradition takes a much more learner centred approach to L2 vocabulary skills directly reflecting learners needs and learners ability to do things with small effective vocabularies This leads to a set of research priorities that look refreshingly different from the ones we are used to Read this book It might change the way you think about vocabulary research Paul Meara Swansea University Wales UK *Leading Your World Language Program* Catherine Ritz, 2020-10-14 An essential resource for district school and program leaders who supervise evaluate or otherwise support World Language programs this book provides clear practical guidance on leading an exemplary K 12 World Language program No matter whether you speak the language the effective approaches in this book will equip you with the tools you need to implement and evaluate World Language curricula in your school Catherine Ritz provides a clear and research based framework for World Language instruction aligned to rigorous national and state standards and addresses essential concepts and topics including program and curriculum design assessment and evaluation and strategic planning Whether you are a World Language department chair with years of

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Houston Private and Select Public Schools Shelby Joe,Stephen Hayes,2013-08-09 Now in its third edition General Academic s comprehensive guide to Houston private and select public schools contains more than 300 pages of advice analysis school profiles and more Our publication should provide the basic building blocks for parents to jump start their journey in researching applying to and selecting a school for their child This third edition features profiles on 41 private and 23 select public schools in and around Houston s 610 Loop and Beltway 8 highways General Academic is an academic consulting and supplementary education company based in Houston s Rice Village it was founded in 2003 *Plan, Prepare, Succeed: Getting Accepted To College ,* *Language and Social Justice* Miguel Mantero,John L Watzke,Paul Chamness Miller,2022-01-01 Language and Social Justice is the fourth volume of the Readings in Language Studies series published by the International Society for Language Studies Inc Edited by Miguel Mantero John L Watzke and Paul Chamness Miller volume four sustains the society s mission to organize and disseminate the work of its contributing members through peer reviewed publications The book presents international perspectives on language and social justice in three thematic sections culture teaching practices pedagogy and policy A resource for scholars and students Language and Social Justice represents

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