



Spanish

4^o



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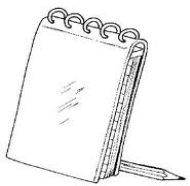
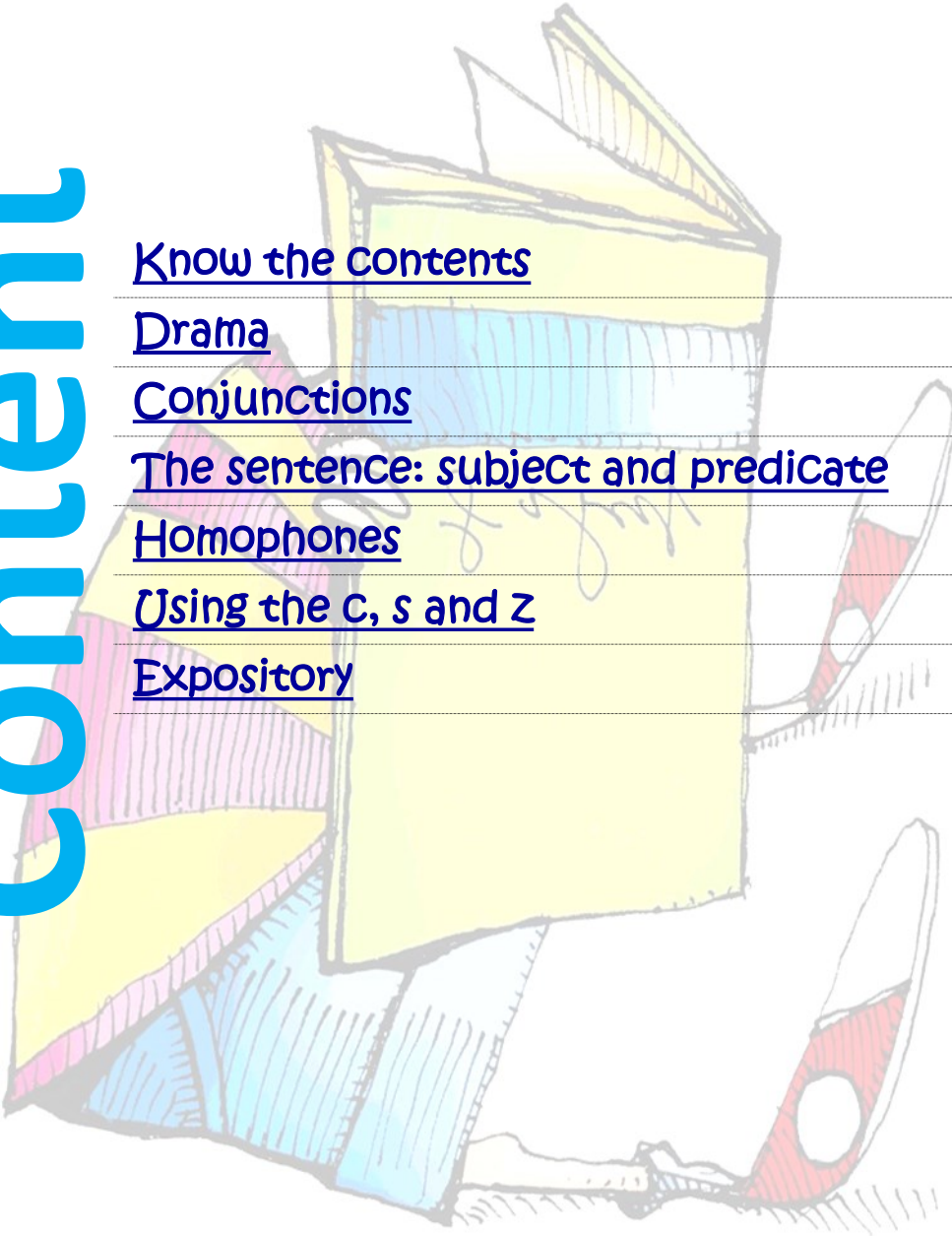
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Know the contents

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.

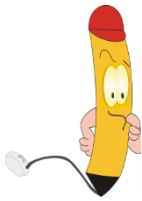
Your content are grouped into four units containing four sessions of topics and subtopics of several pages. Each topic begins with a title, a series of questions, whose purpose is to arouse your interest in the contents, you can use the questions at the end of a topic to find your learning.

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!

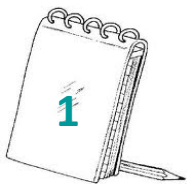


Open hands and say colored art as part of your activities, giving a personal touch when you go to color. Indicate the color and outline actions contours. Now you are the artist!

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.





Drama

In the drama events are represented by actors.

Read the following dialogue:

Don Hilario: -Consuélate, Flauterio. Verte llorar me pone triste.

Flauterio: -¿Quién habló? ¿Quién? (*mira a todos los lados*). – No hay nadie. Por un instante creí que alguien había venido a visitarme. Pero...no. Estoy solo.

The drama is in the comedy, the tragedy and drama.

The facts that are presented are based on a literary writing and annotations contains dialogue related to how they should be representing.

<http://www.youtube.com/watch?v=6Hew0ltoHCk>

The theater

The theater belongs to drama genre and is a play written to be performed by some actors in front of an audience. In theater elements are used as the script, set design, music and characters.

Written texts are called to be represented in them appear scripts and dialogues of the characters and dimensions that are some suggestions for staging, that are written in parentheses.



Unit four



Representative types are:

The tragedy: Which represents conflicts between the characters and, generally, has a sad ending.

Example: Hamlet, by William Shakespeare



The comedy: Which represents the conflict and funny comedy with a happy ending.

Example: A vaccine as no





Activities

1. Invents dialogue for the actors appearing in the following scenes:



2. The following teatrograma is related to the world of theater. Complete it.

1.									
2.									
3.									
4.									
5.									

1. Women that work in the theater.
2. Place where actors and actresses represent the work.
3. Site where makeup and dress up actors and actresses.
4. Gender of the theater.
5. Fabric that opens and closes at the beginning and end of a play.





Prepositions and conjunctions

They are linking words that connect ideas within a sentence or paragraph.

Prepositions: Are particles that bind words with different parts of speech with its complement.

Prepositions are: **a - ante - bajo - con - contra - de - desde - en - entre - hacia - hasta - para - por - según - sin - sobre - tras.**

Example: La casa es de madera.

The preposition A — The use must fit the type of sentence complement and idiomatic sense of the phrase.

When precedes a direct object must be used before a noun preceded by a definite article (unless proper name), or determinative adjective: Recibió a los invitados; saludó a Ernesto.

When an indirect object precedes, always used the preposition; Le he comprado un obsequio a mi madre; mañana iré temprano a la Escuela.

The preposition ANTE — is used to indicate that something is in front of - or in the presence of -, both in real and figuratively: Hube de pensar rápidamente ante una situación como ésa; nos detuvimos ante la estatua del prócer.

The preposition BAJO — is used to indicate that something is physically below - but also is used to indicate a subordination dependency, or consequential relationship: Se escondió bajo la cama; está bajo las órdenes de su jefe; no acepto bajo ningún concepto.

There are often several ways to misuse of the preposition BAJO:

Instead of using the preposition DESDE: From this point of view, instead of: From that point of view.

Instead of using the preposition POR or SOBRE: ... Under these considerations, instead of: For these considerations and on the basis of these considerations.

Instead of using the preposition SEGUN: Under Article 123, instead of: According to Article 123.





The preposition CABE — Has a sense of closeness, of being close to something, but is not used in everyday speech, having been relegated to use almost exclusively literary and poetry: The rose worth the source.

As shown in the example shown, el sentido de proximidad ínsito en ella, excluye el uso de la preposición DE.

The preposition CON — has several meanings and widespread use. It can mean either being related, being attached, be content, be a tool or a way, be a means to something, and also replace a gerund when you stand in front of an infinitive:

The preposition CONTRA — Indicates opposition, rejection, disgust, feeling of disgust and total physical proximity. Often this requires preposition be accompanied by other, especially EN and DE. In the particular case of the particle to be used QUE, is inescapable precede with DE:

Estoy absolutamente en contra del cigarrillo.
Mis padres están en contra de que vaya a esa fiesta.

The preposition DE — Also has many meanings, such as belonging, subject, source and origin, quality, content, method, profession, cause, time, status or participation

The most common misuse of the preposition DE, is unduly before applying QUE, causing the vice of language called "dequeísmo":

Me dijo DE QUE fuera a visitarlo.

Another very common misuse is to use DE instead of DESDE, especially in the expression:

De aquí en más.

Which is an expression incorrectly doubly affected as well, because pretending to originality, to give an idea of future time, used a reference of place, being the right thing to say: **Desde ahora en adelante.**





The preposition DESDE — Means physical source or origin in time:

He came walking from home.

I'll be on holiday from the first of August.

This preposition is integrated into various expressions, such as *como desde entonces, desde luego, desde siempre*, etc.

The preposition EN — Involves references of time, place, mode and instrumentality.

The preposition ENTRE — It expresses an idea or alternativity intermediation either place or time options, and overall participation.

This preposition is integrated into several very common expressions, such as *interim, between us, between the eyes, between the lines, between hands* etc

There is a highly improper use of the preposition ENTRE, speech originating in the countries of the Caribbean, which unfortunately is systematic, especially on television, in soap operas and film dubbing originally spoken in other languages (in both English and Portuguese), consisting instead replace of MIENTRAS:

ENTRE más te escucho, más me da coraje.
ENTRE ellos no llegan, me retiraré a mi recámara.



The preposition HACIA — Indicates direction o physical or subjective.

The preposition HASTA — Indicates a termination point of the action of a verb indicative of place or time. This preposition is integrated into several very common expressions, such as *up to then, to some extent, to the end, until forever, so far, so long*, etc.

The preposition PARA — Express purpose, destination, compared, end of a period, comparison, contrast.





The preposition POR — It is used with many different meanings, including cause or origin, approximate location or time, manner, purpose, replacing something, subject of a verb in the passive voice.

Due attention should be placed in the cases where this is followed preposition that both regarding where title is accentuated as to cases that are written together or separately:

- *POR QUÉ* — is used to formulate a question:
• *¿Por qué no respondiste a mi pregunta?*
- *PORQUE* — is used to express a reason:
• *Por que no sabía la respuesta correcta.*
- *POR QUE* — is equivalent to whereby, or for which:
• *Ésa fue la razón por que llegó tarde a clase.*
- *PORQUÉ* — assumes the function of a noun, indicating the reason or basis of conduct or opinion, and therefore supports the plural:
A nadie interesan los porqués de mi alejamiento.

The preposition SEGÚN — Is used to indicate correlation origin of an expression or opinion, or causal dependence. This preposition is integrated into several very common expressions such as según como, según y conforme, según y cuando, etc..

The preposition SIN — Is used to express gap of something. This preposition is integrated into several very common expressions, such as endless, endless, without further ado, without going any further, inglorious, etc..

The preposition SO — Expresses an idea of dependence or consequentiality, and is used in refining idiomatic expressions, not necessarily literary, but often in speeches plot, or pieces of oratory, of the. There is a difference between the use of this preposition and the term SO equivalent to TAN or TANTO, clockwise while admiring and contemptuous, which also is used in everyday speech, but in the language castizo or refinement, in expressions like so ignorant!, or the like.





The preposition SOBRE — Indicates a sense of superiority in physical or conceptual, thematic content, chronological proximity, involvement with any restriction or obligation. This preposition is integrated into several very common expressions, such as *estar sobre aviso, obrar sobre seguro, sobre manera, etc.*

The preposition **TRAS** indicates a search or after a goal, in the physical sense, chronological or conceptual, although its use is not common, using cultured and literary expressions, while currently we prefer to use **DETRÁS** or **DESPUÉS DE**:

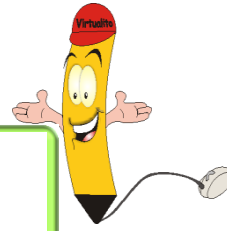
Tras el ocaso, llegó la noche.

La locomotora estaba colocada tras los vagones.

Tras los postres, sirvieron café con licores dulces y chocolates.

Todos corrieron tras las ofertas publicitarias.





Activities

1. Identify prepositions is in the graph and write describing the action.







2. In the boxes represents some prepositions. Write the sentence.





1. Underline the prepositions you find in texts. Write them in the box.

*El auto de Pedro es nuevo.
En casa de herrero, cuchillo de palo.
De una sentada, se bebió todo el vaso de vino.
Entrando al área penal, se tiró de espaldas.
Juega de centro delantero.
Está que se muere de amor.
Se duerme mejor de noche.
De no haber comido tanto, te sentirías mejor.*

*No se debe jugar con las armas.
Fui a la playa con mis amigos.
Traje una caja con la comida.
Esa dificultad se supera con buena voluntad.
No me mates con cuchillo, mátame con tenedor.
Con lamentarte no solucionas nada.*

*Esas ropas las guardo en mi casa.
El castillo fue construido en el año 1920.
No hay mejor soledad que la soledad de dos en compañía.
Los jugadores viajarán en avión.
El hierro se machaca en caliente.*

*Entre San Juan y Mendoza.
Miguel se sentó entre Lucía y Milena.
Deberá elegir entre continuar sus estudios o buscar una ocupación rentable.
Hay una gran armonía entre los compañeros de la clase.
Llegaremos a Florida entre la una y la una y media.*





Conjunctions:

Conjunctions are words that have no changes in their employment, although they meet in sentences function to relate some of its elements, making the whole sentence to have meaning full expressive.

Classification of conjunctions

Conjunctions are classified into different groups according to their role in the relationship of the components of a sentence.

Coordinating conjunctions - that link components of a sentence with an equivalent level. They comprise the following sub-groups:

Copulative conjunction - joining the components of a sentence: they are Y, E, NI, QUE.

Y - E — Integrate two supplements on the action of the verb: Fuimos a Londres y a París. When the following word begins with I, is replaced Y by E to prevent cacophonous effect: Eres necio e ignorante; no puedes mezclar peras e higos.

NI — The same function between negative propositions: No fuimos a Londres ni a París.

QUE — It functions as a conjunction when it is not feasible to replace it with CUAL (preceded by the corresponding article), because if that's possible, is not the conjunction but the pronoun: Estoy esperando que vengas (conjunción); el libro del que (del cual) estamos hablando (pronombre).

Dilemmas Conjunctions - To join the prayers or words express a choice between options: are O, U, SEA, BIEN:

Tendré que elegir entre viajar a Londres o a París. Cuando la palabra siguiente comienza por O, se sustituye ésta por U: Tiene que elegir entre uno u otro.

*Tendré que esperarla, sea que venga o no.
Puedes tomar el sol bien en la terraza, bien en el jardín.*





Adversative conjunctions - Have exclusive options and opposing views are AUNQUE, PERO, MAS, EMPERO, SINO, SIQUIERA y las expresiones: AL CONTRARIO, ANTES BIEN, SI BIEN, NO OBSTANTE, SIN EMBARGO.

Subordinating conjunctions— Joining the components of a sentence but subordinated to one another.



1. The number of verbs. The verb forms are number: can be singular or plural.

- Verb forms are _____ when the action is performed by a single person.
- Verb forms are _____ when the action is performed by several people.

2. The person of verbs. The verbal forms can be in first, second or third person.

- Verb forms are _____ person when accompanied by personal pronouns _____, nosotros o nosotras.
- Verb forms are _____ person when accompanied by personal pronouns tú, _____, vosotras.
- Verb forms are _____ person when accompanied by personal pronouns él, _____, ellos y ellas.

3. The y in the verbs.

They are written with _____ verb forms that have the _____ y doesn't have y and ll in the _____ .

4. Describe an object.

To _____ an object to be explained how it is, what its parts are and what it is.





1. Organize the sentence.

verbales acción sola en persona. realiza cuando las la singular f
ormas la están una

2. Make the person and number of the following verb: **Perderíamos.**

- a. First person plural.
- b. Second person plural.
- c. Third person plural.

3. Fill in the blanks using indicative or subjunctive:

1. No pienso que (SABER, ellos) _____ nada de lo que ha sucedido.
2. Después de salir del aeropuerto, (SUBIR, nosotros) _____ a un taxi.
3. Es posible que (TENER, vosotros) _____ fallos que no habéis visto.
4. Quizá no le (INTERESAR) _____ la oferta que hemos hecho.
5. Si (TENER) _____ dinero, lo invertiría en acciones de telepizza.
6. No (PODER, yo) _____ venir antes debido al mal tiempo.
7. Me pidió que (IR, yo) _____ a comprobar las cuentas corrientes.
8. Estábamos seguros de que en Asturias (LLOVER) _____.
9. Ayer las noticias anunciaron que (HABER) _____ retenciones en todas las carreteras.

4. Put in the corresponding times:

1. El viernes pasado (ESTAR, yo) _____ en cine, (VER, yo) _____ una película muy interesante.
2. Mi padre (VOLVER) _____ esta mañana de un viaje muy largo.
3. Ayer (IR, yo) _____ al banco a pedir un préstamo.
4. La última vez que la vi, (ESTAR) _____ en Madrid.
5. Todos los días (COMPRAR, él) _____ el periódico en el mismo lugar.
6. Ahora (IR) _____ a casa de mi tía maría.
7. Aquel día, (VENIR, ellos) _____ andando desde muy lejos.
8. Miguel de cervantes (NACER) _____ en Alcalá de henares en 1547.
9. La comida en américa latina (SER) _____ exquisita.





The sentence: subject and predicate

Sentence is an ordered set of words that expresses a complete sense idea. All prayer takes at least a verb. Prayer is divided into two parts: subject and predicate.

Example.

José Miguel canta muy bien
Subject Predicate

- **The subject:** Of the sentence is the person, animal or thing from which something is said.
- **The predicate:** Of the sentence is what is said about the subject.
- The subject may be express or implied.
- **Subject Express:** Clearly indicates who performs the discipline.

Example: Arturo compro un helado de fresa

Tacit subject: Clearly not who performed the action, but you can not deduct.

Example: viven cerca de la playa

Recognize the kinds of sentences

Read with appropriate intonation.

- ¿Has descansado bien muchacho?
- Ahora...no tengo tiempo.
- He dormido toda la noche.
- ¡No! Es que te juro que lo he olvidado.

Sentences are classified according to the speaker's attitude and intonation when spoken.

We can find different kinds of sentences affirmative, negative, interrogative, exclamatory.





The subject

The subject is the person animal or thing who is spoken.

To locate the subject you can ask: Who or who performed the action?

Look at the example:

- El doctor atiende al enfermo.
- ¿Quién atiende al enfermo? El doctor.
- Los medios de comunicación nos informan.
- ¿Quiénes nos informan? Los medios de comunicación.

The implicit and explicit subject

The subject may be implicit and explicit.

To find the implicit subject can ask: Who or who are performing? The important thing is implied subject is not written but is recognized by the above questions.



Look at the example:

(Yo) Estoy enferma.

¿Quién está enferma? Yo.

(Nosotros) Vamos a la escuela de lunes a viernes.

¿Quién va a la escuela de lunes a viernes? Nosotros.

To find the explicit subject can ask: Who or who are performing? The explicit subject is what we know is written regularly in sentence.

Look at the example:

Los niños juegan con el perro.

¿Quiénes juegan con el perro? **Los niños.**





The predicate

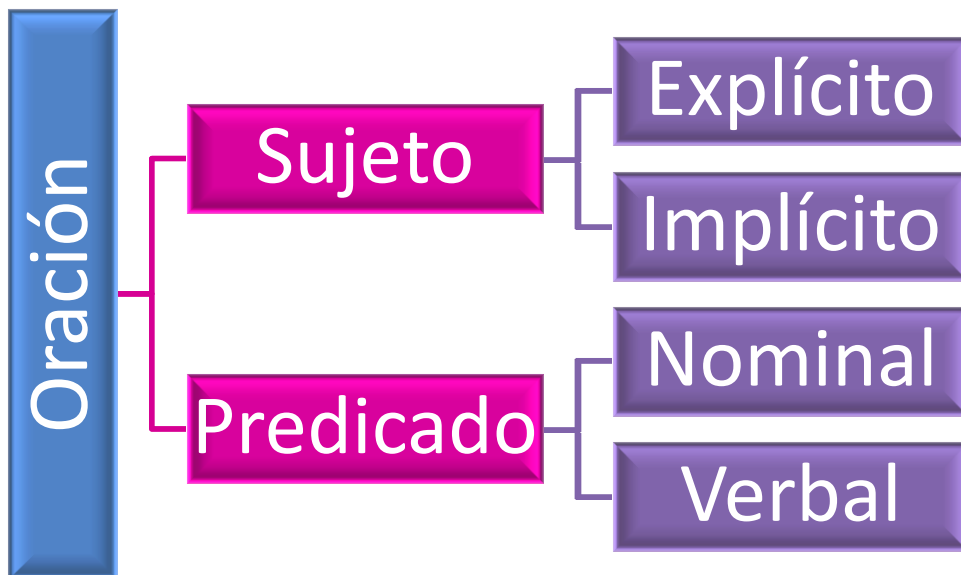


The predicate is the action performed by the subject.

To locate the predicate can ask: What are you doing, what action?

Look at the example:

- El doctor atiende al enfermo.
- ¿Qué hace el doctor? **Atiende al enfermo.**
- Los medios de comunicación nos informan.
- ¿Qué hacen los medios de comunicación? **Nos informan.**





Activities



1. Read the following sentence:

Yo cuido la naturaleza

This sentence states, secures or makes it certain something. It's called **affirmative** sentence

2. Read and understand the following sentence:

No me gusta ver niños y niñas tristes.

The above sentence is called **negative** sentence. Explain why.

3. Look at the following sentences:

¿Quieres ayudarme?

¿Te gusta viajar?

These sentences serve to ask something, they are called **interrogative**.
Always accompanied by the question marks **¿?**

4. Read and imagine what you want to communicate in the following sentences:

¡Que bello día!

¡Ayúdame!

¡Oh, qué regalo tan lindo!

Sentences that indicate surprise, joy or admiration, called **exclamatory**.
Always accompanied by exclamatory signs **!.**





5. Instructions: Identify the subject in the sentence and mention whether implicit or explicit.

a. Juan fue por la comida a su casa. _____ Juan explícito.

b. También queremos jugar al fútbol.

_____ Nosotros implícito.

c. Necesita zapatos nuevos. _____ Él o ella implícito.

6. According with the following sentences write how they are classified?

Hoy no llovió.	
¡Cuidado te caes!	
José es muy educado.	
¿Cuándo cumples años?	
¡Huy, me asustaste!	
No me gusta el helado.	

7. According to what it says each sentence, what class they belong?

Darío está en el parque.	
No estamos de vacaciones.	
Fernando es muy travieso.	
¿Estás estrenando Zapatos?	





8. Observa los dibujos y escribe una oración con cada uno.



Afirmative



Interrogative



Exclamatory



Negative

9. Write two sentences affirmative, two negative two and two interrogative exclamatory.





10. Convert each of the following sentences in negative or interrogative.

Camila es una niña sana	
Llegó temprano al colegio.	
Adriana trajo una cartelera.	
Tú eres buen estudiante.	
Alicia compró un helado de coco.	
Juanita monta la bicicleta de su hermano.	

11. Circle with red the subject of the following statements and circle in blue the predicate

- La gallina cuida a sus polluelos.
- El perro es el mejor amigo del hombre.
- Mis amigos hacen su tarea.
- La maestra califica a sus alumnos.
- El carpintero hace muebles.
- La niña juega con su muñeca.
- El vaso tiene agua.
- El león es un animal salvaje.





12. Match the correct sentences.

La mamá	reparte las cartas.
Los niños	arregla los autos
La maestra	prepara la comida a sus hijos.
El mecánico	enseña a sus alumnos.
El cartero	lee cuentos a sus nietas.
La abuelita	juegan en el río.

13. Underline with red the sentence with implicit subject.

- El pueblo está lleno de gente.
- Tengo hambre
- Está cansada de caminar.
- Luis juega fútbol con sus amigos.
- Me tengo que ir a casa.
- Fuimos a casa de mi abuelita.
- Ya no quiero jugar.
- El lunes tengo que ir a la escuela.



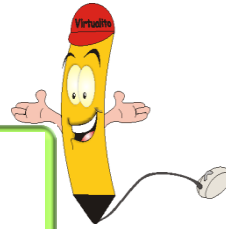


Homophones



The **homophones** are those that have the same pronunciation but their spelling and meaning are different.

Baca	Sitio donde se coloca el equipaje.
Vaca	Hembra del toro.
Ato	Unir, juntar o sujetar.
Hato	Pequeño rebaño de ganado. Ropa o pequeño ajuar que tiene una persona para el uso preciso u ordinario.
Bienes	Fortuna.
vienes	Del verbo venir.
Ceda	Forma del verbo ceder.
seda	Hilo formado con hebras muy finas, que se utiliza para coser o tejer.



Activities

Homophones

TUVO

TUBO

Jaime **tuvo** que pegar el **tubo**.

1. Find similarities and differences in the highlighted word pair.
2. Sets that are homophones.

Homophones

Barro

Barro

Yo **barro** la sala.
Tus zapatos tienen mucho **barro**.





3. Find similarities and differences in the highlighted word pair.
4. Defines words that are homographs.

3. Watch and selects the word that completes each sentence.

Meces	Me gusta cuando te _____ en la hamaCa.
Meses	Los _____ del año son doce.

Hierba	Procura que el agua _____ antes de tomarla.
hierva	La vaca come _____ y otros vegetales.

4. Match each word with its corresponding meaning. Consult your dictionary.

Hulla
Maya
Savia
Sabia
Huya
malla

Líquido nutritivo de los vegetales.
Acción de huir.
Carbón de piedra.
Tejido en hilo con agujeros.
Pueblo indígena latinoamericano.
Persona con muchos conocimientos.





Using the letter C, S and Z

The words are written with c, s, and z in the following cases:

The C c

Are written with C all words ending in **-ción** when derived from words that have s in the last syllable.

Example:

Inventar	invención
Aceptar	aceptación
Atento	atención

The S s

Are written with S all words ending in **-sión** when derived from words ending in **-so - sor - sorio - sivo**.

Example:

Divisor	División
Compasivo	Compasión
Regresar	Regresión

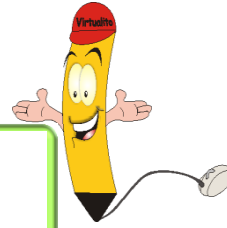
The Z z

Are written with Z all the words that indicate augmentative and end in **-azo - aza**, y las palabras que expresan golpe y terminan en **-azo**.

Example:

Perrazo	Puñetazo
Flechazo	Cuadernazo





Activities

1. Look in the dictionary for words that end in sión, ción, so, sor, sorio, sivo, azo y aza. Write them with their meaning





Expository

They are intended to explain, inform and publicize a topic or our ideas.

This type of text should present the content in an orderly and objective, ie close to reality. For this reason, the language used is straightforward.

Expository texts found in encyclopedias, textbooks, dictionaries, magazines, etc..

The elements of a narrative text are:

Theme: That concerned the subject.

Structure: It is how information is organized.

Purpose: What effect you want to achieve in the readers.

Issuer: Who or whom they write.

Receiver: To whom it is addressed.



Not communicating well what we feel and think is a big problem.

Sometimes we know the answers to the questions that makes the teacher, but do not know how to respond. Have you ever been in a similar situation?





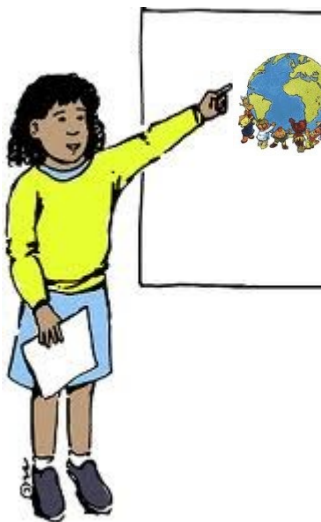
Exposure acknowledge

Think and explores:

1. Do you like public speaking? Why?
2. How do you manage to get their attention when you need to talk?
3. Which of the people you know, have ability to speak in public?



At any time during our school activity, we need to expose others or give an explanation about a topic.



Before performing an exposition you must prepare it.
Research extensively on the subject.
Prepares materials help.
Develops chips with the most important ideas. They will guide you.
Organize your ideas so that listeners understand.

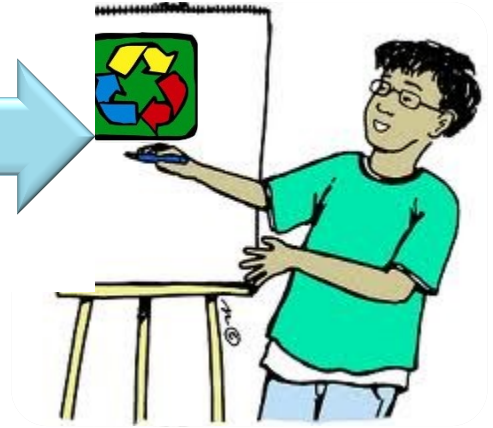
When we express to others what we feel or know, we are making a statement.





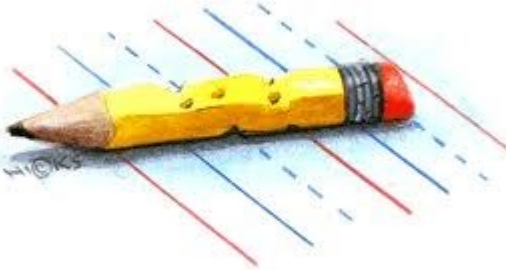
When you expose do not forget to:

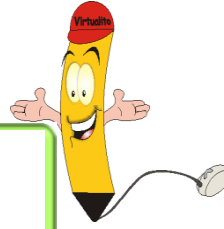
- Use a tone of voice, pronouncing the words clearly.
- Always look to the public and avoid distractions.
- Make good use of the material, pointing properly and in a timely manner.



Completed exposure is necessary to summarize what is heard, taking the main ideas in writing so that the issue will not be forgotten.

Take **notes** so you can study the topics covered in the presentations.





Activities

1. Prepare a presentation of 10 minutes on a topic that is of interest. You can record it and send it to the teacher.
2. Explain and writes:
3. Why expositions are needed?

a. Why is it important to prepare the material for the exposition?

c. For what reason chips are used?

Congratulations!
You have been finished the spanish unit four
Do not forget to send by email all activities



