



Spanish

4^o



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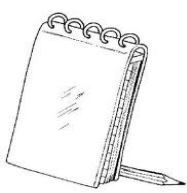
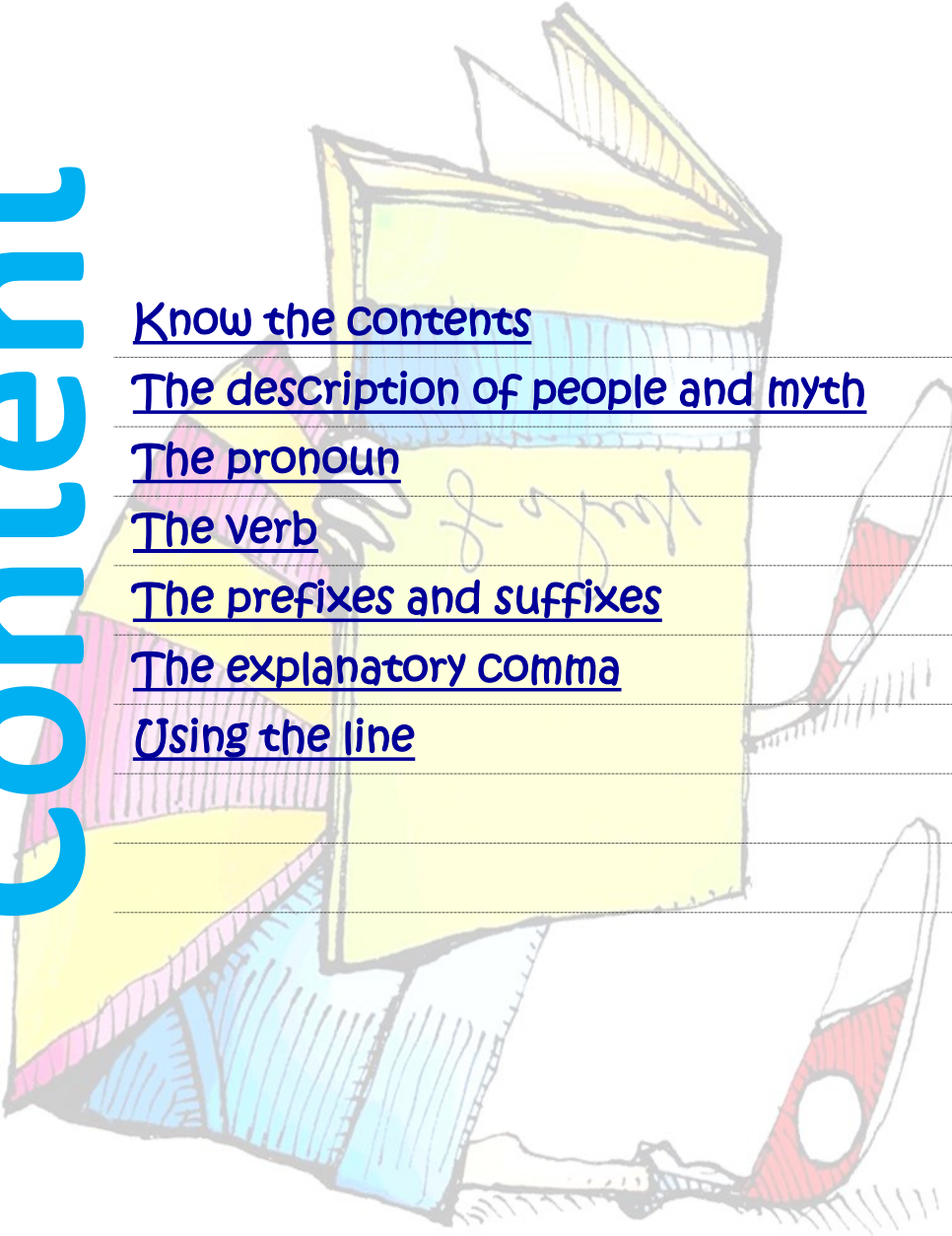
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Know the contents

The **Gimnasio Virtual San Francisco Javier**, presented through textbooks for elementary education and the sequence program of Spanish language content, enriched with several videos and additional topics.

With this text handling you acquire attitudes, skills, abilities and ideas that allow you to expand your worldview.

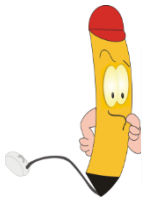
Your content are grouped into four units containing four sessions of topics and subtopics of several pages. Each topic begins with a title, a series of questions, whose purpose is to arouse your interest in the contents, you can use the questions at the end of a topic to find your learning.

Find images related to the concepts and themes, videos, diagrams, concept maps with didactic sense.

Visual supports for the student

The virtualitos will help you travel through this adventure of knowledge and will indicate which activities it should perform.

Let us search...

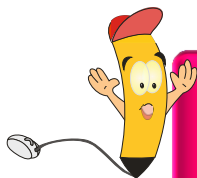


When you find this icon will know that there are many unanswered questions, which you can use at the end of a topic to find what you have learned.

Virtualito invites you to learn more about the topic, research new things. It is interesting to know!

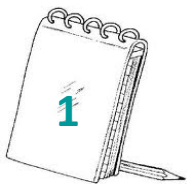


Open hands and say colored art as part of your activities, giving a personal touch when you go to color. Indicate the color and outline actions contours. Now you are the artist!



Did you know that...?
Find fun facts that invite you to learn about other related topics.

When you find this icon you will have to perform the activities for each topic or subtopic.





The description of people and myth

The description of the people

Describe a person that is how it is, highlighting both his/her physical characteristics such as personality traits.

The description of a person can be:

Prosopography. When describing the physical part of a person refers to their height, skin color, eyes color, hair color, etc..

Example: Strong body, expressive eyes and soft hands gently caress.

Etopeya: When describing the character, customs and skills of a person.

Example: .. A strong body is invincible, like the trunk of a tree, a pair of bright eyes as flickering twin planet Venus, and lips that knew all the words of the land and had the taste of the orders and discipline, and a hands petals mixed with snow ...

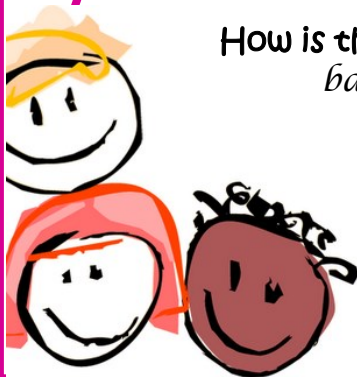
DESCRIPTION OF PEOPLE:

Sex: *male or female.*

Age: *baby, children, youth, adult, elder.*

How is the head: *The hair, eyes, nose, mouth, ears, etc..*

How is the inside: *Happy, sad, sympathetic, good, bad, funny, kind, funny, unfriendly.*





The myth

The myth is a narration that explains the existence of the human and natural phenomena. The characters in myths are usually gods or heroes with special powers. The myths are transmitted from generation to generation, because they are part of the tradition of a culture. <http://www.youtube.com/watch?v=P6-k2ZVNiIM>

Example:

The Ticunas believed that the sun and moon were brothers and lived together helping each other. They made a bet to see which of them could do more harm to men. The sun came drought and fire, which destroyed many men. The moon could only produce a small rain, which saved a few. Since then quarreled and separated forever.

Each culture has its own myths according to their beliefs. The set of myths of a culture is called mythology.

The myth can be understood as "the story of an event that took place in primordial time, the fabulous time of beginnings ... the myth tells how, thanks to the deeds of Supernatural Beings, a reality came into existence, is this total reality, the Cosmos, or only a fragment: an island, a plant species, human behavior, an institution. it is therefore always the story of creation: it relates how something was produced, began to be . "





The Cosmic Snake

The Fon people counts as the cosmic serpent, Aido-Hwedo, was created at the beginning of time by the Creator, androgynous god with two faces: Mawu, the moon, (female), and Lisa, the sun, (male)

Aido-Hwedo helped create by bringing to the creator in his mouth as he formed the world. When finished the work, the Creator saw that it was too much weight to the earth too many trees, too many mountains, too many elephants, too much of everything.

Then, he asked Aido-Hwedo that roll and were positioned below the overburdened earth like a pad to carry it. As Aido-Hwedo did not like the heat, the Creator made the ocean to live there.

Aido-Hwedo feel a lot of pressure on him, you have to change positions to unwind, and what happens in those cases is that earthquakes are triggered.

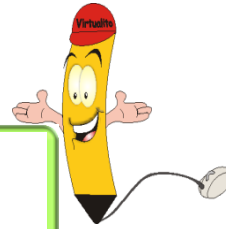
Aido-Hwedo feeds forged iron bars red monkeys that live under the sea. When iron is depleted, hunger is eating its own tail. Then, the earth, with all its cargo is unbalanced and falls into the sea.

A second Aido-Hwedo, the Rainbow Serpent, lives in heaven and sent to earth the rays of the gods.





Activities



1. Search and write five myths from different regions and countries. Write their differences.

Myth	Region

Differences





The pronoun

Pronouns are words that replace the name or noun.

Example:

Me (Luis)

You (Elsa)

We(Luis y Elsa)

There are two kinds of pronouns such as:

Demonstrative pronouns: Used to show the person, animal or thing named by the noun that accompanies it.

Singular		Plural	
Masculino	Femenino	Masculino	Femenino
mío	mía	os	mías
tuyo	tuya	esos	tuyas
suyo	suya	aquellos	suyas
nuestro	nuestra	vuestros	vuestras

- **Possessive pronouns:** Express the possession of someone or something with different degrees away. Example: The shirt is mine.

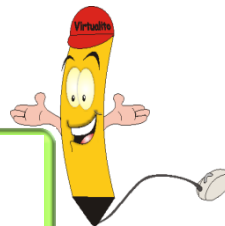
Singular		Plural	
Masculino	Femenino	Masculino	Femenino
Este	Esta	Estos	Estas
Ese	Esa	Esos	Esas
Aquel	Aquella	Aquellos	Aquellas
Neutros esto - eso - aquello			



Unit three



Activities



1. Read the text carefully and says all personal pronouns are. Fill the box with all the data.

Pronoun	Person	Number	Átono-tónico

When we woke up, he was in front of us all. She, however, had gone to make them breakfast, as they all went to breakfast together that morning. -You vain to get dressed immediately and come with us, 'he said almost unperturbed. We fear despite invading us, we answer with indifference.





2. Complete the sentences with the appropriate personal pronoun. Write them correctly.

Sólo quieres jugar.

Venid y nos marcharemos juntos.

El profesor dijo la respuesta solo a María.

Siempre se alaba a mismo.

Cogió el paquete y puso junto a.

3. Noted in the following sentences personal pronouns are.

Tú, él y yo haremos un gran negocio.

¿Vendréis vosotros conmigo?

Hemos comprado su cosecha.

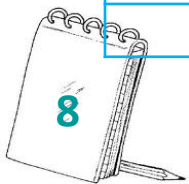
Nos la vendió a buen precio.

Tú sólo viste cuatro mariposas.

Tienes muchos amigos, pero él, ninguno.

4. Classify the following pronouns following the table.

Pronouns	Pronoun type	Genre	Number	Person
Nuestro				
Estas				
Te				
Mucho				
¿Quiénes?				
Aquellos				
Ellas				
Séptima				
Poco				
Tuyas				
Lo				
Demasiados				
Que				
Les				





The verb

Verbs can be expressed at different times according to the time when the action is performed.

Number: The number of people performing the action. When performed by a single person, is **singular**; when performed by more than one person, it is **plural**.

Example:

Singular	• Anoche leí aquel libro
Plural	• Anoche leímos aquel libro

Person: indicates who performs the action, can be:

First Person: Where the action is performed by the speaker or with: yo- nosotros.

Second person: Where the action is performed by or listeners: tu- vosotros-usted-ustedes

Third person: Where the action is performed by one or more persons other than the speaker or the listener: ella, el, ellos.

Time: the verbs indicate the time in which actions are taken: past, present and future.

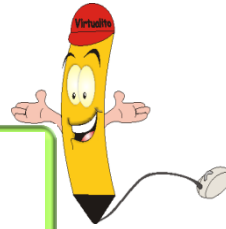
Example: escribí, escribo, escribiré

The form of each verb changes according to the person performing the action. These different forms of a verb form conjugation .

Example:

yo hablo – tú hablas – él habla – nosotros hablamos – vosotros habláis – ellos hablan.





Activities

1. Draw the poem characters doing the actions indicated

Spring

La primavera ha venido,
nadie sabe cómo ha sido.
ha despertado la rama,
el almendro ha florecido.
en el campo se escuchaba
el “gri-gri” del grillo.
la primavera ha venido
nadie sabe cómo ha sido.



2. Read the following sentences and find the verb in each.

- a. La rama se balancea con el viento.
- b. La primavera viene cada año.
- c. Las flores cantan contentas.





The prefixes and suffixes

The prefixes: are particles that are prefixed to some words to change their meaning and form new ones.

Prefix {

- Alérgico
- Antialérgico

Some Spanish prefixes are:

Prefix	Meaning	Examples
a	Negación	Ateo - social
anti	Oposición - contrario	Anti motín - antisocial
súper	Encima de	Superponer
pre	Anterior, delante	Predecir - visualizar
uní	Uno	Unicelular - pluricelular

Know the meaning of some of the particles.

Re: Repetición

Pre: Delante, anterior

Des: oposición, contrario o privación.

Sub: bajo o debajo de

Suffixes: Particles are added at the end of some words to form words derived.

Suffix {

- Piano
- Pianista

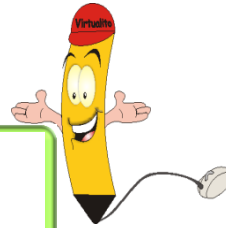




Some Spanish suffixes are:

Suffix	Meaning	Examples
aje	acción	camuflaje
dor	que realiza una acción	contador
ería	calidad, tienda	Cafetería - pastelería
ista	oficio	repcionista
ero	que realiza una acción	reportero

Activities



1. Place the tab that fits properly and read the word shape. Explain the meaning of her before and after being placed the particle.

in

des

sub

pre

aparecer

terráneo

escolar

mortal

decir

cumplir

aplicado

animado

teniente



Unit three



2. Complete form words with the following prefixes. Explain its meaning.

trans

hidr

semi

agro

infra

micro

3. Find a prefix used for the following words and write a sentence with each of them.

presidente

aplicado

activo

4. Find the suffix that you add to each primitive word and write the resulting word.

Primitive word	Resulting word
Domar	
Arco	
Flor	
Cubierto	
Merienda	
Carta	
Pluma	
Violín	
Embarcar	
Jardín	
Sanar	
Chiquillo	

Suffixes
-ada
-dor
-ero
-ista
-era
-ería
-torio
-aje





5. Search in this soup of words, twelve words with suffix.

brillante	reloj	Casa
brillo		Casita
	piececito	Caja
decorar		pie
	Cajero	decoradora
hierba	Carro	habitante
relojería		Caminante
paseillo	Camino	
	buceador	bibliotecario

6. Complete the words with suffixes -ón, -azo, -ante.

Torta	tortazo
Estimular	
Ojos	
Patinar	
Blusa	
perro	





The explanatory comma

We uses comma (,) in a sentence when you pause or cut to explain. In these cases the comma is used at the beginning and end of the explanation.

Example:

Isabela, la hija de Jenny, cumple hoy cuatro años de edad.



Use of line

The line is a different sign to the script, is longer and is used to indicate the dialogue in a narrative and / or change of partner in a dialogue.

Example:

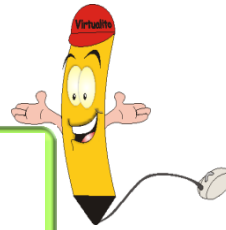
Caperucita roja dijo: -¿Porqué tienes esas manos tan grandes?-

Y el lobo respondió: -para cogerte mejor-



In some lists, such as alphabetical indexes of books or bibliographies, the line used to indicate that this line is omitted a word, either a concept mentioned above or the name of an author that is repeated.





Activities

1. Look the following text and places the comma, you will see the importance of coma.

Tres hermanas casaderas, Soledad, Julia e Irene, conocieron a un joven y apuesto caballero, licenciado en letras y las tres se enamoraron de él. Pero el caballero no se atrevía a decir de cuál de las tres hermanas estaba enamorado. Como no se declaraba a ninguna, las tres hermanas le rogaron que dijera claramente a cuál de las tres amaba. El joven caballero escribió en un poema sus sentimientos, aunque «olvidó» consignar los signos de puntuación, y pidió a las tres hermanas que cada una de ellas añadiese los signos de puntuación que considerase oportunos. La décima era la siguiente:

Tres bellas que bellas son
me han exigido las tres
que diga de ellas cual es
la que ama mi corazón
si obedecer es razón
digo que amo a Soledad
no a Julia cuya bondad
persona humana no tiene
no aspira mi amor a Irene
que no es poca su beldad

Soledad leyó la carta:

Juegos de palabras Juegos de palabras
Tres bellas, ¡qué bellas son!,
me han exigido las tres
que diga de ellas cuál es
la que ama mi corazón.
Si obedecer es razón,
digo que amo a Soledad;
no a Julia, cuya bondad
persona humana no tiene;
no aspira mi amor a Irene,
que no es poca su beldad.

Julia en cambio:

Juegos de palabras Juegos de palabras
Tres bellas, ¡qué bellas son!,
me han exigido las tres
que diga de ellas cuál es
la que ama mi corazón.
Si obedecer es razón,
¿Digo que amo a Soledad?
No. A Julia, cuya bondad
persona humana no tiene.
No aspira mi amor a Irene,
que no es poca su beldad.

Dijo Irene:

Juegos de palabras Juego de palabras
Tres bellas, ¡qué bellas son!,
me han exigido las tres
que diga de ellas cuál es
la que ama mi corazón.
Si obedecer es razón,
¿Digo que amo a Soledad?
No. ¿A Julia, cuya bondad
persona humana no tiene?
No. Aspira mi amor a Irene,
que no es poca su beldad.



So the doubt persisted, so they had to beg the young man again unveil them who was the mistress of his heart. When received again the gentleman poem punctuation three were surprised:

Tres bellas, ¡qué bellas son!,
me han exigido las tres
que diga de ellas cuál es
la que ama mi corazón.
Si obedecer es razón,
¿Digo que amo a Soledad?
No. ¿A Julia, cuya bondad
persona humana no tiene?
No. ¿Aspira mi amor a Irene?
¡Qué!... ¡No!... Es poca su beldad.

[Tomado de http://www.juegosdepalabras.com/](http://www.juegosdepalabras.com/)

2. Find a short text and give it a meaning placing commas.





3. Write the following sentences placing the scripts necessary, considering that it is a dialogue.

¿Puedo pasar?

Adelante.

Perdone que le moleste.

Tú no molestas nunca.

Venía a pedirle permiso para asistir a una boda.

Bueno, hombre, ¡que lo pases muy bien!

Muchas gracias.

4. Write the following sentences placing 7 missing hyphens and cutting the words that remain near the trailing edge of the box, if possible.

Hubo una reunión francoespañola, pero no se resolvieron todos los problemas sociopolíticos que se trataron.

El ejército angloamericano venció a los italogermanos en la segunda guerra mundial (19391945).

La primera guerra mundial (19141918) terminó con el tratado de Verdún. En principio no hubo acuerdo rusionorteamericano.

5. Escribe las siguientes oraciones colocando los 8 guiones que faltan y cortando las palabras que queden cerca del borde final de la caja, si es posible.

El que tiene un buen amigo como suele decirse tiene un tesoro.
Los celtíberos no siempre habían de ser juguete de Roma ocasionaron la muerte de los dos Escipiones.

Pronto llegarán pensaba Juan los meses de verano.
Vimos una película solíamos ir al cine todos los sábados y después nos fuimos hacia el restaurante





The Roundtable

The roundtable is a group technique that seeks to know the opinion of different people about a particular topic. For the realization of a round table should follow the following steps:

Preparation

- Set the theme that they were
- Prepare the site where there will be
- Invite people to present their ideas.
- Organize the way you develop: turns, topics and subtopics.
- Choose the coordinator of the table
- Presentation of the theme by the coordinator

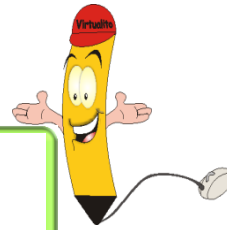
Development

- Explanation of the way they conducted the round table taking into account the participation of each member.
- Indicate or public auditorium, the end, they may ask questions.
- It gives the floor to the first speaker.
- Abstract submission, by the coordinator.
- The speakers, in order, can clarify, expand or defend their views.





Activities



1. Inquire about global issues that have arisen at a round table. Write your review as if you were a participant.

Roundtable Topic:

Country:

Your opinion:

Roundtable Topic:

Country:

Your opinion:



Unit three



The cartoon



Comics are a medium of expression, characteristic mass media of our time. Read a story aptly implies an effort well built smart, because you have to understand all conventionalized signs that make each vignette, relate to each other, and then make the connection between them to integrate the narrative sequence containing cartoon. The series of vignettes are read from left to right and so their content. This is called "line of indexicality".

The cartoon combines verbal and iconic language and can be defined as a message usually mixed, consisting of picture and word. These two languages relate perfectly, because the images are highly polysemous, the use of words is a way to fix the meanings presented iconography.

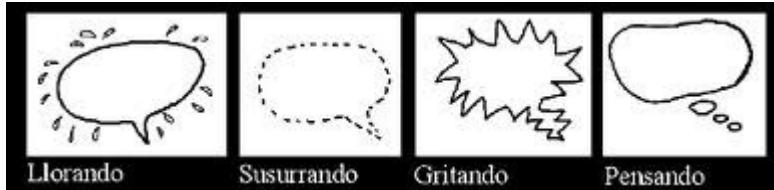
Thus, in the comics, they acquire verbal texts function to complete the meaning of the image: it is not understood fully without the words.

Another role of the language is to indicate the level of rupture to be divested humorous effect. This means that the humorous effect depends on the correlative activity of drawing and accompanying legend.





According to Umberto Eco cartoon self is a literary genre, equipped with own structural elements of original communicative technique, based on the existence of a code shared by readers and to which the author refers to articulate a message that targets simultaneously intelligence, imagination and taste of the readers themselves



They contain what characters say in dialogue and integrates the cartoon text. The silhouette of the balloon can take different forms and even be metaphorical.

Onomatopeyas

Constitute the use of phonetic writing in order to suggest to the reader or noise sounds with single letters are represented in different sizes appear without globe.

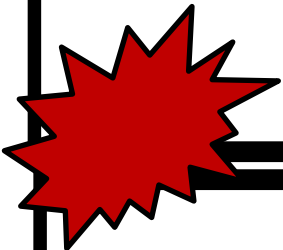




1. Make your own cartoon, uses all the elements to make it fun.

Activities



Congratulations!

You have been finished the spanish unit three.

Do not forget to send by email all activities.
See you in the next unit!

