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## Word Bank \* Banco de palabras

He aquí una lista de palabras que se usan en English Reading and Spelling for the Spanish Speaker Book 4 y English Reading Comprehension for the Spanish Speaker Book 4. Cerciórese de poder leer estas palabras y de conocer sus significados. Las mismas palabras se usan en este libro. Cuando esté trabajando en las páginas de este libro, si no sabe lo que es la imagen, busque en estas páginas de palabras para obtener ayuda.

action	bruise	decay	eraser	grocery
addition	bubble	decide	exam	store
adult	build	deliver	exit	hard
agree	bull	desert	extra	harmless
among	burn	desk	eye	head
animals	bush	dew	famous	health
ankle	buzzes	direction	fastest	heard
apartment	called	dirt	father	heart
army	candle	disagree	feather	heavy
asked	child	discuss	fever	helped
asleep	circle	display	final	hold
aunt	clinic	doctor	find	home
belong	closet	donation	fingernails	homeless
bakery	clothes	door	fireplace	hopping
balloon	cloud	dresses	first	hospital
bandage	coffee	dripping	five	hour
before	cold	drizzle	hundred	hurt
begin	comet	dusty	flatten	illness
biggest	company	early	floor	infection
bind	compare	earn	flower	inside
bird	compete	earth	fold	inspect
birthday	computer	eighty	food	invite
blanket	concrete	eject	forest	iron
blind	contain	elect	fraction	jacket
body	contract	election	front	jumped
boxes	cough	electric	fur	jungle
boys	crutches	enclose	girl	kangaroo
bread	curb	enjoy	gladly	kind
break	curl	enormous	gold	kitchen
breakfast	dangerous	enough	great	knuckles
brisket	darkness	entertain	grind	laugh
broccoli	dawn	erase	gripping	learn

lion	pedal	rested	splinter	throw
little	pencil	restful	split	Thursday
locked	people	restless	spoonful	ticket
lockers	pepper	rocky	sprang	tiger
lotion	perfect	rough	spray	tiny
magic	perfume	ruffle	spring	toenails
math	perspire	rusty	square	told
mild	piano	sadness	squeeze	tornado
mind	pint	salt	squid	total
minute	places	Saturday	squirrel	tough
mirror	planet	school	squirt	toys
money	planted	scrape	steak	triangle
most	played	scratch	stir	turn
mostly	pocket	scream	stitches	turtle
mother	poorly	screen	stomach	hundred
mountain	purpose	seventy	street	uncle
music	post	sew	stress	uneven
musical	poster	sharpen	string	unmade
nation	prepaid	sharpener	stripe	unpack
nature	prepare	shirt	strongest	useful
needed	pretty	shoe	student	vacation
nervous	prevent	shopping	subject	verb
night	produce	shortly	subtract	walk
ninety	program	should	subway	wear
numbers	propose	shrimp	sugar	weather
nurse	protection	shrink	surf	weekly
oatmeal	puddle	shrub	sweater	whole
ocean	pull	simple	table	wild
ointment	pumpkin	sixty	tadpole	wilder
old	purple	skirt	talk	wind
oldest	purse	sleepy	tapped	windy
one	push	sloppy	teacher	winks
hundred	radio	slowest	team	wishes
open	rain	smelled	things	woman
painted	read	softly	thinner	women
paper	ready	soil	third	won't
partly	rectangle	sold	thirst	wooden
party	refill	spilled	three	work
pavement	relax	spinner	thrift	zebra
pearl	respect	splash	throat	

## Review from Books 1, 2 and 3

Algunos verbos son verbos sin acción. Eso significa que no muestran acción alguna, sino que dicen lo que el sujeto es. Con verbos sin acción, se necesita más información que el sujeto y el verbo para escribir una oración. Por ejemplo, The man was no es una oración aunque tenga un sujeto y un verbo. La razón por la cual no es una oración es porque no ofrece una idea completa. El hombre estaba ¿qué? Debe añadir información para completar la idea. Esta información se llama *conclusión del verbo*. Por ejemplo, The man was sad. Esa es una oración completa. En oraciones con formas verbales sin acción la conclusión de verbo puede ser un adjetivo, un objeto (sustantivo), o un verbo.

Los siguientes son verbos sin acción que necesitan conclusiones: *did, do, may, can, will, would, should, am, are, is, was, were, have, y had*.

Haga un diagrama de las siguientes oraciones. Encuentre el sujeto, el verbo, la conclusión del verbo y el adjetivo. Escriba S encima del sujeto, V encima del verbo, C encima de la conclusión del verbo y A encima del adjetivo. La primera oración ya se ha hecho.

S    V    C

1. **The coffee is fresh.**
2. **Fractions are hard!**
3. **The desert is hot and dry.**
4. **The computers were broken.**
5. **The meat is spoiled.**
6. **The strongest man has huge muscles!**
7. **The fastest runner is tall and thin.**
8. **That cut is infected!**
9. **The screen door is torn.**
10. **His birthday party was fun!**

## When Phrases \* Frases con when

Write sentences with when or where phrases using the following prepositions or phrases. Use each preposition or phrase once.

along	down	through	at dawn
among	beyond	against	in the hospital
beneath	behind	within	on Saturday
near	beside	underneath	in spring

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

## Adverbs \* Adverbios

Change the following adjectives into adverbs by adding -ly to the end of each adjective.

- |                |       |             |       |
|----------------|-------|-------------|-------|
| 1. hour        | _____ | 16. plain   | _____ |
| 2. great       | _____ | 17. direct  | _____ |
| 3. glad        | _____ | 18. total   | _____ |
| 4. week        | _____ | 19. bold    | _____ |
| 5. weak        | _____ | 20. swift   | _____ |
| 6. nightly     | _____ | 21. sudden  | _____ |
| 7. kind        | _____ | 22. light   | _____ |
| 8. blind       | _____ | 23. tender  | _____ |
| 9. most        | _____ | 24. unclear | _____ |
| 10. anxious    | _____ | 25. strict  | _____ |
| 11. part       | _____ | 26. tight   | _____ |
| 12. poor       | _____ | 27. precise | _____ |
| 13. purpose    | _____ | 28. exact   | _____ |
| 14. respectful | _____ | 29. calm    | _____ |
| 15. rough      | _____ | 30. serene  | _____ |

## Descriptive Words \*

Using descriptive words in your writing help paint a picture in the readers' minds. Descriptive words help the readers what you are talking about as if they were watching a movie.

Below are a variety of descriptive color words. Write the words under their correct color. To help you, there will be twelve yellows, seven greens, seven purples, and nine whites.

<b>apricot</b>	<b>emerald</b>	<b>lime</b>	<b>lavender</b>	<b>sulfur</b>
<b>celery</b>	<b>marble</b>	<b>pearl</b>	<b>butterscotch</b>	<b>olive</b>
<b>cream</b>	<b>butter</b>	<b>snowy</b>	<b>mint</b>	<b>lemon</b>
<b>ivory</b>	<b>milky</b>	<b>peach</b>	<b>violet</b>	<b>lilac</b>
<b>canary</b>	<b>plum</b>	<b>chalky</b>	<b>persimmon</b>	<b>mauve</b>
<b>gold</b>	<b>pale</b>	<b>orchid</b>	<b>pasty</b>	<b>mustard</b>
<b>mulberry</b>	<b>topaz</b>	<b>buttercup</b>	<b>jade</b>	<b>pistachio</b>

<b>Yellows</b>	<b>Greens</b>	<b>Purples</b>	<b>Whites</b>



## Similes \* Símites

You have learned two ways to tell how the action occurs in a sentence: by using an **-ly adverb** or a **how phrase**. Another way to tell how the action occurs is by using a simile. A **simile** is comparing the subject with another noun by using the words **like** and **as**.

**Example:** **The athlete ran as fast as a speeding train.** The sentence compares the running of the athlete with a speeding train.

Underline the words in the sentence that tell how the action occurs. Then write whether it is an adverb, a prepositional phrase (PP), or a simile. The first one has been done for you.

1. With a sprained ankle, the girl walked down the mountain. PP
2. My best friend walks as slow as a turtle.
3. The little girl gladly helped her mother.
4. Without joy, the boys marched up the hill.
5. The parents anxiously waited for the test results.
6. When the doorbell rang, the small dog jumped like a kangaroo.
7. The large gray squirrel quickly hid the nuts in the tree.
8. Your hands are as rough as sandpaper.
9. My aunt carefully unpacked the glass dishes.
10. Without a splash, Ana dove into the pool.
11. The health clinic is as busy as a bee hive.
12. The teacher softly tapped the shoulder of the sleeping student.
13. The sky diver soared like an eagle.
14. His violin sounds likes fingernails on a chalkboard.