

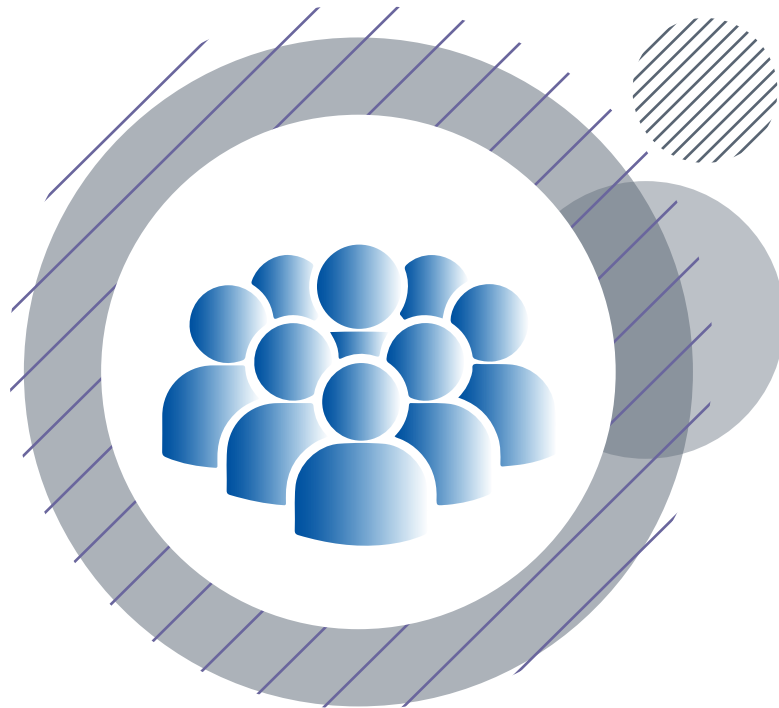


ESTADO PLURINACIONAL DE  
**BOLIVIA**

MINISTERIO  
DE EDUCACIÓN

# **COMPENDIO PARA MAESTRAS Y MAESTROS**

**TEXTOS DE APRENDIZAJE 2023 - 2024**



**SECUNDARIA COMUNITARIA PRODUCTIVA**  
**ÁREA**

**LENGUA EXTRANJERA**

**SUBSISTEMA DE EDUCACIÓN REGULAR**



ESTADO PLURINACIONAL DE  
**BOLIVIA**

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DE EDUCACIÓN

Compendio para maestras y maestros - textos de aprendizaje 2023 - 2024  
Educación secundaria comunitaria productiva  
Documento oficial - 2023

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# PRESENTACIÓN

Estimadas maestras y maestros, el fortalecimiento de la calidad educativa es una de nuestras metas comunes que, como Estado y sociedad, nos hemos propuesto impulsar de manera integral para contribuir en la transformación social y el desarrollo de nuestro país. En este sentido, una de las acciones que vienen siendo impulsadas desde la gestión 2021, como política educativa, es la entrega de textos de aprendizaje a las y los estudiantes del Subsistema de Educación Regular, medida que, a partir de esta gestión, acompañamos con recursos de apoyo pedagógico para todas las maestras y maestros del Sistema Educativo Plurinacional.

El texto de apoyo pedagógico, que presentamos en esta oportunidad, es una edición especial proveniente de los textos de aprendizaje oficiales. Estos textos, pensados inicialmente para las y los estudiantes, han sido ordenados por Áreas de Saberes y Conocimientos, manteniendo la organización y compaginación original de los textos de aprendizaje. Esta organización y secuencia permitirá a cada maestra y maestro, tener en un mismo texto todos los contenidos del Área, organizados por año de escolaridad, sin perder la referencia de los números de página que las y los estudiantes tienen en sus textos de aprendizaje.

Este recurso de apoyo pedagógico también tiene el propósito de acompañar la implementación del currículo actualizado, recalcando que los contenidos, actividades y orientaciones que se describen en este texto de apoyo, pueden ser complementados y fortalecidos con la experiencia de cada maestra y maestro, además de otras fuentes de consulta que aporten en la formación de las y los estudiantes.

Esperamos que esta versión de los textos de aprendizaje, organizados por área, sea un aporte a la labor docente.

Edgar Pary Chambi  
**MINISTRO DE EDUCACIÓN**

"2023 AÑO DE LA JUVENTUD HACIA EL BICENTENARIO"

# CONOCE TU TEXTO

En la organización de los contenidos encontraremos la siguiente iconografía:



## Glosario

Aprendemos palabras y expresiones poco comunes y difíciles de comprender, dando uno o más significados y ejemplos. Su finalidad radica en que la o el lector comprenda algunos términos usados en la lectura del texto, además de ampliar el léxico.

## Glosario

## Investiga

Somos invitados a profundizar o ampliar un contenido a partir de la exploración de definiciones, conceptos, teorías u otros, además de clasificar y caracterizar el objeto de investigación, a través de fuentes primarias y secundarias. Su objetivo es generar conocimiento en las diferentes áreas, promoviendo habilidades de investigación.



## Investiga



## ¿Sabías que...?

Nos muestra información novedosa, relevante e interesante, sobre aspectos relacionados al contenido a través de la curiosidad, fomentando el desarrollo de nuestras habilidades investigativas y de apropiación de contenidos. Tiene el propósito de promover la investigación por cuenta propia.

## ¿Sabías que...?

## Noticiencia

Nos permite conocer información actual, veraz y relevante sobre acontecimientos relacionados con las ciencias exactas como la Física, Química, Matemática, Biología, Ciencias Naturales y Técnica Tecnológica General. Tiene la finalidad de acercarnos a la lectura de noticias, artículos, ensayos e investigaciones de carácter científico y tecnológico.



## Noticiencia



## Escanea el QR

Es un QR que nos invita a conocer temáticas complementarias a los contenidos desarrollados, puedes encontrar videos, audios, imágenes y otros. Corresponde a maestras y maestros motivar al estudio del contenido vinculado al QR; de lo contrario, debe explicar y profundizar el tema a fin de no omitir tal contenido.

## Para ampliar el contenido

## Aprende haciendo

Nos invita a realizar actividades de experimentación, experiencia y contacto con el entorno social en el que nos desenvolvemos, desde el aula, casa u otro espacio, en las diferentes áreas de saberes y conocimientos. Su objetivo es consolidar la información desarrollada a través de acciones prácticas.



## Aprende haciendo



## Desafío

Nos motiva a realizar actividades mediante habilidades y estrategias propias, bajo consignas concretas y precisas. Su objetivo es fomentar la autonomía y la disciplina personal.

## Desafío

Realicemos el taller práctico para el fortalecimiento de la lecto escritura.



¡Taller de Ortografía!



¡Taller de Caligrafía!



¡Razonamiento Verbal!

**1**

**SECUNDARIA**

**ÁREA**

**LENGUA EXTRANJERA**





# COMUNIDAD Y SOCIEDAD

## Lengua Extranjera

### COMMUNITY AND CULTURAL DIVERSITY

#### LA COMUNIDAD Y DIVERSIDAD CULTURAL



¡INICIEMOS DESDE LA PRÁCTICA!

#### Greetings and farewells (formal and informal)

##### Personal information

	Information	Your information
Name	Carla	
Age	12	
Country	Bolivia	
Nationality	Bolivian	
Address	Garita de Lima	
Hobbies	Soccer and basketball	



Escanea el QR



Diccionario: inglés - español



¡CONTINUAMOS CON LA TEORÍA!

#### 1. My personal information. (Mi información personal)

Let's write our personal information to complete the paragraph. (Escribimos nuestros datos personales para completar el párrafo)

Hello! My name is Carla. I'm 12 years old and my address is Garita de Lima. I live in La Paz, my country is Bolivia. My hobbies are soccer and basketball.

Hello! My name is \_\_\_\_\_. I'm \_\_\_\_\_ years old and my address is \_\_\_\_\_. I live in \_\_\_\_\_, my country is \_\_\_\_\_. My hobbies are \_\_\_\_\_.

#### 2. Personal pronouns. (Pronombres personales)

Let's read and practice in oral form the pronunciation. (Lemos y practicamos la pronunciación en forma oral)

SINGULAR PRONOUNS		
I	[ai]	Yo
YOU	[yu:]	Tú
HE	[ji]	Él
SHE	[shi]	Ella
IT	[it]	Ello/eso/esa (para objetos y animales)

PLURAL PRONOUNS		
WE	[güi]	Nosotros
YOU	[yu:]	Ustedes
THEY	[déi]	Ellos/ellas

Let's complete the spaces with the correct personal pronoun. (Completamos los espacios con el pronombre personal correcto)



He



Let's replace the nouns with the personal pronouns. (Reemplazamos los sustantivos con los pronombres personales)

NOUN	PRONOUN	NOUN	PRONOUN	NOUN	PRONOUN
My friends		Yanina		Álvaro	
A dog		A car		A girl	
You and I		My tv		A pencil	
Demce and Daniel		My brother, my sister and I		The cat and the mouse	

Let's practice some greetings and farewells. (Practicamos algunos saludos y despedidas)

Good morning	Have a nice day	Good bye	See you tomorrow
<i>Good morning</i>	_____	<i>Bye bye</i>	_____
See you soon	Hi	Bye	How are you?
_____	_____	_____	_____
Hello	Good afternoon	Good Evening	Good night
_____	_____	_____	<i>Good night</i>

### 3. The alphabet, spelling names. (El alfabeto, deletreando nombres)

Let's sing the alphabeth song. (Cantamos la canción del alfabeto)



Escanea el QR



The ABC'S song

<b>A</b> (ei)	<b>B</b> (bi)	<b>C</b> (ci)	<b>D</b> (di)	<b>E</b> (i)	<b>F</b> (ef)	<b>G</b> (yi)	<b>H</b> (eich)	<b>I</b> (ai)	<b>J</b> (yei)	<b>K</b> (kei)	
<b>L</b> (el)	<b>M</b> (em)	<b>N</b> (en)	<b>O</b> (ou)	<b>P</b> (pi)	<b>Q</b> (kiu)	<b>R</b> (ar)	<b>S</b> (es)				
<b>T</b> (ti)	<b>U</b> (iu)	<b>V</b> (vi)	<b>W</b> (dabeliiu)	<b>X</b> (eks)	<b>Y</b> (uai)	<b>Z</b> (zed/zi)					

Now I know my ABC'S, next time won't you sing with me?

Let's write our name and last name and then spell them in front of the class. (Escribimos nuestro nombre y apellido y lo deletreamos frente a la clase)

Example:

LUIS ..... (el) (iu) (ai) (es)





### 4. The numbers 1 – 20. (Los números 1-20)

Let's complete the box with the correct number. (Completamos en el recuadro con el número correcto)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____


→ 5. Question words: what – who – how old – where. (Palabras de pregunta: ¿Qué? – ¿Quién? – ¿Cuántos años? - ¿Dónde?)

The question words are used to make questions. (Las palabras de pregunta se usan para hacer preguntas)

WHO? (¿Quién?)  Who is he?	WHAT? (¿Qué?)  What is he playing?	HOW OLD? (¿Cuántos años?)  How old is she?	WHERE? (¿Dónde?)  Where are they?
---	---	---	--

Let's complete the sentences with the correct question word. (Completamos las oraciones con la palabra de pregunta correcta.)


- \_\_\_\_\_ What \_\_\_\_\_ is your name?  
My name is Nayeli
- \_\_\_\_\_ do you live?  
I live in Bolivia

 ¡REALICEMOS LA VALORACIÓN!

- Let's write twenty numbers in English in our notebook. (Escribimos veinte números en Inglés en nuestro cuaderno)
- Let's write three pronouns in our notebook and spell them in oral form. (Escribimos tres pronombres en nuestro cuaderno y los deletreamos)
- Let's choose and circle what is the question word that you use the most? (Elegimos y encerramos en un círculo la palabra de pregunta que tú usas más)

**What?    Where?    Who?    How old?**



 ¡ES HORA DE LA PRODUCCIÓN!


Let's practice this conversation in the class to complete your phone book. (Practicamos esta conversación en la clase para completar tu agenda telefónica)

- A: Hello  
 B: Hi  
 A: What is your name?  
 B: My name is CARLA  
 A: Can you spell your name please?  
 B: Ok C - A - R - L - A  
 A: Ok. What is your phone number?  
 B: My phone number is \_\_\_\_\_  
 A: Thank you.  
 B: Your welcome.



N°	NAME	PHONE NUMBER	N°	NAME	PHONE NUMBER
1	CARLA	762534125	4		
2			5		

**MY FRIENDS**

 ¡INICIEMOS DESDE LA PRÁCTICA!

Let's read this paragraph and complete the next chart with our best friend information. (Leemos este párrafo y completamos el siguiente cuadro con los datos de nuestro mejor amigo o amiga)

He is Pedro. He is 13 years old. He is from Cochabamba. He isn't from Oruro. He isn't bad. We are good friends.

He/She is \_\_\_\_\_. He/She is \_\_\_\_\_ years old. He/she is from \_\_\_\_\_. He/She isn't from \_\_\_\_\_. He isn't bad. We are good friends.



¡CONTINUEMOS CON LA TEORÍA!

→ 1. Verb "TO BE": Affirmative and negative (long and short forms)

AFFIRMATIVE FORM		NEGATIVE FORM		INTERROGATIVE
I am	I'm	I am not	I'm not	am I...?
You are	You're	You are not	You aren't	are you...?
He is	He's	He is not	He isn't	is he...?
She is	She's	She is not	She isn't	is she...?
It is	It's	It is not	It isn't	is it...?
We are	We're	We are not	We aren't	are we...?
You are	You're	You are not	You aren't	are you...?
They are	They're	They are not	They aren't	are they?

The verb to be is one of the most popular and easy one in English. In Spanish is translated as two different verbs: "ser" "estar".

Let's complete the sentences with the correct form of the verb To Be, and match with the picture. (Completamos las oraciones con la forma correcta del verbo To Be y emparejamos con la imagen)

- We \_\_\_\_\_ are \_\_\_\_\_ friends.
- My family \_\_\_\_\_ small.
- Jenny \_\_\_\_\_ my sister.



Let's write these sentences in negative form in our notebook. (Escribamos estas oraciones en forma negativa en nuestro cuaderno)

- I am a good friend.
- She is a singer.
- They are happy.

→ 2. Possessive adjectives. (Adjetivos posesivos)

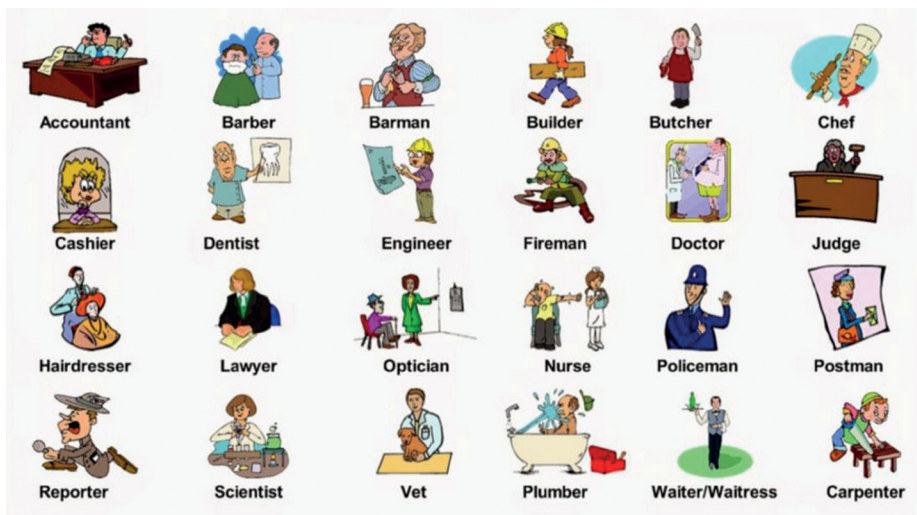
I	HE	SHE	IT	WE	YOU	THEY
MY	HIS	HER	ITS	OUR	YOUR	THEIR
mi	Su	su	su	Nuestro/a	tu su de ustedes	Su de ellos/ellas

Let's complete the sentences with possessive adjectives (Completamos las oraciones con los adjetivos posesivos)

- I am Carmen. \_\_\_\_\_ **my** hometown is Oruro.
- She is a teacher. \_\_\_\_\_ students are good.
- My father is at work. \_\_\_\_\_ name is Eddy.

→ 3. Professions and occupation. (Profesiones y ocupaciones)

Let's learn about the professions and occupations. (Aprendemos sobre las profesiones y ocupaciones)





Let's complete the professions and occupations with "he is a" or "she is a" according to the pictures and search the words. (Completamos las profesiones y ocupaciones de acuerdo a los dibujos y la sopa de letras)

D	A	H	O	S	T	E	S	S	M	R	P
E	Z	M	I	L	I	T	A	R	H	I	S
L	P	O	L	I	C	E	M	A	N	G	R
I	X	D	I	O	F	S	B	S	J	T	D
V	D	E	O	W	I	N	U	R	S	E	U
E	O	L	Q	A	R	Y	I	E	U	A	F
R	C	I	C	H	E	F	L	B	N	C	A
E	T	D	I	A	M	S	D	M	I	H	R
R	O	U	A	O	A	E	E	U	T	E	M
V	R	B	L	U	N	G	R	L	U	R	E
P	H	O	T	O	G	R	A	P	H	E	R
S	T	O	R	E	K	E	E	P	E	R	N



Let's write short sentences with these professions or occupations in our notebook. (Escribimos oraciones cortas con las profesiones u ocupaciones en nuestro cuaderno)

- \* BUILDER
- \* DELIVERER
- \* FARMER
- \*STUDENT
- \* TEACHER

#### 4. Countries and nationalities. (Países y nacionalidades)

Let's complete with the correct nationality and country. (Completamos con la nacionalidad y país correcto)

Japan	Peru	Mexico	France	USA	Peruvian
Bolivia	Japanese	Bolivian	Mexican	French	American



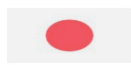
Country:  
Nationality:



Country:  
Nationality:



Country:  
Nationality:



Country:  
Nationality:



Country:  
Nationality:



Country: **USA**  
Nationality: **American**

¡REALICEMOS LA VALORACIÓN!

Let's describe our favorite singers and actors in the notebook. (Describimos a nuestros cantantes y actores favoritos en el cuaderno)



¡ES HORA DE LA PRODUCCIÓN!

Let's complete the paragraph with the verb TO BE. (Completamos el párrafo con el verbo ser o estar)

Hello, my name is Silvia. I am twelve years old and I am from Pazña in Oruro, Bolivia. I am a student at "Óscar Únzaga de la Vega" High School. My favorite sport is soccer and my favorite numbers are 7 and 12. Laura and Juan are my best friends. They are great.

## MY SCHOOL

¡INICIEMOS DESDE LA PRÁCTICA!

Let's draw in our notebook the class supplies that you find in your classroom. (Dibujamos en nuestro cuaderno los útiles escolares que encontramos en el aula.)





¡CONTINUEMOS CON LA TEORÍA!

1. Class supplies. (Elementos de la clase)


Let's practice the correct pronunciation of the class supplies. (Practicamos la pronunciación correcta de los útiles de clase)


 GLUE	 CALCULATOR	 SHARPENER	 BOOK	 TAPE	 NOTEBOOK	 CALENDAR	 PENCIL
 CLOCK	 FILE	 BRUSH	 ERASER	 MARKER	 STAPLER	 PEN	


2. Parts of the computer


Let's write the parts of the computer using the help box.


- CPU
- Keyboard
- Monitor
- Mouse
- Pendrive
- Printer
- Speakers

















3. Articles: a – an – the. (Artículos un – una(o) – el/la)

**DEFINITE ARTICLE**

It is used with singular and plural nouns.

**THE = EL - LA - LOS - LAS**

- The dog = el perro
- The house = la casa

**INDEFINITE ARTICLE A/AN**







**a** (before a singular noun beginning with a consonant sound)

- A car = un Carro
- A computer = una computadora

**an** (before a singular noun beginning with a vowel sound)





- An orange = una naranja
- An ice cream = un helado

Let's complete with the correct article a -an -the (Completamos con el artículo correcto a – an - the)

	<input style="width: 100px; height: 20px; border: 1px dashed gray;" type="text"/>		<input style="width: 100px; height: 20px; border: 1px dashed gray;" type="text"/>		<input style="width: 100px; height: 20px; border: 1px dashed gray;" type="text"/>
	<input style="width: 100px; height: 20px; border: 1px dashed gray;" type="text"/>		<input style="width: 100px; height: 20px; border: 1px dashed gray;" type="text"/>		<input style="width: 100px; height: 20px; border: 1px dashed gray;" type="text"/>

4. Demonstratives. (Demostrativos)

Let's complete the exercise with the correct demonstrative pronoun. (Completemos el ejercicio con el pronombre demostrativo correcto)

DEMONSTRATIVE PRONOUN		
	Singular	Plural
Near	<p><b>THIS</b></p>  <p>This is my schoolbag.</p>	<p><b>THESE</b></p>  <p>These are my pencils.</p>
Far	<p><b>THAT</b></p>  <p>That is my ruler.</p>	<p><b>THOSE</b></p>  <p>Those are my books.</p>

1. That is a book.
2. \_\_\_\_\_ are school bags.
3. \_\_\_\_\_ is an eraser.
4. \_\_\_\_\_ are computers.

¡REALICEMOS LA VALORACIÓN!

Let's draw the technological gadgets and describe their uses in our notebook. (Dibujamos los aparatos tecnológicos y describimos sus usos en nuestro cuaderno)



¡ES HORA DE LA PRODUCCIÓN!

Let's write ten sentences using the school supplies. (Escribamos diez oraciones usando los útiles escolares)

- Example:
- a) This is a pencil.
  - b) These are papers.
  - c) That is a schoolbag.

MY FAMILY IN COMMUNITY  
(MI FAMILIA EN COMUNIDAD)

¡INICIEMOS DESDE LA PRÁCTICA!

Number Challenge

Let's talk about these pictures, then complete the sentences. (Hablemos de estas imágenes, luego completemos las oraciones).

Picture 1.



- a) There are five people in the room.
- b) The father is forty years old.
- c) The mother is thirty eight years old.
- d) The first daughter is Camila. The second son is Martin and the third daughter is Malena.

Picture 2.



- Now complete according the picture.
- a) There are four people in the marker.
  - b) There are \_\_\_\_\_ boxes of fruits.
  - c) There are \_\_\_\_\_ sacks of cereals.
  - d) How many fruits do you eat each day?



¡CONTINUEMOS CON LA TEORÍA!

1. Numerical nomenclature applied to arithmetic (21-1000). Nomenclatura numérica aplicada a la aritmética (21-1000)

Let's learn the numbers. (Aprendemos los números)

Number	Cardinal	Ordinal	Number	Cardinal	Ordinal
10	Ten	Tenth	70	Seventy	seventieth
20	twenty	Twentieth	80	Eighty	eightieth
30	thirty	thirtieth	90	Ninety	ninetieth
40	Forty	fortieth	100	one hundred	hundredth
50	Fifty	fiftieth	1,000	one thousand	thousandth
60	Sixty	sixtieth	100,000	one hundred thousand	hundred thousandth

2. Reading numbers (Cell phones numbers, Identity card, house, etc.)

let's work in pairs this dialogue. (Trabajemos en pares este diálogo)

Hi. What is your name?

My name is Daniel. What is your cellphone number?

What is your identity card?

Thanks. See you tomorrow.

Hello, my name is Isabel. And you?

It is 7-656-4890.

It is 4800340 LP.

See you, Daniel.

3. Pronunciation Tips

Let's learn English Numbers, Spelling, and Pronunciation with your classmate. (Aprendamos los números, deletreando y pronunciando con tu compañero de clase).

WRITTEN	PRONUNCIATION
It is 7-656-4890	It is seven-six-five-six-four-eight-nine-zero
Cl. 4800340 LP	It's /fɔr/, /eit/, /'ziroʊ/, /'ziroʊ/, /θri/, /fɔr/, /'ziroʊ/



¡REALICEMOS LA VALORACIÓN!

Let's make a list of family members' phone numbers and Identity cards, using numbers to pronounce them. (Realizamos una lista de los miembros de la familia con sus números de celular y números de carnet, usando números y luego pronunciamos).



¡ES HORA DE LA PRODUCCIÓN!

Let's resolve these numbers problemas. (Resolvemos los problemas numéricos).

- a) 4 and 6 make \_\_\_\_\_.
- b) Take away 5 from 23. \_\_\_\_\_
- c) Which number is added to 2 to make it 5. \_\_\_\_\_
- d) Take away 54 from 104. \_\_\_\_\_
- e) Number after 99 is \_\_\_\_\_.

- f) Number before 109 is \_\_\_\_\_.
- g) Number just after 74 \_\_\_\_\_ and \_\_\_\_\_.
- h) Number name for 55 is \_\_\_\_\_.
- i) "H" is the \_\_\_\_\_ letter in the alphabet.
- j) 10 and 56 makes \_\_\_\_\_

# MY FAMILY

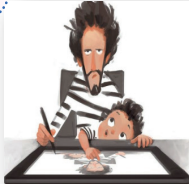


¡INICIEMOS DESDE LA PRÁCTICA!

## 1. Family Tree and Possessive Nouns

Let's talk about the family and match. (Hablemos de la familia y enlacemos)

1



4



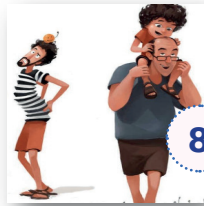
5



3



2



8



7

6

Match:

- |    |   |                         |
|----|---|-------------------------|
| 1. | → | She is the grandmother. |
| 2. |   | He is the father.       |
| 3. |   | He is the grandfather.  |
| 4. |   | She is the mother.      |
| 5. |   | He is the brother.      |
| 6. |   | She is the sister.      |
| 7. |   | She is the daughter.    |
| 8. |   | He is the uncle.        |



## Glosario

- Mother:** Mamá  
**Father:** Papá o padre  
**Parents:** Padres  
**Son:** Hijo  
**Daughter:** Hija  
**Brother:** Hermano  
**Sister:** Hermana  
**Aunt:** Tía  
**Uncle:** Tío  
**Grandfather:** Abuelo  
**Grandmother:** Abuela  
**Cousin:** Primo o prima  
**Nephew:** Sobrino  
**Niece:** Sobrina  
**Mother-in-law:** Suegra  
**Father-in-law:** Suegro



## Investiga

**Possessives adjectives**  
 My – Your- His – Her- Their  
 - Your



¡CONTINUAMOS CON LA TEORÍA!

Let's complete the chart with the personal information of your family complete. (Completamos el cuadro con la información de los miembros de tu familia).

- a) My father is \_\_\_\_\_  
 b) My grandfather is \_\_\_\_\_  
 c) My sister is \_\_\_\_\_  
 d) My grandmother is \_\_\_\_\_  
 e) My aunt is \_\_\_\_\_

### Possessive nouns

Let's read the following text. (Leamos el siguiente texto).

- a) Hi, I am Lili. This is my family.  
 b) My father is Javier, Javier's jack is yellow.  
 c) My mother is Sonia, Sonia's job is a taxi driver.

Let's read the text, then underline the possessive adjectives and possessive nouns ('s). (Leamos el texto, luego subrayamos los adjetivos posesivos y nombres posesivos.)



Hello, my name is Rocio. I live in Pando. My father is chef, his name is Andrés. My mother is beautiful, her name is Esther. My grandfather is funny, he has a dog, and his dog's name is Peter. Its colour is brown and black. I have a lot of friends; their names are Samuel, Esteban and Noemí. Our school is big. I love my family's home, it is beautiful. And now tell me about you: What is your name?

Let's complete the following chart. (Completemos el siguiente cuadro)

PERSONAL PRONOUNS	I				
POSSESSIVE ADJECTIVES	My				
POSSESSIVE ('S)	Family's				

## — 2. Verb "to be" (Affirmative, negative and interrogative forms)

Let's learn the verb "to be". (Aprendamos el verbo ser – estar)

+	-	?
I <b>am</b>	I <b>am not</b>	<b>am</b> I ?
You <b>are</b>	You <b>are not</b>	<b>are</b> You?
He <b>is</b>	He <b>is not</b>	<b>is</b> He ?
She <b>is</b>	She <b>is not</b>	<b>is</b> She ?
It <b>is</b>	It <b>is not</b>	<b>is</b> It ?
We <b>are</b>	We <b>are not</b>	<b>are</b> We?
You <b>are</b>	You <b>are not</b>	<b>are</b> You?
They <b>are</b>	They <b>are not</b>	<b>are</b> They?



### Glosario

I am not = I'm not  
 You are not = you aren't  
 He/she is not = he/she isn't  
 It is not = it isn't  
 We are not = we aren't  
 You are not = you aren't  
 They are not = they aren't

Let's complete with the verb "to be". (Completemos con el verbo ser – estar).

<b>am</b>	➔	1. I __am__ fine. 2. He _____ sad. 3. She _____ angry. 4. You _____ tired. 5. We _____ happy: 6. They _____ hungry.
<b>is</b>		
<b>are</b>		

## — 3. Phrasal verbs with look

Let's learn about phrasal verbs with LOOK, then practice in your notebook. (Aprendamos sobre las expresiones con LOOK y luego practiquemos en el cuaderno)

### EXAMPLES WITH LOOK



- Look for:** buscar. "Excuse me sir, I was **looking for** a gym shorts"
- Look after:** cuidar. "Would you mind **looking after** them tonight?"
- Look forward to:** esperar / estar ansioso o entusiasmado. "I am **looking forward** to hearing from you".
- Look up:** buscar información (en un ordenador o libro). "I'll **look it up** on Wikipedia".
- Look up to:** admirar. "I **look up to** my father, I hope to be like him one day".
- Look out:** tener cuidado (**look out for** significa "estar al tanto"). "**Look out!** There's a bear!"
- Look over:** echar un vistazo a algo (rápidamente). "I **looked over** the news this morning".
- Look down on:** despreciar o mirar a alguien por encima del hombro / con superioridad. "He's always **looking down on** people".



→ 4. Adjectives: thin-fat-tall-short, etc

Let's write the adjectives according to the pictures. (Escribamos los adjetivos según las imágenes).tu cuaderno)


Thin Fat Tall Violent Short Old Angry Fast Happy Slow

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

 ¡REALICEMOS LA VALORACIÓN!


Let's describe your family members using adjectives in our notebook. (Describamos a los miembros de nuestra familia usando adjetivos en nuestro cuaderno).



 ¡ES HORA DE LA PRODUCCIÓN!

Let's write about Maria and answer. Who are her family? How is her house? Finally make a chart with drawings, pictures or photographs about you and let us know. (Escribimos acerca de María y respondemos ¿Quiénes son su familia? ¿Cómo es su casa? Luego realicemos un cuadro con imágenes, cuadros o fotografías acerca de ti)

TYPICAL CLOTHES

 ¡INICIEMOS DESDE LA PRÁCTICA!

Let's talk about Bolivia. (Hablemos acerca de Bolivia)

In Bolivia people wear different clothes. For example, in the Altiplano region, clothes are colorful and specially designed for cold weather. In the valley regions, colors of the clothes are white like in the oriental region of our country, where clothes are designed for hot weather, from Pando in the north to the Chaco region in the south, the clothes are white and they prefer to wear sandals, white shirts and pants for men and dresses of varied colors for women.



¡CONTINUEMOS CON LA TEORÍA!

1. Clothes and colors

Let's learn about "Clothes and Colors", then choose the next vocabulary. (Aprendamos sobre "Ropas y colores", luego escogemos el siguiente vocabulario)



Black

Pink

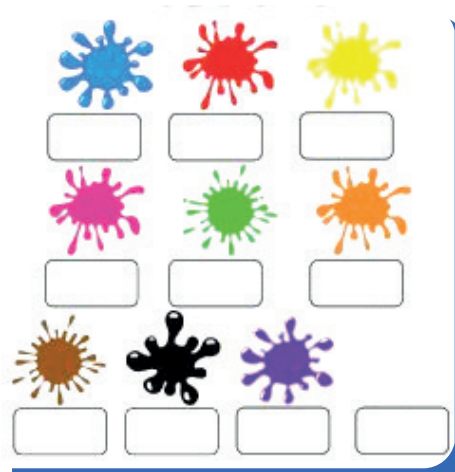
Orange

Green

Blue

Yellow

Red



2. Possessive pronouns

I  
YOU  
HE  
SHE  
IT  
WE  
THEY

MINE  
YOURS  
HIS  
HERS  
ITS  
OURS  
THEIRS

Let's practice these sentences, then complete the chart. (Practicemos estas oraciones, luego completamos el cuadro).  
 a) This is my laptop. It's mine.  
 b) These rulers are mine, not yours.  
 c) This is sister's book. It's hers.  
 d) Martha gives her camera for his.

YOURS	YOURS	YOURS
My book	MINE	This book is <u>mine</u> .
Your hat	YOURS	
Her cat	HERS	
His book	HIS	
Our class	OURS	
Your cellphone	YOURS	
Their house	THEIRS	

→ 3. Adjectives: big, small, etc.

Let's match the opposites. Emparejemos los opuestos.

A. Big	<input type="checkbox"/>	Bad	<input type="checkbox"/>	Clean	I. Beautiful
B. Good	<input type="checkbox"/>	Cold	<input type="checkbox"/>	Easy	J. Cheap
C. Happy	<input type="checkbox"/>	Dangerous	<input type="checkbox"/>	Expensive	K. Difficult
D. Hot	<input type="checkbox"/>	Heavy	<input type="checkbox"/>	Late	L. Dirty
E. Light	<input type="checkbox"/>	Noisy	<input type="checkbox"/>	Serious	M. Early
F. Quiet	<input type="checkbox"/>	Old	<input type="checkbox"/>	Tall	N. Fat
G. Safe	<input type="checkbox"/>	Sad/unhappy	<input type="checkbox"/>	<u>Thin</u>	O. Funny
H. Young	<input type="checkbox"/>	Small	<input type="checkbox"/>	<u>Ugly</u>	P. Short



**Glosario**

The adjective: Es la palabra que determina o califica al sustantivo.

→ 4. Imperatives (affirmative and negative sentences)

IMPERATIVES	
a. Clean the bathroom. b. Pay attention to your classmate. c. Fetch the ball. d. Open your books. e. Watch out! f. Don't cross the street. g. Look out! h. Please take a seat. i. Please don't leave.	a. Limpia el baño. b. Préstale atención a tu compañero. c. Trae la pelota. d. Abran sus libros. e. ¡Atención! f. No cruces las calles. g. ¡Ojo! / ¡Debes estar atento! h. Por favor siéntense. i. Por favor no se vayan.
<b>AFFIRMATIVE</b> <b>VERBO + (COMPLEMENTO)</b> Tell me a good joke. / Cuéntame un buen chiste. Write a letter to your aunt Laura. / Escribe una carta a tu tía Laura	<b>NEGATIVE:</b> Don't + verb + (complemento) Don't text me again. / No me vuelvas a enviar mensajes de texto. Don't go. / No te vayas.



¡REALICEMOS LA VALORACIÓN!

Let's write and describe our favorite clothes in the notebook. (Escribamos y describamos nuestras prendas favoritas en el cuaderno).



¡ES HORA DE LA PRODUCCIÓN!

Let's prepare a wallpaper with the typical clothes in your region and describe them in the class. (Preparemos un papelógrafo con las ropas típicas de tu región y describemos en la clase).

**TYPICAL CLOTHES FROM MY REGION**

The tipoy is one of the typical clothes of my region, it is a full colored dress, we use it for special parties, for example local celebrations, national parades or anniversaries of my region.  
 We are proud of our typical clothes; we respect it and we love it. What about you?





# THE LANGUAGE AS A WAY OF EXPRESSION OF OUR COMMUNITY

## (EL LENGUAJE COMO MEDIO DE EXPRESIÓN DE NUESTRA COMUNIDAD)



¡INICIEMOS DESDE LA PRÁCTICA!

### My community. (Mi comunidad)

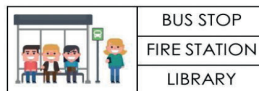
Let's draw a map of the important places in your community. (Dibujemos un mapa de los lugares importantes de tu comunidad)



¡CONTINUEMOS CON LA TEORÍA!

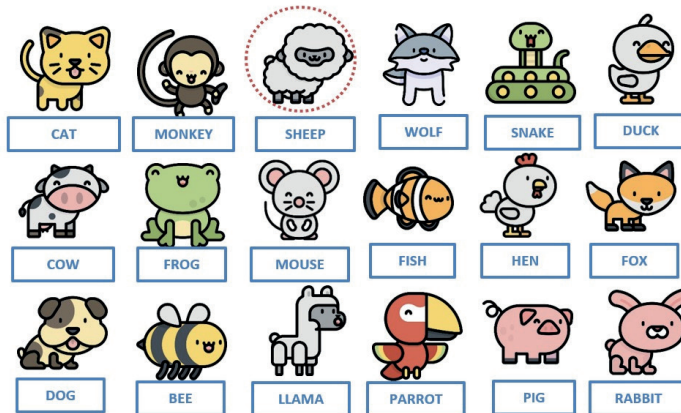
### 1. Places around us (Lugares a nuestro alrededor)

- a) Hospital = \_\_\_\_\_
- b) School = \_\_\_\_\_
- c) Bank = \_\_\_\_\_
- d) Park = \_\_\_\_\_
- e) Bus station = \_\_\_\_\_
- f) Cinema = \_\_\_\_\_
- g) Museum = \_\_\_\_\_
- h) Police station = \_\_\_\_\_
- i) Restaurant = \_\_\_\_\_
- j) University = \_\_\_\_\_
- k) Bakery = \_\_\_\_\_
- l) Theater = \_\_\_\_\_
- m) Market = \_\_\_\_\_
- n) Zoo = \_\_\_\_\_
- o) Petrol station = \_\_\_\_\_



### 2. Animals of my town

Let's look at all the animals in chart then choose the animals that live in your community with a circle. (Miremos todos los animales en el cuadro y luego elija los animales que viven en su comunidad con un círculo)

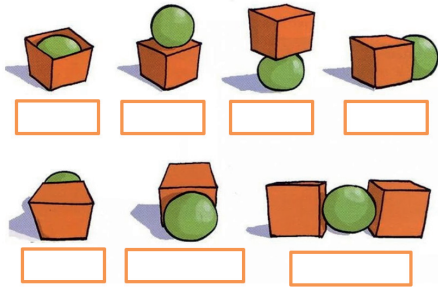


Let's classify according previous picture these animals in the box. (Clasifiquemos según la imagen anterior estos animales en el recuadro)

DOMESTIC ANIMALS	FARM ANIMALS	ANIMALS FROM THE HIGHLANDS	ANIMALS FROM TROPICAL AREAS	INSECTS, BIRDS, OR AQUATIC ANIMALS

→ **3. Prepositions of place:**



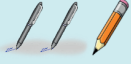



Let's complete with the correct preposition. (Completemos con la preposición correcta)



- IN FRONT OF = En frente de
- NEXT TO = A lado de
- BEHIND = Detrás de
- UNDER = Debajo
- IN = Dentro
- ON = Sobre



→ **4. There is / There are (Affirmative, negative, interrogative). There is / There are (Afirmativo, negativo, interrogativo)**


	SINGULAR	PLURAL
AFFIRMATIVE	<p>THERE IS / THERE'S</p>  <p>There is a pencil.</p>	<p>THERE ARE / THERE'RE</p>  <p>There are two books.</p>
NEGATIVE	<p>THERE IS NOT THERE ISN'T</p>  <p>There isn't a ruler here.</p>	<p>THERE ARE NOT THERE AREN'T</p>  <p>There aren't four erasers.</p>
INTERROGATIVE	<p>IS THERE?</p>  <p>Is there a schoolbag?</p>	<p>ARE THERE?</p>  <p>Are there two erasers?</p>

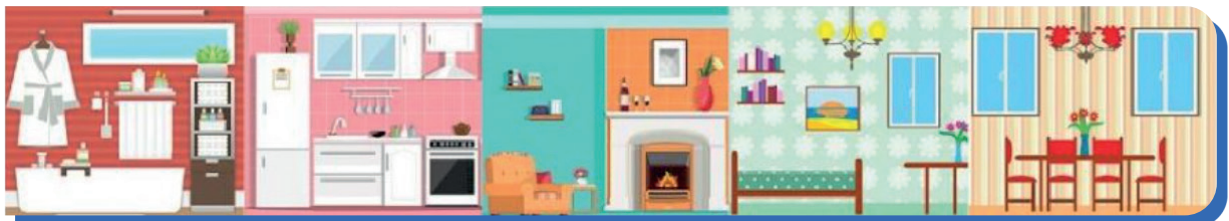
Let's write five sentences in our notebook about what objects are in the house. (Escribamos cinco oraciones en nuestro cuaderno sobre qué objetos hay en la casa)

→ **5. My House**

Let's match the pictures with their names. (Relacionamos las imágenes con sus nombres)



 **¡REALICEMOS LA VALORACIÓN!**



Let's describe the things that you have in your favorite room, using there is or there are.





**¡ES HORA DE LA PRODUCCIÓN!**

Let's draw the places of your community and make sentences using prepositions of place, the vocabulary, there is and there are.  
For example: There is a bank in front of the cinema.

**DAILY ACTIVITIES**



**¡INICIEMOS DESDE LA PRÁCTICA!**

Let's complete Sofia's routine day with the verbs of the box. (Completemos la rutina del día de Sofía con los verbos del recuadro)

finish    play    **wake up**    take    go    get dressed    do

Every day, I ...**wake up**.. at 7:00 o'clock. Then I ..... a shower and ..... I have breakfast. After that, I ..... to the school at 7:50 a.m. My classes ..... at 12:00 o'clock and I go home to have lunch. In the afternoon, I ..... my homework and ..... videogames. In the evening, I have dinner and go to sleep.



**¡CONTINUEMOS CON LA TEORÍA!**

— 1. The Simple Present Tense: Affirmative and Negative sentences. (El tiempo presente simple: oraciones afirmativas y negativas)

AFFIRMATIVE FORM	NEGATIVE FORM
Subject + Verb + Complement	Subject + Auxiliary (Do/Does) + Verb + Complement
I <b>play</b> with a ball. You <b>play</b> with a ball. He <b>plays</b> with a ball. She <b>plays</b> with a ball. It <b>plays</b> with a ball. We <b>play</b> with a ball. You <b>play</b> with a ball. They <b>play</b> with a ball.	I do <b>not play</b> with a ball. You do <b>not play</b> with a ball. He does <b>not play</b> with a ball. She does <b>not play</b> with a ball. It does <b>not play</b> with a ball. We do <b>not play</b> with a ball. You do <b>not play</b> with a ball. They do <b>not play</b> with a ball.

— 2. Auxiliaries: DO – DOES. (Auxiliares Do- Does)

INTERROGATIVE FORM	
Do + (I, You, We, They) + Verb (base form)	Does + (He, She, It) + Verb (base form)
<b>Do</b> you play guitar? <b>Do</b> you eat bread? <b>Do</b> you play soccer?	<b>Does</b> Maria read a book? <b>Does</b> Hector eat bread? <b>Does</b> she play soccer?

Let's write five activities that your father does every day. (Escribamos cinco actividades que tu padre hace todos los días)

1	My father plays soccer
2	
3	
4	

→ 3. Prepositions of time. (Preposiciones de tiempo)

**at** 

at + time  
**at** 8 o'clock  
 at + holidays (**at** Christmas)  
**at** noon, **at** night, **at** the weekend, **at** breakfast

**on** 

on + days, dates  
**on** Monday, **on** Tuesday...  
**on** the 16<sup>th</sup> of February  
**on** Sunday, April 19, 2020  
**on** Easter Day

**in** 

**in** + seasons (in summer)  
**in** + months (in February)  
**in** + years (in 2020)  
**in** the morning, **in** the afternoon, **in** the evening

Let's complete with the missing preposition : in, on, at. (Completemos con la preposición que falta: in, on, at)

___ June	___ 12:00
___ 9 o'clock	___ Saturday
___ Wednesday	___ winter
___ 2013	___ the evening
___ the morning	___ half past eleven
___ night	___ 1991
___ Thursday	___ Friday, April 17, 2020
___ November	___ Halloween
___ the 15 <sup>th</sup> of June	___ spring
___ the weekend	___ 9:15
___ the afternoon	___ autumn
___ March	<u>on</u> Sunday



→ 4. Verbs and short sentences to prevent violence

Let's read and practice these sentences in the class. (Leamos y practiquemos estas oraciones en la clase)

**TEN THINGS KIDS CAN DO TO STOP VIOLENCE  
 (DIEZ COSAS QUE LOS NIÑOS PUEDEN HACER PARA DETENER LA VIOLENCIA)**

1. Resolve arguments with words, not fists or weapons. You can talk.
2. Learn safe routes for walking in the neighborhood and if there's a sense of danger, get away fast.
3. Report any crimes or suspicious actions to the police, school authorities and parents.
4. Don't open the door to anyone.
5. Never go anywhere with someone you and your parents don't know.
6. If someone tries to abuse you, say no, get away, and tell an adult.
7. Don't use alcohol and other drugs.
8. Stay with friends who are anti-violence and anti- drugs.
9. Participate to make a safe school.
10. Help younger children to report type of violence.



**¡REALICEMOS LA VALORACIÓN!**

Let's choose the things that you do every day. (Elijamos las cosas que haces todos los días)

<ul style="list-style-type: none"> <li>• Get up at 7 or 8 in the morning.</li> <li>• Don't have an alarm.</li> <li>• Make an own schedule.</li> <li>• Drink a glass of water or milk.</li> <li>• Have a coffee.</li> <li>• Read the news or a book.</li> <li>• Listen to actual music.</li> <li>• Have breakfast.</li> <li>• Do homework.</li> <li>• Clean my bedroom</li> <li>• Help with housework</li> <li>• Study math.</li> </ul>	<p><b>MY DAILY ROUTINE (MI RUTINA DIARIA)</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	---



**¡ES HORA DE LA PRODUCCIÓN!**

Let's make a brochure about violence using symbols. (Hagamos un folleto sobre la violencia usando símbolos)

**PHYSICAL ABUSE**

Any intentional use of physical touch to cause fear, injury, or assert control, such as hitting, shoving and strangling.

**3. English songs**

1. The 3 R's (reduce, reuse and recycle). Las 3R (reducir, reutilizar y reciclar).

Let's sing the song. (Cantemos la canción)

**REDUCE, REUSE, RECYCLE**

Reduce, reuse, recycle. It's very easy to do.  
 It's simple to remember. Recycle what you use!  
 Separate glass and paper. Separate plastic and tin.  
 Then put them in their places, in the recycling bin!  
 plastic with plastic, paper with paper, tin with tin and glass with glass.

Reduce, reuse, recycle. It's very easy to do.  
 It's simple to remember. Recycle what you use!  
 Separate glass and paper. Separate, plastic and tin  
 Then put them in their places, in the recycling bin!  
 good for you.





**2**

**SECUNDARIA**

**ÁREA**

**LENGUA EXTRANJERA**







# COMUNIDAD Y SOCIEDAD

## Lengua Extranjera

### CONVIVENCIA CON EVENTOS QUE SUCEDEN EN EL CONTEXTO



¡INICIEMOS DESDE LA PRÁCTICA!

#### 1. Carnival

Let's know and read about Oruro's carnival (Conozcamos y leamos sobre el carnaval de Oruro)

#### ORURO'S CARNIVAL- FEBRUARY AND MARCH

Millions of people fly to Bolivia each year for one of the most popular carnivals of the world. Oruro is located on the vast Bolivian Altiplano; a world famous festival is celebrated every February or March. It's considered one of the Masterpieces of the Oral and Intangible Heritage of Humanity by UNESCO since 2001. The carnival gets its name from Oruro which means "where the sun is born".

The carnival it is a popular festival with travellers, which always begins with the diablada or the devil dance where dancers wear colourful costumes and masks featuring caricatures of devils, animals, Inca rulers and slave drivers to pay homage to the Virgen del Socavón ("Virgin of the Mineshaft"). This festival is based on the pre-colonial ceremony of giving thanks to the earth-mother Pachamama.



Let's answer these question (Respondemos estas preguntas)

1. Do you visit the Bolivia's Carnival?
2. Where is Oruro located?
3. When was considered oral and intangible heritage of humanity?
4. What means Carnival?



¡CONTINUEMOS CON LA TEORÍA!

#### 1.1. The simple present tense: Usage and form, question and answers

SIMPLE PRESENT			
AFFIRMATIVE	NEGATIVE	INTERROGATIVE	
<p>S + V + C</p> <p><i>Juana and Alison talk about movies every day.</i> (Juana y Alison hablan sobre películas cada día)</p> <p>En presente simple utilizamos en tercera persona :</p> <ul style="list-style-type: none"> <li>- He <u>plays</u></li> <li>- She <u>studies</u></li> <li>- He <u>watches</u></li> <li>- She <u>sings</u></li> </ul>	<p>S + DO / DOES + NOT + V + C</p> <p><i>Daniel does not play soccer.</i> (Daniel no juega futbol)</p> <p><i>You do not play soccer.</i> (Tu no juegas futbol)</p>	<p><b>Auxiliary: DO</b> <b>Do + (I, You, We, They) + verb (forma base)</b></p> <p>Do the students listen to the teacher? (¿Los estudiantes escuchan al Maestro?)</p> <p>Do you play guitar? <i>Yes, I do/ no, I do not. (no, I don't)</i></p> <p>Do we eat bread? <i>Yes, we do/ no, we do not. (no, we don't)</i></p> <p>Do they play soccer? <i>Yes, they do/ no, they do not. (no, they don't)</i></p>	<p><b>Auxiliary: DOES</b> <b>Does + (He, She, It) + verb (forma base)</b></p> <p>Does Maria read a book? <i>Yes, she does/ no, she does not. (no, she doesn't)</i></p> <p>Does Hector eat bread? <i>Yes, he does/ no, he does not. (no, he doesn't)</i></p> <p>Does the cat eat mouse? <i>Yes, it does/ no, it does not. (no, it doesn't)</i></p>



### 1.2. Costumes of my region (Costumbres de mi región)



Bolivia is a beautiful country located in South America. It is a big country with a lot of history and many natural resources. The population is eleven million inhabitants; people in Bolivia speak different languages as: Aymara, Quechua, Guaraní, Yuracare, Spanish and others. We have beautiful landscapes, mountains, rivers, valleys, forests, etc. The diversity in Bolivia means different cultures, religious festivities like Chunchos in Tarija or Gran Poder in La Paz, parades like the carnival in Oruro, Santa Cruz and Tarija. In Tarija women also celebrate Comadres, it is famous because women from different social groups dance and sing with no men.

Uyuni is very famous because it is amazing and it is full of tourists from all over the world, but, in Rurrenabaque, we also have wild landscapes and tropical areas where we can relax and enjoy our country. Bolivia has different typical dishes like Mondongo, Saice, Majadito, Pique macho, Fricasé, Charquecan or K'alapurka. The anniversary of Bolivia is the sixth of August. Bolivia is an amazing country!

**Let's answer the questions about Bolivia and write them in your notebook.** (Respondemos las preguntas acerca de Bolivia y escribimos en el cuaderno).

- Is Bolivia a beautiful country?
- Are the Aymara, Quechua, Guaraní, Yuracare, Spanish and others languages from Bolivia?
- Do you know the Oruro's carnival? Mention another religious festivity in your region.
- Do you like your community? Mention two or more typical dishes that you like.

### 1.3. Advises for caring water at carnivals. (Consejos para el cuidado del agua en los carnavales)

#### CARNIVAL CELEBRATIONS

##### CARNIVAL IN RIO DE JANEIRO-BRAZIL

Carnival is a festival where people dress in costumes and walk in the streets of the town. The carnival in Rio de Janeiro-Brazil attracts people from over the world. The celebration last for four days. It starts on Friday and ends on Tuesday. Samba schools participate with shiny elaborated costumes, choreography and percussion. There is wild dancing and partying all day and all night.

##### CARNIVAL IN SOUTH AMERICA






The Carnival from Peru to Bolivia and parts of Chile and Argentina celebrated with millennia-old indigenous traditions. Carnival in Bolivia begins with water games, balloons and water gun and ponchos, umbrellas, masks and others. Communities performed rituals with song and dance and made offerings of food and water to the fertility goddess, Pachamama (Mother Earth). Across the Andes, Pachamama's special worship day is "Martes de Challa" or Ch'alla on Tuesday. In the Quechua language, "ch'alla" means to sprinkle the earth. There is music and dancing and people usually have lots of fun!



**Let's fill the boxes with the specific information of each celebration. Copy the chart in your notebook and complete** (Llenemos las casillas con la información específica de cada celebración. Copia el cuadro en tu cuaderno y completa.)


	LOCATION	HOW LONG IT LASTS	IMPORTANT FEATURE	ACTIVITIES
CARNIVAL				

Let's practice these advices in your class and house. (Practicamos estos consejos en clase y en casa)


SAVING WATER AT HOME				
				
Fixing household saves up to 20 gallons a day.	Spending only 5 minutes in the shower saves up to 20 gallons a day.	Turning off water while brushing your teeth.	Buying water-saving washing machines.	Using a broom to clean your driveway.

1.4. Phrasal Verbs with go and put

GO	Go about	To deal with something	PUT	Put up with	Means to tolerate
	Go after	To try to get something		Put on	Means to dress
	Go against	To disagree with someone or something		Put down	Means to insulte
	Go ahead	To continue to do something		Put off	Means to distract
	Go along	To continue to happen		Put away	Means to tidy
	Go around	To travel to all parts		Put through	To connect by somebody by phone
	Go away	To move (person or place)		Put by	Means to save money
	Go back	To return to a person or place		Put off	Means to delay

 ¡REALICEMOS LA VALORACIÓN!

Let's think and write about your actions to care the water in the community. Write your ideas in your notebook (Pensemos y escribamos sobre tus acciones para cuidar el agua en la comunidad. Escribe tus ideas en tu cuaderno).

 ¡ES HORA DE LA PRODUCCIÓN!

Let's create and role play a short dialogue about your community's costumes. Complete the dialogue in your notebook. (Creamos un diálogo y practicamos sobre las costumbres de tu comunidad. Completa el diálogo en tu cuaderno).

MY COMMUNITY

<p>Me: Hi, Do you visit the Copacabana town?                      Friend: Yes, I do                      Me: Do you know where Copacabana is located?                      Friend: No, I don't. Do you know where it is?                      Me: Yes, It is located in La Paz city                      Friend: I know other interesting places too.                      Me: Which?                      Friend: National Park Madidi.</p>	<p>Me: Hi, Do you visit the _____?                      Friend: _____                      Me: Do you know where _____ is located?                      Friend: _____                      Me: it is located in _____                      Friend: I know other interesting places.                      Me: Which?                      Friend: _____</p>
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# THE SCHOOL



## ¡INICIEMOS DESDE LA PRÁCTICA!

### 2.1. Adjectives: Describe activities at school. (Adjetivos: Describir actividades en la escuela)

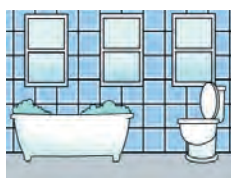
Let's read the conversation, reading, choose the correct answer and write in our notebook. (Vamos a leer la conversación, elegimos la respuesta correcta y registramos en nuestro cuaderno).

MY SCHOOL	ENGLISH TEST
<p>Hi! My name is Ana and this is my new school. It's a big school for boys and girls. There are about seven hundred students. Some of them aren't Quechuas. They are from different countries.</p> <p>There are many classrooms, a lot of toilets and a library. The library has got 40 thousand books. The computer room is next to the teacher's room where there are thirty computers.</p> <p>Outside, there is the park, It's behind the school. In front of the school there is a courtyard and a garden with many flowers where students can play.</p>	<p><b>Daniel:</b> Hello my Friend! What's up Fatima?  <b>Fatima:</b> Everything ok, and you?  <b>Daniel:</b> Here just playing video games, today we have free time.  <b>Fatima:</b> No, Today is Friday and we have English exam!  <b>Daniel:</b> Really? I forgot it. Bye bye. I have to study my lesson.</p>
<p><b>1. This text is about:</b>                      a) Books in the new school.    b) Computers in the new school.                      c) Anne's new school.</p> <p><b>2. There are about six hundred students.</b>                      a) True                      b) False</p>	<p><b>1. Who does talk with Fatima?</b>                      a) Ana.    b) Manuel.    c) Daniel.</p> <p><b>2. Does Fatima play games?</b>                      a) Yes, he does.    b) No, she doesn't.    c) no, it do</p> <p><b>3. Circle the adjectives:</b>                      Ambitious book angry big book busy fat                      funny dog                      Hungry jealous computer bad marker bed                      crazy</p>

### 2.2. Places in the school

Let's match the words with the pictures and then practice. (Emparejamos las palabras con las imágenes y luego practicamos).

- TEACHER'S ROOM
- SCHOOLYARD
- BATHROOM
- PLAYGROUND



### 2.3. Questions words: Where, When, Why, How many

<b>Where</b>	Refers to places	This is the house where my son is happy.
<b>When</b>	Refers to time	The day when the year finishes is December.
<b>Why</b>	Refers to reason	Do you know why the school is closed today?
<b>How many</b>	Refers to count	How many cups of coffee do you drink?



Let's complete in your notebook the sentences using question words. (Completemos en el cuaderno las oraciones usando las palabras interrogativas)

- \_\_\_\_\_ is the school?
- \_\_\_\_\_ are you happy?
- 2022 is the year \_\_\_\_\_ the World cup starts in Qatar.
- \_\_\_\_\_ cars are there?

### 2.4. Time expressions (now, right now, etc.)

<b>SIGNAL WORDS</b>	
Las palabras de advertencia se ubican al final de las oraciones, en algunas ocasiones también pueden ir al principio de la oración.	
Estas palabras indican que un evento sucede en el instante en el que se lo menciona.	Estas palabras indican que el evento sucederá en un futuro cercano.
<ul style="list-style-type: none"> <li>- At the moment, At this moment (Por el momento, En este momento)</li> <li>- Now, Right now (Ahora, justo ahora)</li> <li>- Listen! (¡Escucha!)</li> <li>- Look! (¡Mira!)</li> </ul>	<ul style="list-style-type: none"> <li>- Today (Hoy, hoy día)</li> <li>- Soon, very soon (Pronto, muy pronto)</li> <li>- This/next week (Esta/la siguiente semana)</li> <li>- This/next year (Este/el siguiente año).</li> <li>- This/next summer (Este/el siguiente verano)</li> </ul>

### ¡REALICEMOS LA VALORACIÓN!

Let's reflect about school. (Reflexionamos sobre las escuelas.)



1980



2022

### ¡ES HORA DE LA PRODUCCIÓN!

Let's write in our notebook a text with drawings or pictures about your school using these alternatives (Escribamos en nuestro cuaderno un texto con dibujos o imágenes de tu colegio usando estas alternativas).

BOOK IN THE SCHOOL

COMPUTERS IN CLASS

STUDENTS HAVE BREAKFAST

a) My book is in the school.

## COMMUNITY WORK

### ¡INICIEMOS DESDE LA PRÁCTICA!

#### 3.1. Verbs and short sentences to care environment

Let's know what do they do for the community. (Conozcamos que hacen ellos por la comunidad)



People help in our community and the world. They make things better for you and me. Keep us healthy safe and clean, coach us, feed us, and teach us things that one day will help us to be. *They are a BIG help in our community.*



Let's copy the following exercises in your notebook and match with the meaning (Copia los siguientes ejercicios en tu cuaderno y une con el significado que corresponda)

- |                           |                           |
|---------------------------|---------------------------|
| 1. Save animals _____     | a) Reciclar material      |
| 2. Use pesticides _____   | b) Usa bolsas de plástico |
| 3. Use solar energy _____ | c) Salvar animales        |
| 4. Use plastic bags _____ | d) Usa pesticidas         |
| 5. Recycle material _____ | e) Usa energía solar.     |



¡CONTINUAMOS CON LA TEORÍA!

3.2. Giving directions (prepositions of movement)

Let's learn to ask for and giving directions. (Aprendamos a preguntar y dar ubicaciones)









Let's read and role play this dialogue in class with your classmate. (Leamos y dramaticemos este diálogo con tu compañero en clase).

1. Excuse me. Where is the church?		1. Go straight along the central avenue, past the traffic lights; turn right, it is on your left, next to the bus station.
2. Can you tell me the way to the Isla Del Sol?		2. Sure, go straight the central avenue, go along the street, and arrive to the School Naval. Turn right and take a canoa or boat to Isla del Sol.
3. Excuse me. Is there a kiosk around here?		3. Yes, past the school Naval and there you are. It is on your left.
4. Excuse me. Where is the Hospital?		4. Yes, past de church of Copacabana, turn right. It is next to the Police Station.

3.3. Prepositions of time: at-in-on

Let's learn and practice giving directions. (Aprendamos y practiquemos para dar ubicaciones)

ASKING FOR	GIVING DIRECTIONS	GIVING DIRECTIONS	PREPOSITIONS OF TIME
<b>Where is the (nearest)...?</b> <i>¿Dónde está...(más cercano)?</i>	 Turn left <b>Gire a la izquierda</b>	 Turn right <b>Gire a la derecha</b>	AT: - night. - 10:30 - noon / midday - midnight
	 Go straight on <b>Vaya recto</b>	 Go cross the street <b>Cruce la calle</b>	

<p><b>How (can/do) I get to the...?</b>  <i>¿Cómo (se va / puedo llegar / se llega) a ...</i></p>	 On the corner <b>En la esquina</b>	 Go through <b>Vaya cruzando</b>	IN: - the morning - the afternoon - the evening - February
<p><b>Is there a... (around / near) here?</b>  <i>¿Hay alguna... (por aquí / cerca)?</i></p>	 Go past the <b>Pase por delante de</b>	 Go up <b>Subir</b>	ON: - Sunday - Monday morning - Tuesday afternoon
<p><b>What's the best way to go to the...?</b>  <i>¿Cuál es el mejor camino para ir a...?</i></p>	 Go down <b>Bajar</b>	 Turn around <b>Girar alrededor</b>	



Let's copy the following sentences in your notebook and fill in the blanks below with the correct prepositions of time **IN, AT, ON**. (Copiamos en el cuaderno las siguientes oraciones y llenamos los espacios con la preposición correcta).

- a) My brother has a new job. He works \_\_\_\_\_ the evening.
- b) We have a picnic \_\_\_\_\_ Saturday afternoon.
- c) When is the meeting? Is it \_\_\_\_\_ 2:00?
- d) Tom's birthday is next week, \_\_\_\_\_ January 14.
- e) My grandfather was born \_\_\_\_\_ the 1950s.

### 3.4. Means of transportation

Means of transportation are vehicles that are used to move people or goods around. There are different means of transportation. (Los medios de transporte son vehículos que se utilizan para el traslado de personas o mercancías. Existen diferentes medios de transporte.)

Let's read the sentences and join with images. Write in your notebook (Leamos las oraciones y enlacemos con las imágenes, registrándolas en el cuaderno)

They are in train.

They are by bus.




She is by horse.

He is by taxi.

They are by motorbike.

Let's copy the following chart in your notebook and locate the means of transportation according to the place in which it travels. (Copia en tu cuaderno el siguiente cuadro y ubiquemos el medio de transporte de acuerdo al lugar en el que se desplaza.)

WATER	LAND	AIR
Ship		



**¡REALICEMOS LA VALORACIÓN!**

Let's look at the picture and think about garbage in the streets. (*Observemos la imagen y reflexionemos acerca de la basura en las calles.*)



**BASURA ORGÁNICA**



**BASURA INORGÁNICA**

Let's answer the following questions in your notebook. (*Respondamos las siguientes preguntas en tu cuaderno*)

1. Do you see garbage in the streets of your neighborhood? *¿Ves a menudo basura ensuciando las calles de tu barrio?*
2. Where do you throw your garbage? *¿Dónde botas tu basura?*
3. What do you think about the images above? *¿Qué piensas acerca de las imágenes de arriba?* . How do you select trash?



**¡ES HORA DE LA PRODUCCIÓN!**

Let's indicate the addresses of the pharmacy and the grocery store that are closest to our home. Then, let's draw a map in your notebook, showing the locations of each place. (*Indiquemos la dirección de la farmacia y la tienda más cercana a nuestra casa. Luego, dibujemos un mapa en tu cuaderno indicando la ubicación de cada lugar.*)

**THE WEATHER IN BOLIVIA**



**¡INICIEMOS DESDE LA PRÁCTICA!**

Let's write in your notebook and draw the weather forecast for each department

<b>COBIJA</b> ☀️ ☁️ 35° MAX. 23° MIN.	<b>COCHABAMBA</b> ☁️ ☁️ 28° MAX. 15° MIN.	<b>LA PAZ</b> ☀️ ☁️ 18° MAX. 5° MIN.
<b>ORURO</b> ☀️ ☁️ 22° MAX. 6° MIN.	<b>POTOSÍ</b> ☁️ ☁️ 19° MAX. 5° MIN.	<b>SANTA CRUZ</b> ☁️ ☁️ 25° MAX. 20° MIN.
<b>SUCRE</b> ☁️ ☁️ 19° MAX. 11° MIN.	<b>TARIJA</b> ☁️ ☁️ 19° MAX. 13° MIN.	<b>TRINIDAD</b> ☁️ ☁️ 31° MAX. 21° MIN.

How is the weather like in Tarija?

How is the weather like in Cobija?



**¡CONTINUEMOS CON LA TEORÍA!**

**1.1. Months of the year. (Los meses del año)**

Let's read, practice the pronunciation and then write in your notebook the months in the correct order. (*Leemos y practiquemos la pronunciación y luego escribe en tu cuaderno los meses en el orden correcto*)

AUGUST	JUNE	SEPTEMBER	JULY	FEBRUARY	OCTOBER
APRIL	NOVEMBER	MARCH	MAY	DECEMBER	JANUARY

1. <b>JANUARY</b>	4. ....	7. ....	10. ....
2. ....	5. ....	8. ....	11. ....
3. ....	6. ....	9. ....	12. ....

In what month do we celebrate these holydays?. Write in your notebook

The carnival		Christmas	
Bolivia's independence day		Student's day	



**Glosario**

**Weather** = clima  
**Season** = estación  
**Forecast** = pronóstico  
**Temperature** = temperatura

**1.2. Seasons and weather conditions (Estaciones y condiciones climáticas)**

WINTER	SPRING	SUMMER	AUTUMN
December January February	March April May	June July August	September October November

Weather conditions, let's order the letters to discover the hidden word and write in your notebook.



NUSYN



DYOULC



INRAY



ORYMST



YWSN



DIYNW



TOH



LOCD

Let's copy the following sentences in your notebook and complete the spaces with a season or weather condition.

a) Silvia likes \_\_\_\_\_ season she likes rainy days.  
 b) \_\_\_\_\_ is the best season to plant trees.  
 c) \_\_\_\_\_ is the best season to go to Uyuni.  
 d) In \_\_\_\_\_ I eat ice creams, its hot.

a) The weather today is \_\_\_\_\_.  
 b) The weather yesterday was \_\_\_\_\_.  
 c) My favorite weather is \_\_\_\_\_.  
 d) My best friend's favorite weather is \_\_\_\_\_.



### 1.3. Comparative adjectives (Grammar rules)

Find the opposites to these adjectives and write in your notebook.

- a) Big = \_\_\_\_\_
- b) Happy = \_\_\_\_\_
- c) Cold = \_\_\_\_\_
- d) Noisy = \_\_\_\_\_
- e) Fast = \_\_\_\_\_
- f) New = \_\_\_\_\_
- g) Poor = \_\_\_\_\_
- h) Easy = \_\_\_\_\_

T	W	D	S	I	D	M	W
L	M	T	Q	S	W	E	L
U	D	O	U	I	P	R	I
C	L	H	I	A	L	I	R
I	I	D	E	W	W	C	U
F	M	H	T	O	U	H	R
F	C	E	L	S	O	S	E
I	O	S	M	A	L	L	O
D	S	E	U	D	D	R	O



### Glosario

**The adjective:** It is the word that determines or qualifies the noun.



### Noticiencia

To compare two things we use "than" after the adjective, it means "that".

COMPARATIVE ADJECTIVES SPELLING RULES	FORM	EXAMPLE
One syllable	Adj + -er	Tall + -er = taller
Two syllable ending in -y	-y changes to -i + -er	Happy + -er = happier
Two syllables (not ending in -y)	more+Adj	more+famous =more famous
Three (or more) syllables	more+Adj	more+beautiful=more beautiful

Let's copy the following sentences and complete them in the notebook with the comparative form. (Completemos estas oraciones)

Interesting                      easy                      big                      tall                      happy                      new

- a) My friend is \_\_\_\_\_ than me.
- b) History books are \_\_\_\_\_ than Horror books.
- c) My TV is \_\_\_\_\_ than my computer.

### 1.4. Phrasal verbs: clear up, cloud over, warm up, cool down, pelt down

A	CLEAR UP	Become clear or sunny, as of the sky after a period of clouds or fog. Cuando el Cielo se despeja
B	CLOUD OVER	For the sky to fill with clouds; [for the sun] to be obscured by clouds. Cuando se empieza a nublar
C	COOL DOWN	Literally, to become cooler in temperature. Cuando bajan las temperaturas
D	WARM UP	To become warmer in temperature. Cuando el clima está cálido
E	PELT DOWN	The rain has been pelting down for almost a week straight! Cuando la lluvia cae torrencialmente



### Noticiencia

#### COMPARATIVES

They are used to compare two or more objects, places, people, animals.



### Noticiencia

Solo hay dos palabras en inglés que terminan en «-gry»: «angry-furioso» y «hungry-hambriento».



¡REALICEMOS LA VALORACIÓN!

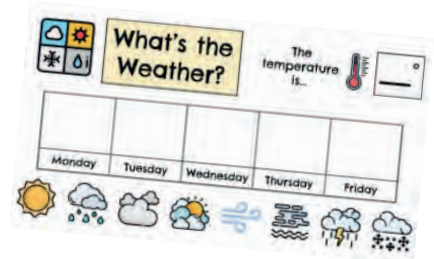
Let's answer this question in our notebook.

- a) Is the weather changing?
- b) How is the weather where you live?
- c) What do you do to take care of mother nature?
- d) What do your community do to take care of mother nature?

**¡ES HORA DE LA PRODUCCIÓN!**

My weekly weather forecast

Make a chart, predicting or searching the weather forecast for this week where you live, use drawings too. Explain your ideas with the class.



**FOOD**

**¡INICIEMOS DESDE LA PRÁCTICA!**

Let's look at this typical dish (Miremos este plato típico)

1. What Bolivian typical dish is this?
2. Where is it from?
3. What are its ingredients?



**¡CONTINUEMOS CON LA TEORÍA!**

**2.1. Bolivian food: Healthy food - Junk food (Comida boliviana: Comida saludable - Comida chatarra)**

Let's draw healthy and junk food in our notebook that you can see in your community. (Dibujemos en nuestro cuaderno comida chatarra y saludable que puedas ver en tu comunidad.)

**2.2. Countable and uncountable nouns**

NOUNS CAN BE... (Los sustantivos pueden ser)	
COUNTABLE (contables)	UNCOUNTABLE (incontables)
<p><b>...Los podemos contar.</b> Dog, pencil, apple, child</p>	<p><b>...No los podemos contar</b> Milk, happiness, rice, love</p>
<p><b>Se pueden escribir en plural.</b> Dog/dogs, pencil/pencils, apple/apples child/children</p>	<p><b>No tienen forma plural.</b> <i>Milks, rices</i></p>
<p><b>Pueden acompañarse de "a/an" o un número antes del sustantivo.</b> <i>A dog, two children, an apple</i></p>	<p><b>Usualmente no se escriben con "a/an" o un número por delante.</b> <i>They like rice.</i> <i>I wish you much happiness</i></p>

**GRAMMAR NOTES**

Usamos el artículo indefinido "a" o "an" con sustantivos contables en singular, el significado es "un/una".

- a pear = una pera (word with a sound of a consonant).
- an apple = una manzana (word with a sound of vowel).

**Write a "U" for uncountable nouns and a "C" for countable nouns**  
(Escribe una "U" para nombres incontables y una "C" para nombres contables.)

Salt (sal)	<b>U</b>	Sugar azúcar		Bread (pan)	<b>C</b>	Vinegar (vinagre)	
Egg (huevo)		Cookie (galleta)		Oat (avena)		Cinnamon (canela)	

**FOR THE NEXT CLASS**

Make a list of the aliments that you have in your kitchen. Write in your notebook.

2.3. There is – There are

SINGULAR	There is	There's	hay
	There is not	There isn't	no hay
	Is there?	¿hay?	
PLURAL	There are	hay	
	There are not	There aren't	no hay
	Are there?	¿hay?	

Draw according to the description

On the table there are 3 oranges, there is a tomato, there aren't four bars of chocolate, there is only one, there are 2 potatoes, there is a watermelon, there is a bottle of coke, finally there's a birthday cake.



2.4. Use of some and any (Singular and plural nouns)

<b>SOME</b>	Is generally used in positive sentences	I have <b>some</b> information for you about flights to parts. (Positive - uncountable)
<b>ANY</b>	Is generally in negative sentences	I don't have <b>any</b> information for you about flights to parts. (negative - uncountable)

Let's copy the following sentences in your notebook and complete the spaces. (Completemos los espacios.) Use "a", "some" or "any" and practice the conversation. (Usa "a", "some" o "any" y practica la conversación.)

Álvaro: Hilda, is there \_\_\_\_\_ milk left?  
 Yaritza: Yes, there is \_\_\_\_\_ in the bottle on the table.  
 Álvaro: Are there \_\_\_\_\_ oranges?  
 Yaritza: No, there aren't \_\_\_\_\_ oranges, sorry. Álvaro, do you have \_\_\_\_\_ cats?  
 Álvaro: Yes, I do. I have \_\_\_\_\_ cat. Yaritza, do you have \_\_\_\_\_ flowers?  
 Yaritza: Yes, I have \_\_\_\_\_ in my garden.  
 Cesar: Is there \_\_\_\_\_ milk left?  
 Hilda: Yes, there is \_\_\_\_\_ in the bottle on the table.



2.5. Make a recipe. (Hacer una receta)

Order the instructions to make a recipe of a sandwich, then make your own recipe in your notebook.

Put on your apron.	Put your ingredients on one piece of bread.	Eat the sandwich.	Cut the ingredients.
Butter each piece of bread	Wash your hands.	Cut the sandwich into two pieces.	
Take two slices of bread	Put the second piece of bread on top.	Sandwich	



¡REALICEMOS LA VALORACIÓN!

Let's write a list of things to buy at the market in your notebook and then answer the questions too.

1. What food should a pregnant woman consume? (¿Qué comida debería consumir una mujer embarazada?)
2. What healthy foods should you consume? (¿Qué comida saludable deberías consumir?)



¡ES HORA DE LA PRODUCCIÓN!

Let's make a RECIPE BOOK together, choose typical dishes and desserts of your region with drawings or pictures if it's possible choose healthy ingredients.

# LIKES AND DISLIKES



## ¡INICIEMOS DESDE LA PRÁCTICA!

What do these symbols mean? Use them in the pictures below



## ¡CONTINUAMOS CON LA TEORÍA!

AFFIRMATIVE	I – YOU – WE - THEY		LIKE	I LIKE ICE CREAM
	SHE – HE - IT		LIKES	SHE LIKES APPLES
NEGATIVE	I – YOU – WE - THEY		Don't like	I don't like ice cream
	SHE – HE - IT		Doesn't like	She doesn't like apples
INTERROGATIVE	DO	I – YOU – WE - THEY	LIKE?	Do you like ice cream?
		SHE – HE - IT	LIKE?	Does she like apples?

Let's practice this conversation

- A: Do you like cartoons? (*¿Te gustan las dibujos animados?*)  
 B: Yes, I do, I like them so much. (*Si, me gustan mucho*)  
 A: Does your brother like music? (*¿A tu hermano le gusta la música?*)  
 B: Yes, He does. His favorite is Folk music. (*Si, su favorita es la música folclórica*)  
 A: What kind of movies do you like? (*¿Qué clase de películas te gustan?*)  
 B: I like comedy movies. (*Me gustan las películas de comedia*)



Let's answer with short answers (Respondamos con respuestas cortas)

- Does Luís like spiders?  
 Do they like strawberries?  
 Does Belén like dogs?  
 Do you like oranges?



Likes

Dislikes

- Does Luís like carrots?  
 Does Belén like cats?  
 Do they like chili?  
 Does Belén like the French fries?



Belén

3.1. Activities in my free time. Copy the following exercise and order it in your notebook (Actividades en mi tiempo libre. Copia en tu cuaderno los ejercicios y ordenalos)

### ORDER DE SENTENCES

1. Playing / Royer / really / games / enjoys / computer.
2. Edgar / playing / and / cards / Silvia / like.
3. You / do / dancing / enjoy / ?

### I like...

- Riding a bike = manejar bicicleta
- Cooking = cocinar
- Watching films = ver películas
- Going shopping = ir de compras
- Watching tik tok = ver tik tok

**What do you like doing in your free time? Answer in your notebook**

In my free time

I like.....



**3.2. Adverbs of frequency: Always, sometimes and never, make your own sentences**

These words come before the verbs and after the verb to be.	<b>ALWAYS</b>	Siempre	I am always on time for school	
	<b>SOMETIMES</b>	Algunas veces	We sometimes watch TV	
	<b>NEVER</b>	Nunca	They never skip classes	

**3.3. Do you like...? Would you like...?**

Let's copy the following sentences in your notebook and answer using short answers. (Copia las oraciones en el cuaderno y respondamos usando respuestas cortas)

- a. Do you like playing soccer? \_\_\_\_\_
- b. Do you dance salsa? \_\_\_\_\_
- c. Do you eat saice? \_\_\_\_\_

Let's practice these conversations (Practiquemos estas conversaciones)

**TO OFFER**

**Hugo:** Would you like orange juice? (offer)  
**Nelly:** No thank you.  
**Hugo:** Ok. Nelly, do you like grapes? (all the time)  
**Nelly:** Yes, I love grapes! I'm hungry.  
**Hugo:** What would you like to eat? (offer)  
**Nelly:** A Salteña, please.

**TO INVITE SOMEONE**

**Dagner:** would you like to play volley? (invitation)  
**Maydee:** No, thank you.  
**Dagner:** Would you like to visit Stely?  
**Maydee:** Sure! Let's go!

Complete with would or do/does. Let's do it in your notebook.

- 1. \_\_\_\_\_ she like dancing? (Would/Do/Does)
- 2. \_\_\_\_\_ you like some apples? (Would/Do)
- 3. \_\_\_\_\_ you like a glass of water? (Would/Do)



**¡REALICEMOS LA VALORACIÓN!**

Choose like and dislike and discuss. Answer in your notebook

- Pink is only for women and blue is for men.
- Men don't cry



**¡ES HORA DE LA PRODUCCIÓN!**

Let's make a collage about "Equal rights between men and women in my community" describing some situations that you like or dislike about gender roles in your community. (Haz un collage sobre "Igualdad de derechos entre hombres y mujeres en mi comunidad" describiendo algunas situaciones que te gustan o no sobre los roles de género en tu comunidad).



# CONVIVENCIA INTERCULTURAL A TRAVÉS DEL USO DE LA TECNOLOGÍA



¡INICIEMOS DESDE LA PRÁCTICA!

## 1. The hardware and software of the computer

### 1.1. Collocations for using electronic devices: Scan a document, upload a photo, and print a document

Let's know about the computer and choose and circle the correct answer. Let's do it in your notebook (Conocemos sobre la computadora y encerremos la respuesta correcta)

I am Magaly, this is my computer. My father gives me on my birthday. I love doing and painting in my computer. My brother loves to play games in it. A computer is a very useful machine.

Who does give the computer to Magaly?

- a) Mother.    b) Sister.    c) Father.

2. Magaly loves \_\_\_\_\_ in the computer.

- a) Paint.    b) Games.    c) Internet

3. A computer is a very \_\_\_\_\_ machine.

- a) Useless.    b) Complex.    c) Useful.

4. What does Magaly's brother love to do in the computer?

- a) Watch movies.    b) Play games.    c) Watch cartoons



¡CONTINUEMOS CON LA TEORÍA!

Let's copy the drawings of the computer parts in your notebook and identify them writing the number inside de circle. (Identifiquemos las partes de la computadora y escribamos el número dentro del círculo)



1. DRIVE	2. MONITOR	3. KEYBOARD	4. MOUSE	5. MODEM/ROUTER	6. PRINTER
Reads CD/DVD discs.	An output device that lets you see you work as you go.	The principal input device; used to type instructions into the computer.	A pointing device used to make on screen selections.	Sends a network signal to the computer: used to connect many computers to the internet.	Produces printed copies of computer output

### 1.2. Present continuous tense: Affirmative and negative

Let's know about present continuous. (Conocemos el presente continuo).

#### PRESENT CONTINUOUS TENSE

Se usa para acciones temporales y para describir lo que ocurre en el momento.

#### PRESENT CONTINUOUS:

SUBJECT + TO BE + VERB + ING + COMPLEMENT

Affirmative I **am** study**ing** English    Yo **estoy** estudiando inglés  
 Negative I **am not** play**ing** tennis    Yo **no estoy** jugando tenis  
 Interrogative **Are** you chat**ing** in class?    ¿**estás** chateando en clase?



#### Noticiencia

**Present progressive verbs**  
 En inglés traducimos el gerundio "-ing" como "-ando" "-endo"  
 Sleeping = durmiendo  
 Study**ing** = estudiando  
 Danc**ing** = bailando

#### SIGNAL WORDS

Signal words are placed at the end of sentences, sometimes they can also be at the beginning of the sentence. (Las palabras de advertencia se ubican al final de las oraciones, en algunas ocasiones también pueden ir al principio de la oración).

#### Present progressive

These words indicate that an event happens at the moment in which it is mentioned. (Estas palabras indican que un evento sucede en el instante en el que se lo menciona)

- At the moment, At this moment (Por el momento, en este momento)
- Now, Right now (Ahora, justo ahora)
- Listen! (¡Escucha!)
- Look! (¡Mira!)

These words indicate that the event will happen in the near future. (Estas palabras indican que el evento sucederá en un futuro cercano)

- Today (Hoy, hoy día)
- Soon, very soon (Pronto, muy pronto)
- This/next week (Esta/la siguiente semana)
- This/next year (Este/el siguiente año)
- This/next summer (Este/el siguiente verano)

**Let's write the -ING form of these verbs. Practice in your notebook** (Escribamos la forma -ING de estos verbos, practica en tu cuaderno).

do	<i>Doing</i>	play	<i>playing</i>	dance	<i>dancing</i>
study		listen		work	
chat		drink		Write	
sleep		go		eat	

### 1.3. ING verbs rules - Actions and short sentences

**Let's write the -ING form of the following verbs. Practice in your notebook** (Escribamos la forma -ing de los siguientes verbos. Practica en tu cuaderno).

Speak \_\_\_\_\_ Talk \_\_\_\_\_ Wear \_\_\_\_\_  
 Live \_\_\_\_\_ Watch \_\_\_\_\_ Do \_\_\_\_\_  
 Work \_\_\_\_\_ Go \_\_\_\_\_ Make \_\_\_\_\_

### 1.4. Action verbs (to plug in, to turn on/off, to connect)

To plug in: conectar	To turn on: encender	To turn off: apagar	To connect: conectar
Install the software and plug in the scanner.	We return to the house and turn on the radio	Please turn off the television.	Use the USB cable to connect your Android to computer.



### Noticiencia

*We need to:  
 Add "ING" at the end of the verb.  
 If the verb ends with "e" erase that letter and add "ING".*



### ¡REALICEMOS LA VALORACIÓN!

**Let's prepare a list of activities to do in our house.** (Preparamos una lista de acciones que hacemos en nuestra casa)



### ¡ES HORA DE LA PRODUCCIÓN!

**Let's draw in wallpaper and paste all the technologies that students use actually and tell the class why.** (Dibujemos en un papelógrafo y pegamos las diferentes tecnologías que los estudiantes utilizan actualmente y socializan ¿Por qué? en clase).

## FEELINGS AND EMOTIONS



### ¡INICIEMOS DESDE LA PRÁCTICA!

### 2.1. Knowing my town and important places. (Conocer mi pueblo y lugares importantes)

**Let's visit our famous places in Bolivia.** (Visitemos nuestros lugares famosos de Bolivia)

**Let's choose and circle the correct answer. Write in your notebook** (Encerremos la respuesta correcta. Escribe en tu cuaderno)



I am Maria; you can pay attention my travelling description:  
While visiting Bolivia focus on seeing cities like La Paz or Uyuni. However, if you're near La Paz, I suggest visiting these incredible locations of Lake Titicaca and Isla del Sol, which is a stunning island located on Lake Titicaca and Copacabana.

Now you need to know about traveling to Copacabana and Isla del Sol.

- Flew into La Paz to take a bus into Copacabana and stayed there a night to acclimate.
- Then took a boat or canoa to Island del Sol on Lake Titicaca for an overnight stay.
- Copacabana is a very small town so you can find some local trout.



<p><b>1. Can Maria know La Paz and Uyuni?</b> a) Yes, she can. b) No, he cannot. c) No she cannot.</p> <p><b>2. What can you see?</b> a) You can see the lake Titicaca and Isla del Sol. b) You can see a giraffe. c) You can see Toro Toro mountain.</p>	<p><b>3. Where can you eat something?</b> a) You can eat in the Isla del Sol. b) You can eat in local trout. c) You can eat pique macho.</p> <p><b>4. What can you do to travel Lake Titicaca?</b> a) You can fly into La Paz to take a bus. b) You can walk. c) You can swim to Copacabana.</p>
---	--

 ¡CONTINUAMOS CON LA TEORÍA!

**2.2. Connectors (and, but)**

Let's read the following sentences and interpret the meaning. (Leamos las siguientes oraciones e interpretemos el significado)



Maria, Joseph and Isabel are playing soccer.






Carlos is strong, but now is exited.

Let's copy the following sentences in your notebook and choose the correct connector. Complete the sentences. (Copia las siguientes oraciones y elige el conector correcto. Completa las oraciones)

1. I am very hungry, ..... (and/but) the fridge is empty.
2. La Paz .....(and/but) Cochabamba have a cableway.
3. I think Math is difficult .....(and/but) I like it.
4. In Oruro .....(and/but) Potosi, we can eat very delicious food.
5. People in Beni often use boats .....(and/but) motorcycles as means of transportation.

**2.3. Hobbies and Abilities**

Let's read and learn vocabulary for "Feelings and Emotions". (Leamos y conozcamos vocabulario de "sentimientos y emociones).Then let's match the picture with the correct statements. Do it in your notebook (Relacionemos la imagen con las afirmaciones correctas. Hazlo en tu cuaderno)

a) _____ 	1. I am sad because I cannot fly.
b) _____ 	2. I can finish my homework, so I am happy.
c) _____ 	3. I am angry, because now I can't sing well.

1. Bored = aburrido (a)
2. Cold = frío(a)
3. Hot = caliente
4. Confused = confuso(a)
5. Disappointed = decepcionado(a)
6. Tired = cansado (a)
7. Hungry = hambriento (a)
8. Thirsty = sediento (a)
9. Surprised = sorprendido (a)
10. Nervous = nervioso (a)
11. Happy = feliz/ alegre
12. Sad = triste
13. Upset = molesto, trastornado
14. Excited = emocionado (a)
15. Afraid = amedrentado (a)/temeroso(a)
16. Brave = valiente
17. Amused = divertido(a)

**2.4. Modal verb: CAN (Affirmative, negative, interrogative)**

Let's learn the forms of verb "CAN" in the present tense. (Conozcamos las formas del verbo "PODER" en tiempo presente.)

**2.4. Modal verb: CAN (Affirmative, negative, interrogative)**

Let's learn the forms of verb "CAN" in the present tense. (Aprendamos las formas del verbo "PODER" en tiempo presente.)

CAN/CANNOT (For ability)			
Affirmative	Negative	Yes/No questions	Short answers
I can cook	I cannot/can't cook	Can I cook?	Yes, you can/No, you can't.
You can dance	You cannot/can't dance	Can you dance?	Yes, I can/ No, I can't.
He can play	He cannot/can't play	Can he play?	Yes, he can/ No, he can't.
She can swim	She cannot/can't swim	Can she swim?	Yes, she can/ No, she can't.
It can run	It cannot/can't run	Can it run?	Yes, it can/ No, it can't.
We can sing	We cannot/can't sing	Can we sing?	Yes, you can/No, you can't.
You can draw	You cannot/can't draw	Can you draw?	Yes, we can/ No, we can't.
They can walk	They cannot/can't walk	Can they walk?	Yes, they can/ No, they can't.

Let's complete the following sentences with words in the chart. Do it in your notebook (Completemos las siguientes oraciones con las palabras de la tabla. Hazlo en tu cuaderno)

- I can not ..... a car.
- ..... can write a letter.
- A chef can ..... a fish.
- A builder can ..... a wheelbarrow.
- Lions ..... read a book.

You drive  
push fry  
can't



**¡REALICEMOS LA VALORACIÓN!**

Let's copy the following exercises in your notebook, reflect and choose TRUE or FALSE. (Copia los siguientes ejercicios en tu cuaderno. Reflexionamos y elijamos VERDADERO o FALSO).

- |   |      |       |
|---|------|-------|
| 1. Pink is only for women and blue is for men.              | TRUE | FALSE |
| 2. Men don't cry.   | TRUE | FALSE |
| 3. Women only cook and take care of the house and men work. | TRUE | FALSE |
| 4. Women and men have the same rights.                      | TRUE | FALSE |



**¡ES HORA DE LA PRODUCCIÓN!**

Let's make a collage divided in two parts, one for "ABILITIES" and the other for "HOBBIES" about you. (Realizamos un collage sobre habilidades e intereses acerca de ti).



Escanea el QR



Musical instruments and sports



**3**

**SECUNDARIA**

**ÁREA**

**LENGUA EXTRANJERA**





# COMUNIDAD Y SOCIEDAD

## Lengua Extranjera

### PERTENENCIA CULTURAL / PERSONAJES HISTÓRICOS

### LIFE STORIES



¡INICIEMOS DESDE LA PRÁCTICA!

#### 1.1. Verb "TO BE" in past: Affirmative, negative, interrogative form

Let's practice the dialogue with was, wasn't, were, weren't. (Practicemos el diálogo con was, wasn't, were, weren't)

#### CONVERSATION

**Marcos:** where **WERE** you last summer, Tania? In Potosi?

**Tania:** No, I **WASN'T** in Potosi. I **WAS** in Cochabamba.

**Marcos:** **WERE** you alone?

**Tania:** No, I **WAS NOT**, I **WAS** with my parents. I was at Lago del Eden.

**Marcos:** wow, I think that's nice.

**Tania:** yes, it **WAS** lovely. There **WAS** a soccer field, There **WERE** two swimming pools, there **WAS** a very good restaurant and also there **WERE** two cafés.

**Marcos:** Oh! That sounds great!



¡CONTINUEMOS CON LA TEORÍA!

#### 1.2. Contractions (wasn't - weren't)

Let's learn the past time expressions and differences with the present. (Aprendemos las expresiones del pasado simple y sus diferencias con el presente)

CONTRACTIONS	
Was + not	Wasn't
Were + not	Weren't

Let's complete the sentences with the correct form: was, were, wasn't, weren't. (Completamos con la forma correcta)

- I  in Cochabamba last spring
- We  at school last Saturday.
- Matilde  at home yesterday.
- He  happy.
- Roberto and Luis  Marco's friends.
- You  very busy on Friday.
- They  in front of the supermarket.
- I  in the museum.
- She  in Santa Cruz last month.
- Gisel and Mabel  late for school.

#### 1.3. YES/NO questions

Let's answer with short answers in your notebook (Respondamos con una respuesta corta en tu cuaderno)

- Who was the president of Bolivia in 1967?
- Was Adela Zamudio a poet in Bolivia?
- Who was a famous writer in Bolivia?

#### TIME EXPRESSIONS

##### LAST

- Night
- Saturday
- Week
- Month
- Year

##### YESTERDAY

- Morning
- Afternoon
- Evening

#### 1.4. Past time expressions

Let's learn the past tense of verb "to be" and practice the past expressions. (Aprendemos el pasado simple con el verbo ser o estar y practicamos las expresiones de tiempo pasado)

My name is Carolina; yesterday **was** (be) my father's birthday. First, some friends \_\_\_\_\_ (be) very early. My father \_\_\_\_\_ (be) very happy with the party. My mother \_\_\_\_\_ (be) in the kitchen preparing delicious food. My grandfather didn't come because he \_\_\_\_\_ (be) sick. Then all \_\_\_\_\_ (be) in the garden to continue the party.

1.5. Questions with Be in past: What – Where – Who – Why – When

Let's fill the gaps with was, were	Let's make questions
1. Was Marlene at work yesterday?	1. Where <b>were</b> they in last Christmas?
2. _____ They in Santa Cruz last month?	2. _____ he in football school yesterday?
3. What film _____ Carol watching?	3. What _____ the weather in the morning?
4. _____ your dog in the garden?	4. Why _____ you with a dog in the theater?
5. Who _____ she in holiday with?	5. _____ the men at the cinema?



¡REALICEMOS LA VALORACIÓN!

Let's think and write in our notebook about the best experiences lived using the past time. (Pensemos y escribamos en el cuaderno las mejores experiencias vividas utilizando el tiempo pasado)



¡ES HORA DE LA PRODUCCIÓN!

Let's complete with the correct form: was / were. (Completamos con la forma correcta del verbo ser-estar)

were were was were were were was was was was

- 1.-It was late, and the children were tired.
- 2.-The Villarroel brothers \_\_\_\_\_ at the same school. Matias \_\_\_\_\_ a medical student, and Harry and Mario \_\_\_\_\_ law students.
- 3.-We \_\_\_\_\_ 30 minutes early for the party and there \_\_\_\_\_ nobody there. The room \_\_\_\_\_ empty!
- 4.-How long \_\_\_\_\_ you and your mother in La Paz?
- 5.-I \_\_\_\_\_ there for three years, but she \_\_\_\_\_ there for only two.

TALKING ABOUT FAMOUS PEOPLE



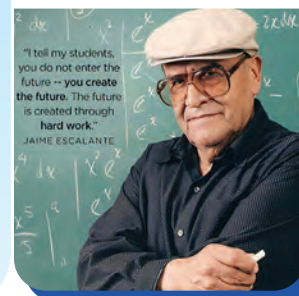
¡INICIEMOS DESDE LA PRÁCTICA!

2.1. Famous people in our community and country. (Personas famosas en nuestra comunidad y país)

Let's talk and describe about famous people. (Hablemos y describamos a personajes famosos)

- Jaime Escalante
- Teacher

Jaime Alfonso Escalante Gutierrez **was** a Bolivian educator, well known for teaching students calculus from 1974 to 1991 at Garfield High School, East Los Angeles, California. Escalante **was** the subject of the 1988 film Stand and Deliver, in which he is portrayed by Edward James Olmos.



- Marcelo Martins Moreno
- Soccer player



Marcelo Martins Moreno, is a Bolivian footballer. He currently plays for Flamengo, on loan from Grêmio, as well as the Bolivian national team. Although he is known as Marcelo Martins, he is called by his last name, Marcelo Moreno, in Brazil.

- Adela Zamudio
- Poet

Paz Juana Plácida Adela Rafaela Zamudio Rivero, or more popularly known as Adela Zamudio **was** a Bolivian poet, feminist, and educator. She is considered the most famous Bolivian poet, and is credited as founding the country's feminist movement. In her writing, she also used the pen-name Soledad.



- Domitila Barrios de Chungara
- Labor leader

Domitila Barrios de Chungara (7 May 1937 – 13 March 2012) **was** a Bolivian labor leader and feminist. In 1975 she participated in the International Women's Year Tribune put on by the United Nations in Mexico. She died in Cochabamba, Bolivia, on 13 March 2012 of lung cancer.

- Luzmila Carpio
- Singer

Luzmila Carpio is a Bolivian singer, who has performed in Spanish and Quechua, and Bolivia's ambassador to France from 2006.



- Simón Iturri Patiño
- Businessman

Simón Iturri Patiño **was** a Bolivian industrialist who **was** among the world's wealthiest people at the time of his death. With a fortune built from ownership of a majority of the tin industry in Bolivia, Patiño **was** nicknamed "The Andean Rockefeller". During World War II, Patiño **was** believed to be one of the five wealthiest men in the world.

Let's complete this chart according one famous person, then write in the notebook other examples. (Completemos este cuadro de acuerdo con una persona famosa, luego escribamos en el cuaderno otros ejemplos)

NAME		NATIONALITY	
BIRTHDAY:		GOAL	
OCCUPATION:		OTHER	



## 2.2. Adjectives that describe people

Let's put the adjectives in the correct chart. (Ponemos los adjetivos en el cuadro correcto).

quiet reliable  
ruthless kind hesitant  
modest patient  
generous neat  
naughty  
easy\_going lazy  
absent



cheerful brave selfish  
greedy  
possessive witty  
clumsy boastful sensible  
jealous touchy  
minded

POSITIVE

NEGATIVE



Let's write the correct adjectives using the words in the oval. (Escribamos los adjetivos según las descripciones usando las palabras que están en el ovalo).

1. \_\_\_\_\_ someone who is slow to act because they feel uncertain.
2. \_\_\_\_\_ someone who can be trusted to do something well.
3. \_\_\_\_\_ someone who is willing to give money or help freely.
4. \_\_\_\_\_ someone who always wants more than they need.
5. \_\_\_\_\_ someone who thinks of their own advantage.
6. \_\_\_\_\_ someone who is easily offended or upset.



### 2.3. Irregular verbs

Let's match the past simple of the following irregular verbs. (Emparejemos el pasado simple de los siguientes verbos irregulares)

- |          |                          |       |                          |       |          |
|----------|--------------------------|-------|--------------------------|-------|----------|
| A. Can   | <input type="checkbox"/> | Came  | <input type="checkbox"/> | Make  | I. Put   |
| B. Come  | <input type="checkbox"/> | Ate   | <input type="checkbox"/> | Put   | J. Said  |
| C. Drink | <input type="checkbox"/> | Did   | <input type="checkbox"/> | Say   | K. Told  |
| D. Eat   | <input type="checkbox"/> | Had   | <input type="checkbox"/> | See   | L. Saw   |
| E. Give  | <input type="checkbox"/> | Could | <input type="checkbox"/> | Speak | M. Wrote |
| F. Go    | <input type="checkbox"/> | Drank | <input type="checkbox"/> | Take  | N. Made  |
| G. Have  | <input type="checkbox"/> | Gave  | <input type="checkbox"/> | Tell  | O. Spoke |
| H. Do    | <input type="checkbox"/> | Went  | <input type="checkbox"/> | Write | P. Took  |



¡REALICEMOS LA VALORACIÓN!

Let's think and write about your famous people in our community. (Reflexionamos y escribimos sobre los personajes famosos de nuestra comunidad)



¡ES HORA DE LA PRODUCCIÓN!

Let's work in class (individual, pairs or groups) then draw and describe in a flipchart the school famous people. (Trabajemos en clase (individual, parejas o grupos) luego dibujemos y describamos en un papelógrafo a los personajes famosos de la escuela)

## WHEN WERE YOU BORN? WHERE WERE YOU YESTERDAY?



¡INICIEMOS DESDE LA PRÁCTICA!

### 3.1. Past time expressions

Let's know what they do in the community. (Conozcamos que hacen ellos en la comunidad)

#### Yesterday

*Yesterday was a nice day. I was on a small trip with my family. We were at the park for one hour.*

*My mother was surprised because finally we were not at home. My father was a little worried because of the virus. My sister was happy and in love with the sun. My grandpa was bored because he stayed at home. The weather was great, it was hot and sunny. The park was green and clean, it was beautiful. It was one of the best day of my life.*

PAST TIME EXPRESSIONS		
LAST	AGO	YESTERDAY
last night	10 minutes ago	yesterday
last Sunday	an hour ago	yesterday morning
last week	three days ago	yesterday afternoon
last weekend	a week ago	yesterday evening
last year	a month ago	the day before yesterday
last month	a year ago	

**TRUE OR FALSE**

- a. They were at the beach yesterday. T F
- b. His mother was surprised. T F
- c. His father was a little worried because of the virus. T F
- d. His grandpa was bored at the park. T F
- e. The weather was cold and cloudy. T F
- f. The park was green and clean T F

When were you born?

\_\_\_\_\_



Let's choose the past time expressions. (Escogemos las expresiones de tiempo en pasado).

				
I played basketball with my friends _____ a ) last weekend b ) at weekends c ) today d ) tomorrow	Pamela and Harry went to a nice restaurant _____ a ) twice a day b ) at weekends c ) yesterday d ) tomorrow	The clerk hasn't slept _____ because he has lot of work. a ) 24 hours ago b ) 24 hours later c ) for 24 hours d ) since 24 hours	My uncle saw a doctor at the city hospital _____. last 5 years 5 years later 5 years ago for 5 years	The tourist saw an antique statue a ) right now b ) Tuesday c ) tomorrow d ) two hours ago



**¡CONTINUAMOS CON LA TEORÍA!**

**3.2. Transitive phrasal verbs**

Let's complete the sentences below, using a phrasal verb from the box in its correct form. (Completemos las oraciones a continuación, usando un phrasal verb del recuadro en su forma correcta)

- a) The match was **called off** because of heavy rain. It will be played tomorrow.
- b) The masked robbers \_\_\_\_\_ a money transport and got away with millions of dollars.
- c) The investigators promised that they would \_\_\_\_\_ the matter and try to find new evidence.
- d) The scientist \_\_\_\_\_ the experiment in his own private lab.
- e) I have to \_\_\_\_\_ my files regularly, so that I don't lose them when the computer crashes

**carried out**  
**Held up**  
**called off**  
**look into**  
**back up**

**3.3. Prepositions of time and place**

Let's learn and practice the prepositions of time and place. (Aprendamos y practiquemos las preposiciones de tiempo y lugar)

PREPOSITIONS OF TIME AND PLACE		
AT	ON	IN
We use " at " to express a precise Time.  - at 5 o'clock - at 11:30 pm - at lunchtime - at the moment - at midnight - at sunrise - at sunset	We use " on " before days and dates.  - on Friday - on Mondays - on 4 July - on 17 March 1966 on Children's Day - on his birthday on Mother's Day	We use "in " before months, years, centuries and long period of time .  - in November - in winter - in 2001 - in the 20th century - in Stone Age



**Noticiencia**

*Transitive Phrasal Verbs*  
The same meaning of transitive and intransitive applies to phrasal verbs in the same way as it does to normal verbs. A transitive phrasal verb takes an object, for example:  
*Hang up your jacket.*

Let's fill in the blanks with the correct prepositions. **at/in / on.** (Completamos los espacios con la preposición correcta at/in/on)

1. My birthday is **in** June.
2. The football game is \_\_\_\_\_ the stadium.
3. It's always cold \_\_\_\_\_ winter.
4. I go to the gym \_\_\_\_\_ Mondays and Wednesdays.
5. I always brush my teeth \_\_\_\_\_ the morning.
6. The papers are **on** the coffee table.
7. He was born \_\_\_\_\_ September 24th.
8. Left the keys \_\_\_\_\_ the counter.
9. We are meeting \_\_\_\_\_ the cafe.
10. Marcelo prefers to work \_\_\_\_\_ a farm



**¡REALICEMOS LA VALORACIÓN!**

Let's answer the following questions and complete the sentences using the correct preposition in our notebook. (Respondamos las siguientes preguntas y completemos las oraciones usando la preposición correcta en nuestro cuaderno)

- a) When were you born?
- b) When Pamela and Josue went to a nice restaurant?
- c) I played basketball with my friend \_\_\_\_\_ in the afternoon.
- d) He was born \_\_\_\_\_ July 21th.
- e) She sleeps \_\_\_\_\_ the morning and works at night.
- f) It's already 9 a.m. and he is still \_\_\_\_\_ bed.
- g) I couldn't find that small village \_\_\_\_\_ any map.
- h) My father plans to return from his business trip \_\_\_\_\_ Saturday or Sunday evening.
- i) My sister is \_\_\_\_\_ work right now so you can't reach her.



**¡ES HORA DE LA PRODUCCIÓN!**

Let's practice in pairs with this boardgame using time expressions. (Practicemos en parejas con este juego de mesa usando expresiones de tiempo)

<b>START</b> →	When did you last watch a film? What was it about?	When did you last go shopping? What did you buy?	Talk about a party you went to . When did you go?
When did you last make an important decision?	<b>TIME EXPRESSIONS</b> Talk about the topics in the boxes. Use time expressions with the correct prepositions:		Talk about what you did yesterday . Use time expressions!
When did you last cook a three course meal? Who did you cook it for?	<p style="text-align: center;"><b>IN</b></p> <p style="text-align: center;">1970      the evening      April summer      the 1960s</p>		When was your best friend born ? When did you meet ?
When did you last play a sport ? What kind of sport did you play?	<p style="text-align: center;"><b>AT</b></p> <p style="text-align: center;">six o'clock      the weekend      noon      night</p>		When was the last time you were really excited ? Why ?
When did you last make someone angry? Why?	<p style="text-align: center;"><b>ON</b></p> <p style="text-align: center;">18 January      Saturday      Friday morning Sunday night</p>		When is your birthday ?
When did you last have a good time ?	<p style="text-align: center;"><b>LAST</b></p> <p style="text-align: center;">night      winter      year      week</p>		When did you go out the most ? ( decade )
When did you last get a present ? What did you get?	<p style="text-align: center;"><b>AGO</b></p> <p style="text-align: center;">two weeks      a few days a long time      a year</p>		When did you last have a holiday ? Where did you go ?
Talk about what you did last week . Use time expressions	When did you last use a computer?	When do you usually go on holidays?	<b>START</b> ←

# REDACCIÓN DESCRIPTIVA DE SUCESOS PASADOS TALKING ABOUT VACATION



## ¡INICIEMOS DESDE LA PRÁCTICA!

How was your last vacation?

Let's read the short descriptions then write about your experience. (Leemos las descripciones y escribe sobre tu experiencia)



On our last trip, we went to the Oruro's carnival. But guess what happened? I forgot my camera, so I took photos with my mother's cell phone. I had a scenic experience.



I was in La Paz with my family. I ate some rellenos and anticuchos, we visited the cablecar transportations, it was relaxing.



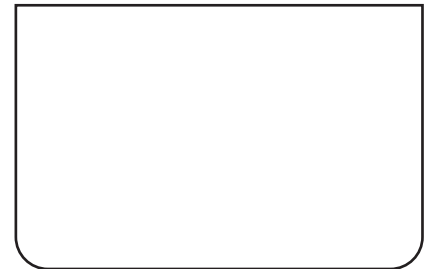
Last vacation, my mother and I went to Salinas de Garci Mendoza in Oruro, The weather was warm, I saw an interesting ritual to Pachamama.



Last winter vacation, my aunt Elva and I went to Cochabamba, we arrived to Tarata, we bought strawberry juice and we ate "chicharron" it was a really comfortable trip.



On my last trip, I travelled to Iguazu falls an exciting place in Argentina, my father made a new friend, my brother and I went by boat through the falls, my parents saw a beautiful Tucan that was unusual.



Where did you go on your last vacation? when was it? What happened?

.....

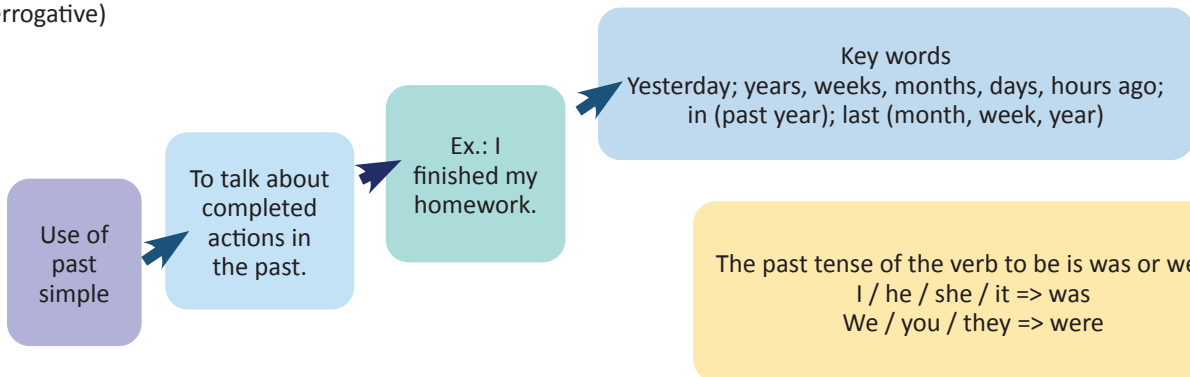
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.....



## ¡CONTINUAMOS CON LA TEORÍA!

1.1. The Simple Past Tense: Affirmative, negative and interrogative. (El pasado simple: afirmativo, negativo e interrogativo)



Affirmative	
Subject + verb (past) + complement	I visited Pando last january.
Negative	
Subject + did not (didn't)+ verb (present) + complement	I didn't undestand the song.
Interrogative	
Did + subject + verb (present) + complement + ?	Did you dance cueca yesterday?

**Put the words in the correct order**

- a) WENT – morning – I – to – school – yesterday.
- b) TV – a – new – BOUGHT – sister – yesterday – My.
- c) game – WATCHED – the – soccer – Cesar – Adriel – and.

Change these sentences in affirmative, negative or interrogative form.

**Juan José brushed his teeth after lunch.**

(Neg) \_\_\_\_\_

(Int) \_\_\_\_\_

**Carmen and Stely didn't play soccer yesterday.**

(Aff) \_\_\_\_\_

(Int) \_\_\_\_\_



**Noticiencia**

If a verb ends in -e, you add -d. If a verb ends in a vowel and a consonant, the consonant is usually doubled before -ed.



—● **1.2. Regular Verbs: ED** (spelling rules). Verbos regulares: ED (reglas ortográficas)

REGULAR VERBS “-ED” SPELLING RULES	
Read the rules and complete the past form of the verbs in the blank spaces.	
Regla general	Verbos terminados en: consonante + la vocal “e”
Aumentamos “-ed” al final de la mayoría de los verbos.	Sólo aumentamos “d” al final.
Mirar ==>Watch      Mire =>Watched	Bailar ==>Dance      Bailé =>Danced
Cocinar ==>Cook      Cociné =>_____	Amar ==>Love      Amé =>_____
Visitor ==>Visit      Visité =>_____	Usar ==>Use      Usé =>_____
Verbos terminados en: C+V+C	Verbos terminados en w- x- y
Si el verbo termina en “consonante + vocal + consonante” y tiene 1 sílaba, duplicamos la última consonante y aumentamos “ed” al final.	No se duplica la última consonante si es <b>w – x – y</b> .
Detener ==>Stop      Detuve =>Stopped	Arreglar ==>Fix      Arreglé =>Fixed
Planear ==>Plan      Planeé =>_____	Nevar ==>Snow      Nevó =>_____
Admitir ==>Admit      Admití =>_____	Mezclar ==>Mix      Mezclé =>_____
Verbos terminados en: vocal + y	Verbos terminados en: consonante + y
Si el verbo termina en una “vocal” seguida de la “y”, sólo aumentamos “ed” al final.	Si el verbo termina en una “consonante” seguida de la “y”, cambiamos a “i” por “i” y aumentamos “ed”.
Jugar ==>play      Jugué =>played	Estudiar ==>Study      Estudié =>Studied
Permanecer ==>Stay      Permanecí =>_____	Llorar ==>Cry      Lloré =>_____
Disfrutar ==>Enjoy      Disfruté =>_____	Enterrar ==>Bury      Enterré =>_____



Let's practice the pronunciation of ED, saying these verbs. (Practiquemos la pronunciación de ED, diciendo estos verbos)

/t/	Verbos que terminan en sonido sordo (p- f-k-ss-sh-ch-th-c-x)	Helped, looked, washed, watched, breathed, kissed, danced, fixed
/d/	Verbos que terminan en (b-g-l-m-n-r-v-z - y-s vocal)	damaged, called, cleaned, offered, loved, amazed, enjoyed, followed, used.
/id/	I Verbos que terminen en "ted" o "ded"	wanted, visited, needed, wanted, started.

IRREGULAR VERBS LIST		
GRUPO 1		
INFINITIVO	PASADO	PARTICIPIO
BEGIN (Empezar)	BEGAN	BEGUN
DRINK (Beber)	DRANK	DRUNK
RING (Sonar)	RANG	RUNG
SING (Cantar)	SANG	SUNG
SINK (Hundirse)	SANK	SUNK
SWIM (Nadar)	SWAM	SWUM
GRUPO 2		
INFINITIVO	PASADO	PARTICIPIO
BUILD (Construir)	BUILT	BUILT
FEEL (Sentir)	FELT	FELT
KEEP (Guardar)	KEPT	KEPT
LEAVE (Dejar, salir)	LEFT	LEFT
LEND (Dejar, prestar)	LENT	LENT
LOSE (Perder)	LOST	LOST
MEAN (Significar)	MEANT	MEANT
SEND (Enviar)	SENT	SENT
SLEEP (Dormir)	SLEPT	SLEPT
SPEND (Gastar, pasar)	SPENT	SPENT
GRUPO 3		
INFINITIVO	PASADO	PARTICIPIO
BREAK (Romper)	BROKE	BROKEN
CHOOSE (Elegir)	CHOSE	CHOSEN
DRIVE (Conducir)	DROVE	DRIVEN
FREEZE (Congelar)	FROZE	FROZEN
FORGET (Olvidar)	FORGOT	FORGOTTEN
GET (Conseguir)	GOT	GOT/GOTTEN
RIDE (Montar)	RODE	RIDDEN
RISE (Salir)	ROSE	RISEN
SPEAK (Hablar)	SPOKE	SPOKEN
STEAL (Robar)	STOLE	STOLEN
TAKE (Coger, llevar)	TOOK	TAKEN
WAKE (Despertar)	WOKE	WOKEN
GRUPO 4		
INFINITIVO	PASADO	PARTICIPIO
EAT (Comer)	ATE	EATEN
GIVE (Dar)	GAVE	GIVEN
FORGIVE (Perdonar)	FORGAVE	FORGIVEN
FALL (Caer)	FELL	FALLEN
BITE (Morder)	BIT	BITTEN
HIDE (Esconder)	HID	HIDDEN
BEAT (golpear)	BEAT	BEATEN

GRUPO 5		
INFINITIVO	PASADO	PARTICIPIO
SIT (Sentarse)	SAT	SAT
HOLD (Coger, agarrar)	HELD	HELD
LEAD (Guiar, conducir)	LED	LED
FEED (Alimentar)	FED	FED
MEET (Quedar)	MET	MET
SHOOT (Disparar)	SHOT	SHOT
WIN (Ganar)	WON	WON
FIND (Encontrar)	FOUND	FOUND
HANG (Colgar)	HUNG	HUNG
DIG (Cavar)	DUG	DUG
GRUPO 6		
INFINITIVO	PASADO	PARTICIPIO
BRING (Traer)	BROUGHT	BROUGHT
BUY (Comprar)	BOUGHT	BOUGHT
CATCH (Coger)	CAUGHT	CAUGHT
FIGHT (luchar)	FOUGHT	FOUGHT
TEACH (enseñar)	TAUGHT	TAUGHT
THINK (pensar)	THOUGHT	THOUGHT
GRUPO 7		
INFINITIVO	PASADO	PARTICIPIO
PAY (Pagar)	PAID	PAID
SAY (Decir)	SAID	SAID
HEAR (Oír)	HEARD	HEARD
HAVE (Tener)	HAD	HAD
MAKE (Hacer)	MADE	MADE
SELL (Vender)	SOLD	SOLD
TELL (Contar, decir)	TOLD	TOLD
STAND (Ponersedepie)	STOOD	STOOD
UNDERSTAND (entender, comprender)	UNDERSTOOD	UNDERSTOOD
GRUPO 8		
INFINITIVO	PASADO	PARTICIPIO
BET (Apostar)	BET	BET
COST (Costar)	COST	COST
CUT (Cortar)	CUT	CUT
FIT (Quedar bien)*ropa	FIT	FIT
HIT (Golpear)	HIT	HIT
HURT (Herir, hacer daño)	HURT	HURT
LET (Permitir)	LET	LET
PUT (Poner)	PUT	PUT
QUIT (Para, dejar de hacer algo)	QUIT	QUIT
READ (Leer)	READ	READ

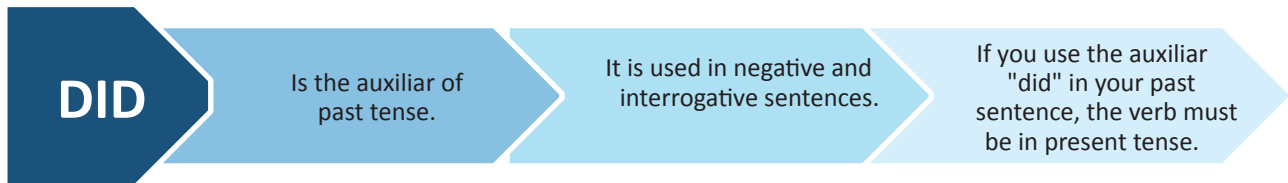
GRUPO 9		
INFINITIVO	PASADO	PARTICIPIO
BLOW (Soplar)	BLEW	BLOWN
DRAW (Dibujar)	DREW	DRAWN
FLY (Volar)	FLEW	FLOWN
GROW (Crecer, cultivar)	GREW	GROWN
KNOW (Saber, conocer)	KNEW	KNOWN
SHOW (Mostrar, enseñar)	SHOWED	SHOWN/ SHOWED
THROW (Tirar, lanzar)	THREW	THROWN

GRUPO 10		
INFINITIVO	PASADO	PARTICIPIO
BECOME (Uegar a ser, convert! rse)	BECAME	BECOME
COME(Venir)	CAME	COME
RUN (Correr)	RAN	RUN
TEAR (LI ora r)	TORE	TORN
WEAR (Llevar puesto)	WORE	WORN
SEE (Ver)	SAW	SEEN
DO (Hacer)	DID	DONE
GO (Ir)	WENT	GONE

Let's write the Past Simple form of the following verbs. (Escribamos el Pasado Simple de los siguientes verbos)

be \_\_\_\_\_ find \_\_\_found\_\_\_\_\_ hit \_\_\_\_\_  
 can \_\_\_\_\_ wear \_\_\_\_\_ teach \_\_\_\_\_  
 give \_\_\_\_\_ do \_\_\_\_\_ tell \_\_\_\_\_  
 meet \_\_\_\_\_ see \_\_\_\_\_

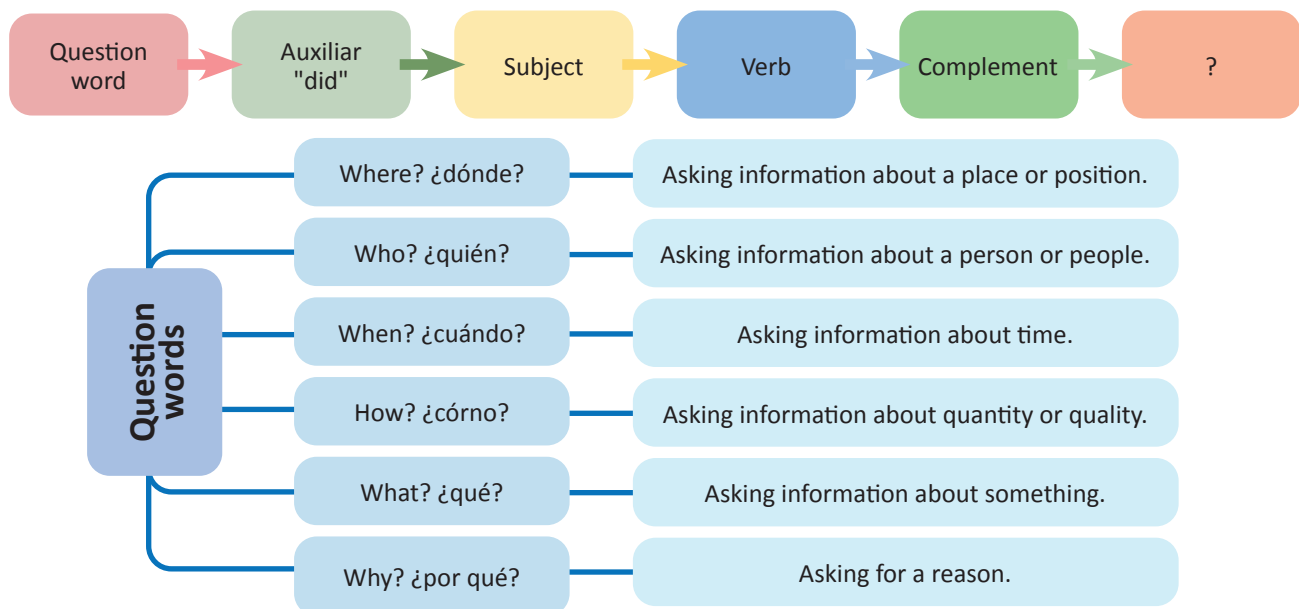
1.3. Past Auxiliary: DID (Yes/No questions). Pasado auxiliar: DID (preguntas de sí/no)



Let's answer these questions with short answers in our notebook. (Respondamos estas preguntas con respuestas cortas en nuestro cuaderno)

Did he enjoy the lunch? Did you close the door? Did we dance at school? Did they watch the game? Did your friend sing yesterday?	Short Answers
	Yes, + subject + did -Se traduce como: "SI" Example: Yes, I did. No, + subject + didn't -Se traduce como: "NO" Example: No, I didn't.

1.4. Question Words: What did you do on your last vacation?. Palabras interrogativas: ¿Qué hiciste en tus últimas vacaciones?



Let's answer these questions in our notebook. (Respondemos estas preguntas en nuestro cuaderno)

- Where did you go on your last vacation?
- When did you go on vacation?
- What did you do on your last vacation?



1.5. **Adjectives to describe trips:** Scary, scenic, comfortable, boring, bumpy. (Adjetivos para describir viajes: aterrador, pintoresco, cómodo, aburrido, lleno de baches.)


Let's read the definitions and translate the sentences as the first example. (Leamos las definiciones y traduzcamos las oraciones como el primer ejemplo)

<b>Scary</b>	Aterrador, horroroso.	Something that causes fear.	My visit to haunted house in halloween was scary	<i>Mi visita a la casa embrujada en Halloween fue aterradora.</i>
<b>Scenic</b>	Pintoresco, escénico.	with beautiful views all around	My trip to Incachaca was scenic.	
<b>Comfortable</b>	Comfortable, agradable.	Nice to sit in	The Titicaca Lake is a comfortable place to visit.	
<b>Bumpy</b>	Agitado, pedregoso.	Jumping and moving a lot	The Inca road is bumpy.	

Let's read and complete the next activity. (Leamos y completemos la siguiente actividad)

Hilda and her Friends went to La Paz city. The hotel was clean, and the bed was soft, during the day they had to walk going up and down in the market. The city was beautiful, there are many things to do, it was not boring at all. They ate "Plato Paceño", "Llauchas" and "Marraqueta" with cheese and coffee, but they also ate Asian food, that is not common to eat where they live. Finally when they were going back to the hotel, they got lost, fortunately they found the hotel, they were scared because it was late.

LA PAZ CITY	Scary	Scenic	Comfortable	Bumpy	Boring	Relaxing	Exciting	Interesting	Unusual
Hotel									
Journey									
City or country									
Meal or food									

 ¡REALICEMOS LA VALORACIÓN!

Let's make a list of touristic places to visit in Bolivia and mention if you visited those places, when, with who?. (Hagamos una lista de lugares turísticos para visitar en Bolivia y menciona si visitaste esos lugares, ¿cuándo?, ¿con quién?)

.....

.....

 ¡ES HORA DE LA PRODUCCIÓN!

Let's read this paragraph and then the instruction. (Leamos este párrafo y luego la instrucción)

My last vacation was interesting. I went to Tarata in Cochabamba. The places around were so green and the people were so friendly. I visited many places like, the main square, Melgarejo's house and a small museum. I stayed there for one day. The weather was really nice and it was great for camping. So we went camping on the mountains and made a small fire for BBQ.

Let's make a collage of pictures or drawings about your last vacation, write a paragraph like the example, you can use these verbs in past: visited, played, ate, made, liked, loved, saw, the weather was, I was. Show the class your chart and practice asking your friends questions about their collages using question words.

## ABILITIES AND POSSIBILITIES (habilidades y posibilidades)



¡INICIEMOS DESDE LA PRÁCTICA!

Let's read and make sentences in our notebook about the "HUMAN RIGHTS" with the words in the chart. (Leemos y realizamos oraciones en nuestro cuaderno sobre "DERECHOS HUMANOS" con las palabras del cuadro)

NO TORTURE	NO SLAVERY
DISCRIMINATION	RIGHT TO FAMILY
BULLYING	FREEDOM TO MOVE



¡CONTINUEMOS CON LA TEORÍA!

### 2.1. Reading: Certainty about the past. (Lectura: Certeza sobre el pasado)

#### WOMEN'S RIGHTS EVOLUTION IN BOLIVIA



In the 19th century, the rights of Bolivian women were scarce:

- They couldn't vote
- They couldn't receive academic training.
- They could only study up to the 3rd grade of primary school, a level considered sufficient since they were seen as inferior to men.
- Women could be dedicated only to housework such as raising children
- They couldn't participate in society.
- The Constitutional Reform of 1945 granted women -for the first time in Bolivian history- the right to vote, but only at the municipal level.
- It was not until 1952, that universal suffrage was recognized, and women were able to vote.
- Women couldn't work without the approval of her husband or partner
- Women could work only forty-eight (48) hours.

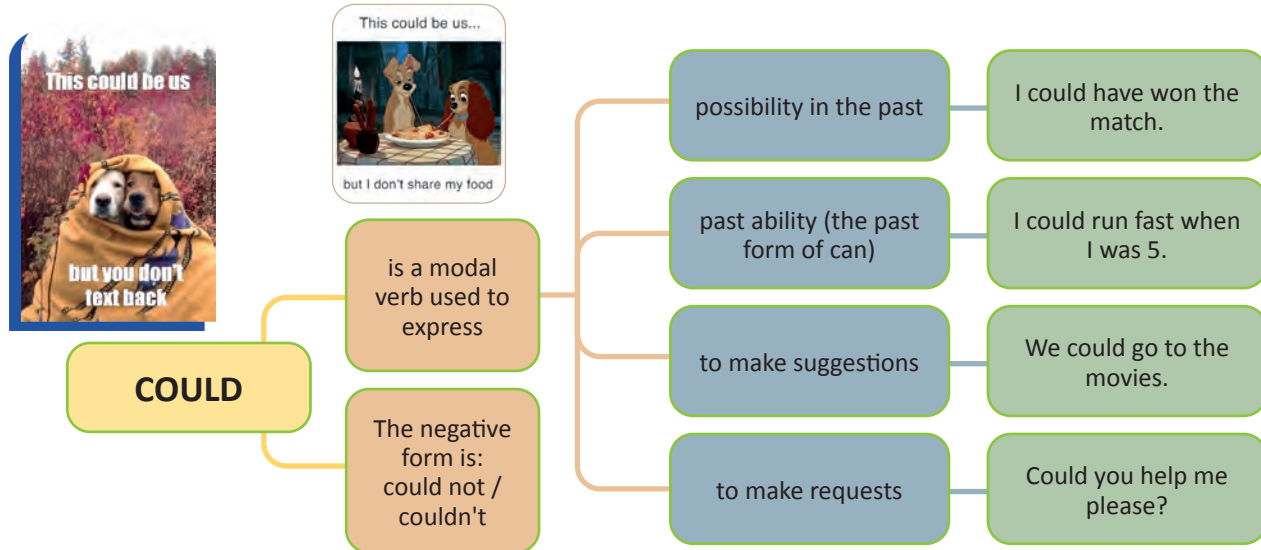
Now, the working woman has the right to pre- and postnatal breaks (45 days before pregnancy and 45 days after)

- Woman can also have family allowances (prenatal, breastfeeding, birth and burial allowances)
- Woman can't be removed from work for pregnancy until the child reaches one (1) year of age
- Women have the right to holidays in Mother's Day, Bolivian woman, health checks, as well as permission for accidents of children under twelve (12) years of age, among other rights.

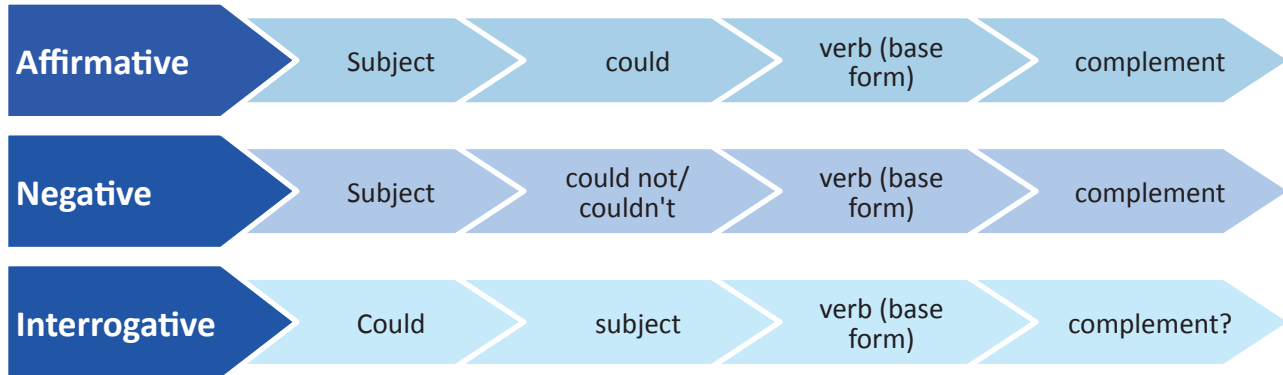
Circle true or false about the reading.

- |   |   |   |
|---|---|---|
| 1. Women could study at university in the 19 <sup>th</sup> century. | T | F |
| 2. A woman can't work now.  | T | F |
| 3. Women can have family allowances.                                | T | F |
| 4. In 19 <sup>th</sup> century women couldn't vote.                 | T | F |
| 5. Women could vote in the president's election in 1945.            | T | F |

2.2. The modal verb: **Could / could not.** (El verbo modal: Could/couldn't)



2.3. Sentences structure: **Affirmative, Negative and Interrogative.** (Estructura de las oraciones: Afirmativa, Negativa e Interrogative)



Let's complete the spaces with the correct modal **could** or **couldn't**. (Completamos los espacios con el modal correcto could o couldn't)

- a) When I was seven, I could speak English. (positive)
- b) \_\_\_\_\_ you \_\_\_\_\_ (swim) when you were four?
- c) Maria \_\_\_\_\_ (ride a bicycle) when she was five. (negative)
- d) In 1975, people \_\_\_\_\_ (send e-mails).
- e) When my mother was young, she \_\_\_\_\_ (connect) to the internet.



2.4. Abilities we could do in the past. (Habilidades que podíamos hacer en el pasado)

CAN	COULD
Used to say that you can and will do something	Could is a modal verb. It is used with the base form of a verb. Could is sometimes considered to be the past form of can, but in this dictionary the two words are dealt with separately

Let's write in our notebook five sentences with **CAN** and five sentences with **COULD**. (Escribamos en nuestro cuaderno cinco oraciones con CAN y cinco oraciones con COULD)

3. Vocabulary. (Vocabulario)

Let's practice in oral form these commands in the class. (Practiquemos en forma oral estos comandos en la clase)

Be quiet =.....	Look at =.....	Think of =.....
Stand up =.....	Read =.....	Say/speak =.....
Sit down =.....	Raise your hand =.....	Point at =.....
Ask =.....	Choose =.....	Sing =.....



**¡REALICEMOS LA VALORACIÓN!**

Let's answer these questions in our notebook. (Respondamos estas preguntas en nuestro cuaderno)

Do you consider that men and women have equal rights in you community? Why?  
 What can you do to help with the housework at you house?  
 Search information about 348 law, what is it about?



**¡ES HORA DE LA PRODUCCIÓN!**

Let's make a chart and messages about ten things you can do to prevent violence in your school community.

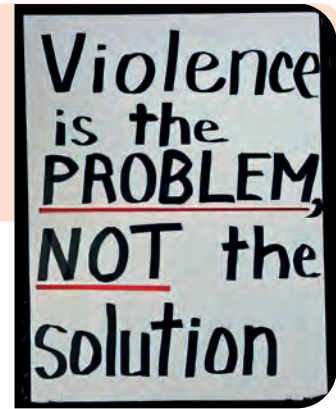
(Hagamos un cuadro y mensajes sobre diez cosas que puedes hacer para prevenir la violencia en tu comunidad escolar)

Let's put these messages around our school. Use the verb CAN

Pongamos estos mensajes alrededor de nuestra escuela. Usa el verbo CAN

**Examples:**

- You can settle arguments with words, not fists or weapons.
- You can learn safe routes for walking in the neighborhood, and know good places to seek help.
- You can report any crimes or suspicious actions to the police.



**(EXPRESIÓN ORAL Y ESCRITA DE EVENTOS OCURRIDOS EN NUESTRA REGIÓN)  
 WHAT WAS HAPPENING IN THE COMMUNITY?**



**¡INICIEMOS DESDE LA PRÁCTICA!**



On May 25, 1809, in the city of Sucre, people were uprising against the president of the audience of ponds, which became the first cry of independence in the countries of America and the world.

What was happening on May 25<sup>th</sup> in 1809?

.....  
 .....  
 .....  
 .....

On May 25<sup>th</sup>, 1809 Juana Azurduy and her husband were joining to the Chuquisaca Revolution dismissing the president of the Royal Audience of Charcas, an uprising that culminated in early 1810 when the revolutionaries were defeated.



What was happening on September 14<sup>th</sup>, 1810?

.....  
 .....  
 .....



On September 14, 1810, the Cochabamba uprising was beginning. About a thousand rebels took control of the city and deposed the governor. Inspired by Cochabamba's example, the residents of Santa Cruz de la Sierra and Oruro rebelled too, not without the help of Cochabamba troops that came to fight at their side at the right moment.

On May 27th, 1812 Manuela Josefa Gandarillas (a brave woman) was leading a group of Heroines, against the Spanish army, when they tried to take the city of Cochabamba upon seeing it unguarded.



What was happening the 27<sup>th</sup> of may in 1812 in Cochabamba?

.....  
 .....  
 .....

What was the role of women during these events?

.....  
 .....  
 .....



¡CONTINUAMOS CON LA TEORÍA!

1.1. Past continuous tense: Affirmative, negative and interrogative. (Tiempo Pasado Continuo: Afirmativo, Negativo e Interrogativo)

AFFIRMATIVE			
1 - he - she - it	was	verb + ing	complement

NEGATIVE			
1 - he - she - it	was not / wasn't	verb + ing	complement

INTERROGATIVE			
Was	1 - he - she - it	verb + ing	complement + ?

Let's complete with was or wasn't. (Completemos con was o wasn't)

- I (-) ..... singing cueca.
- Hilda (+) ..... listening to music.
- Álvaro (-) ..... playing the guitar.
- My cat (+) ..... eating quinoa.
- My mother (-) ..... working.
- (?) ..... my friend at the party?

Complete with were or weren't. (Completemos con were o weren't)

- You and I (+) ..... dancing diablada.
- Esmeralda and Alisson (-) ..... studying English.
- (?) ..... you painting your house?
- My parents (-) ..... cooking charquekan.

AFFIRMATIVE			
We - you - they	were	verb + ing	complement

NEGATIVE			
We - you - they	were not / weren't	verb + ing	complement

INTERROGATIVE			
Were	we - you - they	verb + ing	complement + ?

1.2. Action Verbs using ING Forms. (Verbos de acción usando ING)



Find the verbs filling the missing letters, and write them in the "ing" form

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Remember the "ing" rules

**y + ing = ying**  
 play = playing  
 fly = flying  
 study = studying

**e → i + ing**  
 dance = dancing  
 fake = faking  
 rhyme = rhyming

**ee + ing = eeing**  
 see = seeing  
 flee = fleeing  
 agree = agreeing

**ie = iec + ying**  
 die = dying  
 lie = lying  
 tie = tying

**c/v/c' = double final c + ing**  
 run = running  
 put = putting  
 stop = stopping





Let's correct the mistakes in these sentences in our notebooks. (Corrijamos los errores en estas oraciones en nuestro cuadernos)

1. Daniel and Adrian was dancing morenada.
2. All the students were talk to the teacher in the class.
3. Was you listening to music last night?
4. What were your mother doing when you were in your house?

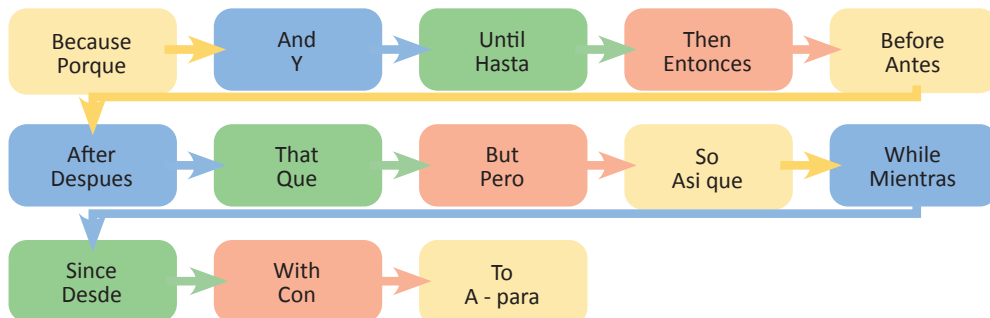
Let's make questions in past continuous using "was" or "were" and the verb in the "ING" form. (Hagamos preguntas en pasado continuo usando "Was" o "Were" y el verbo con "ING")

1. \_\_\_\_\_ they \_\_\_\_\_ apples? (eat)
2. \_\_\_\_\_ I \_\_\_\_\_ to music? (listen)
3. \_\_\_\_\_ Carmen \_\_\_\_\_ TV? (watch)
4. \_\_\_\_\_ you \_\_\_\_\_ to school? (walk)

1.3. Let's use of linking words to relate events. (Usemos palabras de enlace para relacionar eventos)



Linking words are words that connect ideas together in a piece of writing.



Let's underline the linking words in the story. (Subrayemos las palabras de enlace en la historia)



*My birthday was two weeks ago. That day, I didn't go to school because it was Saturday and I stayed at home. While my family was preparing the breakfast, I was waking up from bed. Then my dog came, it was happy to see me. After that my family called me, it was a surprise, my cousins and aunt were there too. In the afternoon, I went to the movie theater with my friends. Before the movie, we were hungry, so we ate a hamburger. Finally, we saw the movie. It was a good day.*

1.4. Creating a podcast. (Creando un Podcast)

Let's complete the vocabulary box.

(Completemos el cuadro de vocabulario)

VOCABULARY	
Ads	= ..... anuncios .....
Checklist	= ..... .....
Download	= ..... .....
Edit	= ..... .....
Episode	= ..... .....
File	= ..... .....
Guest	= ..... .....
Intro	= ..... .....
Lead	= ..... .....
Length	= ..... .....
Listen	= ..... .....
News	= ..... .....
Notes	= ..... .....
Record	= ..... .....
Share	= ..... .....
Title	= ..... .....
Topic	= ..... .....

Let's make our own podcast, with the help of our teacher let's complete this form.

(Hagamos nuestro propio podcast, con la ayuda de nuestro maestro completemos este planilla)

**PODCAST PLANNER**

Title : \_\_\_\_\_  
 Guest : \_\_\_\_\_  
 Topic : \_\_\_\_\_

Date Recorded: \_\_\_/\_\_\_/\_\_\_  
 Date Published: \_\_\_/\_\_\_/\_\_\_  
 Episode #: \_\_\_\_\_  
 Episode length: \_\_\_\_\_ min

**Recording checklist**

- Guest intro and Greetings
- Intro to the topic
- Topic 1
- Topic 2
- \_\_\_\_\_
- \_\_\_\_\_

**Editing checklist**

- Remove audio distractions
- Music
- Ads
- \_\_\_\_\_
- \_\_\_\_\_

**Publishing Checklist**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Intro**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 1**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 2**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Other**  
 \_\_\_\_\_  
 \_\_\_\_\_

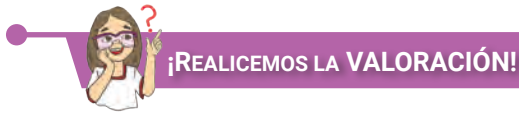
**Notes**  
 \_\_\_\_\_  
 \_\_\_\_\_



1.5. Pronunciation tips. (Consejos de pronunciación)

Let's complete in the blanks with the words from the box with similar pronunciation. (Completemos los espacios en blanco con las palabras del recuadro con pronunciación similar)

oo = u Good _____	ee = i Tree _____	ir = er First _____	Couch            Draw Loud            Sleep Look            Week Foot            Stay Phone            Okey Pharmacy        Tea Saw              Sea Third             That Bird              Those
aw = o Law _____	ph = f Photo _____	ou = au Mouse _____	
ay = ei Say _____	ea = i Ear _____	th = d This _____	



Let's answer the following questions. (Let's answer the following questions.)

**What Were You Doing When...?**

Argentina won the world cup?  
.....

Bolivia was in quarantine due to Covid 19?  
.....

Your school was celebrating its last anniversary?  
.....



Let's produce a podcast taking into account the previous example. (Produzcamos un podcast teniendo en cuenta el ejemplo anterior)

**According to the podcast model above, in groups produce a podcast**

- Peaceful and harmonious coexistence in the school.
- Stop violence against women and man
- Tips to study
- The importance of recycling
- Gender equality

You can make interviews, or invite someone, or look information about the topic and make some messages too.

# FAMILY ACTIVITIES



## ¡INICIEMOS DESDE LA PRÁCTICA!

Tick the activities you do with your family.

- To watch TV – Mirar televisión
- To go to the movies – Ir al cine
- To go walking – Ir a caminar
- Camping – Acampada
- Cycling – Ciclismo
- Fishing – Pesca
- Mountain climbing – Alpinismo
- To dance – Bailar
- To listen to music – Escuchar música
- To play soccer – Jugar fútbol
- To play basketball – jugar baloncesto
- To play with the computer – Jugar con la computadora
- To cook – cocinar

May 15<sup>th</sup>  
International Day of Families



The family unit began with the first humans. While families today may look different than they did thousands of years ago, they are just as important now as they were then. The United Nations believed that families were important enough to recognize them through a day of celebration. In 1994, May 15th was chosen as the International Day of Families.



## ¡CONTINUAMOS CON LA TEORÍA!

### 2.1. Reading: The Family through time.

(Lectura: La Familia a través del tiempo)

Family structures have changed in different ways over the years. One of these large changes has been the family structure. There are different types of families.



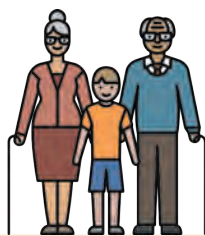
Nuclear families  
familia nuclear



Childless families  
\_\_\_\_\_



Single-parent families  
\_\_\_\_\_



Grandparent families  
\_\_\_\_\_



Extended families  
\_\_\_\_\_

Let's paste a picture or draw our family.  
(Peguemos una imagen o dibujemos a nuestra familia)



### 2.2. Customs of our region. (Costumbres de nuestra región)

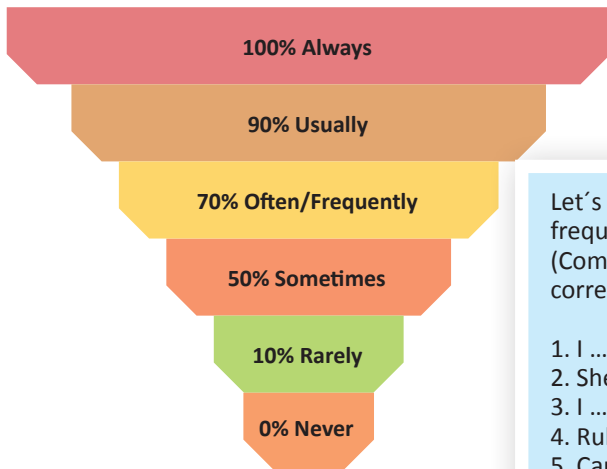
1. Abrigo = Coat
2. Blusa = Blouse
3. Botas = Boots
4. Camisa = Shirt
5. Chaleco = Vest

1. Chaqueta = Jacket
2. Chompa = Sweater
3. Falda = Skirt
4. Gorra = Hat
5. Pantalón = Pants

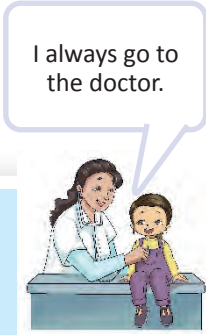
1. Polera = T-shirt
2. Sombrero = Hat
3. Traje = Suit
4. Vestido = Dress
5. Zapatos = Shoes



— 2.3. Adverbs of frequency: usually, frequently, rarely. (Adverbios de frecuencia: por lo general, frecuentemente, rara vez)



We use these words to express or describe how often we perform an action



Let's complete the sentences with the correct adverb of frequency.  
(Completemos las oraciones con el adverbio de frecuencia correcto)

- I ..... play with my friends at break time. (100%)
- She ..... does her homework after dinner. (50%)
- I ..... brush my teeth before school. (90%)
- Ruben ..... helps his mother after dinner. (70%)
- Carlos ..... eats noodles for lunch. (0%)
- My sister ..... goes to bed at 10:00. (10%)
- They ..... go to play soccer on Sundays. (70%)
- Miriam ..... reads a book in the evening. (100%)

— 2.4. Linking words: When and while. (Palabras de enlace: cuando y mientras)

<b>When</b> • Cuando	<b>While</b> • Mientras	<b>When</b> can refer to actions that take place at the same time or an action that immediately follows another	<b>While</b> can refer to actions or situations that take place at the same time
-------------------------	----------------------------	---	--

Let's complete the sentences with when or while. (Completemos las oraciones con when o while)

- I was reading a book ..... suddenly I heard a noise.
- ..... Esmeralda was playing soccer, Brenaly was singing.
- ..... Dagner and José were talking in the class, Adolfo was writing a poem.
- Cesar was in a soccer team ..... he was 8 years old.
- The 3<sup>rd</sup> grade was listening to music ..... Frida the dog barked.
- ..... mister Cristian was watching the soccer game, Joaquin was talking with Juan José.

2.5. Have to: Form and information questions. (Verbo Tener: Form y Preguntas de información)

HAVE TO		
Affirmative form	Negative form	Interrogative form
I/You/We/They + have + Complement	I/You/We/They + don't + have + Complement	Do + I/You/We/They + have + Complement +?
<b>Example:</b> I have a cat.	<b>Example:</b> We don't have a house.	<b>Example:</b> Do they have dresses?
He/She/It + has + Complement	He/She/It + doesn't + have + Complement	Does + He/She/It + have + Complement +?
<b>Example:</b> She has a car.	<b>Example:</b> He doesn't have a briefcase.	<b>Example:</b> Does it have a ball?

Let's answer the following questions. (Respondamos las siguientes preguntas)

- 1 What do you have for breakfast?
- 2 What time do you have lunch?
- 3 Where do you have dinner?



¡REALICEMOS LA VALORACIÓN!

Let's write things that the members of your family have the obligation to do.  
(Escribamos cosas que los miembros de tu familia tienen la obligación de hacer)

I have to...	my _____ has to	my _____ has to
<i>do my homework</i>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



¡ES HORA DE LA PRODUCCIÓN!

Let's describe in a paragraph the clothes we wear on weekends. (Describamos en un párrafo la vestimenta que usamos los fines de semana)



**MY CLOTHES**

.....

.....

.....

.....

.....





**4**

**SECUNDARIA**

**ÁREA**

**LENGUA EXTRANJERA**







# COMUNIDAD Y SOCIEDAD

## Lengua Extranjera

### EDUCATIVE AND SOCIAL CONTEXT



¡INICIEMOS DESDE LA PRÁCTICA!

#### Anniversary at school

#### 1. What activities do you do every day?

Every day I get up at 6:00. I take a shower. I get dressed, I have a breakfast. Then I go to school and I have different classes until 12:00. After that I come back home. I have a lunch and I do my homework in the afternoons. And at evening, I chat with my friends or I play videogames in my cellphone for one hour then I go to sleep because I have to get up early. I do all these things in a week.

#### Answer the questions

- At what time do you get up?
- What do you do in the school?

- Do you go to school?
- Do you chat with your Friends?



¡CONTINUAMOS CON LA TEORÍA!

We use the simple present tense for things that are true in general, or for things that happen sometimes or all the time about everyday activities.

Let's see the following chart and analyse the structure of present

POSITIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS	
I play.	I do not play. I don't play.	Do I play?	Yes, I do.	No, I do not. No, I don't.
You play.	You do not play. You don't play.	Do you play?	Yes, you do.	No, you do not. No, you don't.
He/She/ It plays.	He/She/ It does not play. He/She/ It doesn't play.	Does he/she/ it plays?	Yes, he/she/ it does.	No, he/she/ it does not. No, he/she/ it doesn't.
We play.	We do not play. We don't play.	Do we play?	Yes, we do.	No, we do not. No, we don't.
They play.	They do not play. They don't play.	Do they play?	Yes, they do.	No, they do not. No, they don't.

1.1. Activities that take place in the school. (Actividades que tienen lugar en la escuela )

SIMPLE PAST			
POSITIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS
I played	I didn't play	Did I play?	Yes, I did / No, I didn't
You played	You didn't play	Did you play?	Yes, you did / No, you didn't
He/She/It played	He/She/It didn't play	Did he/she/it play?	Yes, he/she/it did/ No, he/she/it didn't
We played	We didn't play	Did we play?	Yes, we did / No, we didn't
They played	They didn't play	Did they play?	Yes, they did / No, I didn't



1.2. Future tense: Will affirmative, negative and interrogative form. (Tiempo futuro: Will afirmativo, negativo e interrogativo)

AFFIRMATIVE	NEGATIVE	INTERROGATIVE	SHORT ANSWER
I <b>will</b> buy a car	I <b>won't</b> buy a car	<b>Will</b> I buy a car?	Yes, I will
You <b>will</b> buy a car	You <b>won't</b> buy a car	<b>Will</b> you buy a car?	Yes, you will
He <b>will</b> buy a car	He <b>won't</b> buy a car	<b>Will</b> he buy a car?	No, he won't
She <b>will</b> buy a car	She <b>won't</b> buy a car	<b>Will</b> she buy a car?	No, she won't
It <b>will</b> buy a car	It <b>won't</b> buy a car	<b>Will</b> it buy a car?	No, it won't
We <b>will</b> buy a car	We <b>won't</b> buy a car	<b>Will</b> we buy a car?	Yes, we will
You <b>will</b> buy a car	You <b>won't</b> buy a car	<b>Will</b> you buy a car?	Yes, you will
They <b>will</b> buy a car	They <b>won't</b> buy a car	<b>Will</b> they buy a car?	Yes, they will

Future will expresses a spontaneous decision, an assumption with regard to the future or an action in the future that cannot be influenced.

1.3. Future time expressions. (Expresiones en tiempo futuro)

*next week / month / year / April, June, etc.*

- There will be plenty of snow in the mountains **next month**.
- They are going to make a large investment in research and development **next June**

*in + year / month*

- Peter will find out **in March**.
- Jane is going to leave for Miami **in January**.

*on + day of the week*

- It will rain **on Saturday**. I just know it!
- They are going to celebrate their anniversary **on Saturday**.

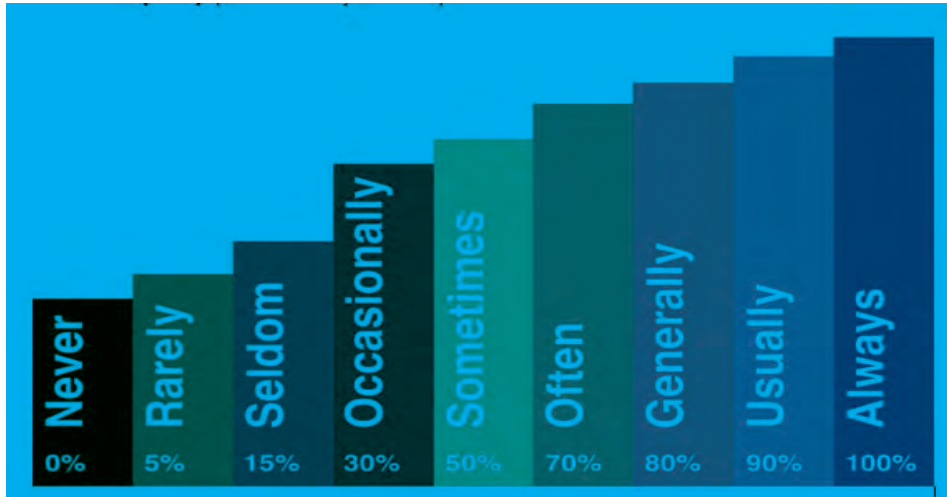
*tomorrow / tomorrow afternoon / tomorrow evening / tomorrow morning / tomorrow night / the day after tomorrow*

- We will know the answer **tomorrow**.
- Henry is going to make his decision **the day after tomorrow**.

*in + period of time + (time)*

- The senate will probably decide **in three weeks time**.
- Sam is going to study Russian at college **in four months**.

1. He ..... play soccer. **(Affirmative)**
2. We ..... go to the school. **(Negative)**
3. .... they eat Majadito? Yes, they will. / No, they won't. **(Interrogative)**



POSITIVE	SUBJECT	FREQUENCY ADVERBS	VERB	He often cooks pasta.
QUESTION	SUBJECT	BE	FREQUENCY ADVERBS	You are always late.
	AUXILIARY	SUBJECT	FREQUENCY ADVERBS	Are you always late?
				Does he often cook?

Let's complete the sentences with the words in the parenthesis (Completamos las oraciones con las palabras en el parentesis)

1. She usually .....(play) in the school.
2. We ..... (not get up) early.
3. .... he often ..... have breakfast?



**¡REALICEMOS LA VALORACIÓN!**

Let's listen and analyse the following paragraph

**WOMEN'S HUMAN RIGHT IN BOLIVIA**

The constitutionalization of women's rights (2009), and the general development of the new legal system that has incorporated a focus on gender and a greater presence of women in public office are amongst the principal achievements reached by Bolivian women in recent years. However, there are institutional weaknesses, limited scope of public policies and patriarchal structures in the State, society and the family in force today that makes difficult a greater achievement.

Let's reflect about the reading and answer the question in your notebook, using the Simple Present. (Reflexionamos sobre la lectura y respondemos las preguntas en nuestro cuaderno, utilizando el Presente Simple.)
















-What kind of expressions about discrimination did you hear in your context?



**¡ES HORA DE LA PRODUCCIÓN!**

Let's write a list of your plans in our notebook (Escribimos una lista sobre nuestros planes en nuestro cuaderno)

**RELEVANT PLACES IN MY COMMUNITY  
LUGARES RELEVANTES EN MI COMUNIDAD**

				
Hospital (Hospital)	Restaurant (Restaurante)	Auto repair shop (Taller de reparación de automóviles)	Drug store (Farmacia)	Gas station (Gasolinera)
				
Police station (Estación de policía)	Fire station (estación de Bomberos)	Library (Biblioteca)	Gym (Gimnasio)	Park (Parque)
				
Bank (Banco)	Museum (Museo)	School (Escuela)	Bankery (panadería)	Church (Iglesia)

 ¡CONTINUEMOS CON LA TEORÍA!

2.2.. Use of Wh - questions: What, When, Where, Who. (Uso de preguntas: qué, cuándo, dónde, quién)



2.3. Use of technology. (Uso de la tecnología)

Let's look at the following pictures (Observemos las siguientes imágenes)

			
Cellphone	Laptop	Smartwatch	Tablet

What of these technological gadgets are you using now? \_\_\_\_\_

2.4. Intransitive Phasal verbs. (Verbos intransitivos)

Let's learn the rules of the intransitive verbs (Aprendemos las reglas de los verbos intransitivos)

**Intransitive:** They do NOT need an object and the verb and the particle are always inseparable.

verb + preposition or adverb

examples: **Calm down** = relajarse

**Woke up** = despertarse

**Go back** = volver

2.5. Present Continuous: affirmative, negative and interrogative forms. (Presente Continuo: forma afirmativa, negativa e interrogativa)

Let's analyze the chart and review the structure of Present Continuous (Analicemos el cuadro y repasamos la estructura de Presente Continuo)

PRESENT CONTINUOUS			
	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I	am playing	am not playing	Am I playing?
You	are playing	aren't playing	Are you playing?
He/She/It	is playing	isn't playing	Is he playing?
We	are playing	aren't playing	Are we playing?
You	are playing	aren't playing	Are you playing?
They	are playing	aren't playing	Are they playing?

**Note:** We use the present continuous to talk about the actions that are happening right now.





### ¡REALICEMOS LA VALORACIÓN!

#### Let's reflect

How can you raise awareness in your school community or town about human trafficking and smuggling?

Find out about human **trafficking** and smuggling and write a short paragraph.



### ¡ES HORA DE LA PRODUCCIÓN!

Let's make violence prevention posters and socialize in our community (Elaboremos carteles de prevención de la violencia y socialicemos en nuestra comunidad)



## STRENGTHENING OF OUR CULTURE, CUSTOMS, TRADITIONS AND THE PRODUCTIVE CAPACITY OF OUR COUNTRY (FORTALECIENDO NUESTRA CULTURA, COSTUMBRES, TRADICIONES Y CAPACIDAD PRODUCTIVA DEL PAÍS)



### ¡INICIEMOS DESDE LA PRÁCTICA!

#### 1. My best trip in Bolivia (Mi mejor viaje en Bolivia)

Let's read this text (Leamos este texto)

Our hundreds of Bolivian traditions would be difficult to summarize on a single page. Bolivian culture has been influenced by more than 30 native ethnic groups and numerous immigrant (foreign) cultures, each contributing their own beliefs and lifestyles to Bolivian customs and traditions. This is precisely what makes Bolivia one of the most diverse nations in South America.





Let's answer the following questions in our notebook (Respondamos las siguientes preguntas en nuestro cuaderno)

- What traditions are there in your community?
- Do you practice any tradition?



¡CONTINUEMOS CON LA TEORÍA!

Affirmative	Negative	Interrogative	Answers
I am going to visit	I am not going to visit	Am I going to visit?	Yes, you are / No you aren't
You are going to visit	You aren't going to visit	Are you going to visit?	Yes, I am / No, I am not
He is going to visit	He isn't going to visit	Is he going to visit?	Yes, he is / No, he isn't
She is going to visit	She isn't going to visit	Is she going to visit?	Yes, she is / No, she isn't
It is going to visit	It isn't going to visit	Is it going to visit?	Yes, it is / No, it isn't
We are going to visit	We aren't going to visit	Are we going to visit?	Yes, you are / No, you aren't
You are going to visit	You aren't going to visit	Are you going to visit?	Yes, we are / No, we aren't
They are going to visit	They aren't going to visit	Are they going to visit?	Yes, they are / No, they aren't



**Note:**  
Going to is used to express a future idea, an intention or prediction.

Let's complete the following sentences, applying the future tense "Be going to". (Completemos las siguientes oraciones, aplicando el tiempo futuro "Be going to")

1	My parents ..... <i>are going to</i> ..... go shopping on Sunday.
2	I ..... play tennis the next weekend.
3	Marta ..... travel to Coroico tomorrow.
4	My son ..... study at UMSA.
5	Children ..... visit their grandparents.

1.2. Interviews about future plans (Entrevistas sobre planes futuros)

Let's ask and answer the questions with our classmates. (Preguntemos y respondamos las preguntas con nuestros compañeros de clase)

What plans do you have for your future?  
.....

What are you going to study when you finish the school?  
.....

Where are you going to study or work?  
.....

Where would you like to travel in the future?  
.....

1.3. Traditions of our country (Tradiciones de nuestro país)

Let's describe the tradition of the Oruro's Carnival. (Describamos la tradición del Carnaval de Oruro)

**ORURO'S CARNIVAL**


.....

.....

.....

.....

.....



**1.4. Adjectives and Adverbs: Well, fest, late, hard/hardly.**

(Adjectives and Adverbs: Well, fest, late, hard/hardly)

ADJECTIVES	ADVERBS
Good	Well
Clear	Clearly
Most	Mostly
Real	Really
Late	Lately
Hard	Hardly
Easy	Easily
Quick	Quickly
Slow	Slowly

Let's write sentences using the following adverbs and adjectives. (Escribamos oraciones usando los siguientes adverbios y adjetivos)

Slow

**The snail is very slow.**

Clearly

Easily


Late

**1.5. Planning after school: show our culture and costumes (Planificación después de la escuela: mostrar nuestra cultura y costumbres)**

Let's read and expose these traditions in class in groups. (Leamos y expongamos estas tradiciones en clase en grupos)


**ALL SAINT'S DAY**

It is a combination of indigenous tradition and Catholic beliefs; the November first is celebrated on All Saints' Day. On this day the town prepares tables with all the food and drink that death used to eat. The next day, people pray and take all the food to the cemetery to pray and give them.




**ALASITAS FAIR**

The Alasitas Fair is a month-long festival where locals buy miniature items to give to Ekeko, the Aymara god of abundance who will bring luck and happiness into their lives.



**AYMARA NEW YEAR**

One of the most important events in the Bolivian calendar is the Aymara New Year, which is celebrated on June 21 and coincides with the winter solstice. In this celebration people receive the first ray of sun to renew energy.





### ¡REALICEMOS LA VALORACIÓN!

**Let's reflect about traditions of our community given our opinion in class.** (Reflexionemos sobre las tradiciones de nuestra comunidad dando nuestra opinión en clase)



Let's think of a tradition our family performs and how we participate. Share this experience with our partners.

(Pensemos en una tradición que realiza nuestra familia y cómo participamos. Comparte esta experiencia con nuestros compañeros)



### ¡ES HORA DE LA PRODUCCIÓN!

**Let's make a triptych about traditions of our community and socialize with our partners.**

(Hagamos un tríptico sobre las tradiciones de nuestra comunidad y socialicemos con nuestros compañeros)



### ¡INICIEMOS DESDE LA PRÁCTICA!

## BOLIVIA

**Let's read this text. (Leamos el texto)**

Urmiri is located in the municipality of Pazña, Poopó province of the department of Oruro. It is known for its hot springs and buildings from the colonial era that are still preserved. The historic town of Urmiri was created on October 16, 1903, but its colonial church, which stands out among the houses, dates from 1798 and is one of its relics. The hot springs in the town of Urmiri have healing properties for various diseases.



**Let's answer the following questions in our notebook.** (Respondamos las siguientes preguntas en nuestro cuaderno)

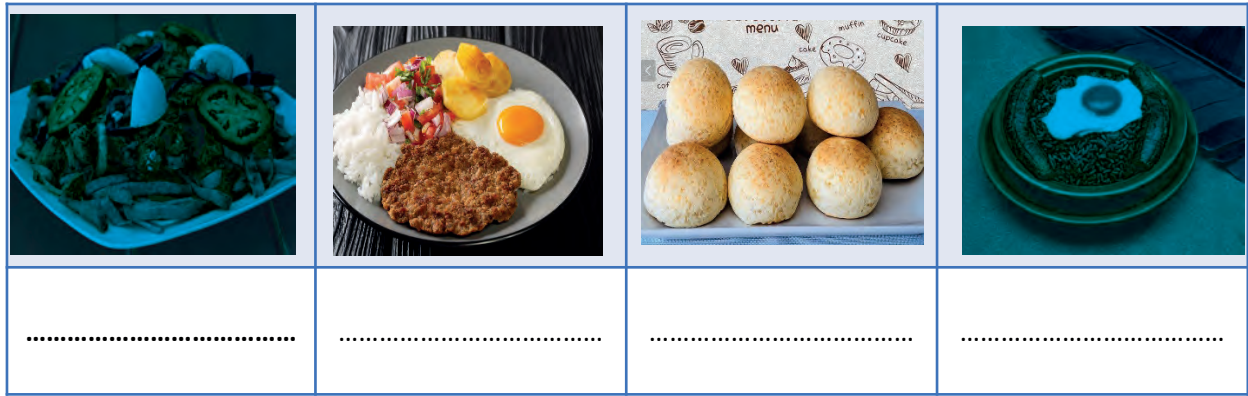
- What Bolivian places would you recommend to tourists to visit?
- Would you like to know this place?



### ¡CONTINUEMOS CON LA TEORÍA!

#### 2.1. Bolivia gastronomy (Gastronomía Boliviana)

**Let's see the typical dishes and write the names of them.** (Observemos los platos típicos y anotemos los nombres de los mismos)




Let's read the following text in class. (Leamos el siguiente texto in clase)

Bolivian cuisine arises from the combination of Spanish cuisine with indigenous ingredients and Aymara traditions, among others, with later influences from Germans, Italians, French, and Arabs due to the arrival of immigrants from those countries. The traditional staples of Bolivian cuisine are corns, potatoes, quinoa and beans. These ingredients have been combined with a number of staples brought by the Spanish, such as rice, wheat, and meat, including beef, pork and chicken.

Let's answer the following questions. (Respondamos las siguientes preguntas)

1. What combinations do the Bolivian dishes have?  
.....

2. Which is your favorite dish? and why?  
.....



**2.2. Intensifiers: Too, really and very. (Intensificadores: Demasiado, realmente y muy)**

INTENSIFIERS	
<p><b>Intensifiers are adverbs or adverbial phrases that strengthen the meaning of other expressions and show emphasis.</b></p> <p><b>Words that we commonly use as intensifiers include absolutely, completely, extremely, highly, rather, really, so, too, totally, utterly, very and at all:</b></p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• It's a very interesting story.</li> <li>• It's really interesting story.</li> <li>• Everyone was extremely excited.</li> <li>• She was so upset.</li> </ul>



Let's write ten sentences using the intensifiers in our notebook.  
(Escribamos diez oraciones usando los intensificadores en nuestro cuaderno)



**2.3. Touristic places: Titicaca, Cristo de la Concordia, Chiquitania (other places). [Lugares turísticos: Titicaca, Cristo de la Concordia, Chiquitania (otros lugares)]**

Let's look, read and write the numbers in each picture. (Miremos, leamos y escribamos los números en cada imagen)



**Let's describe one of the following tourist places: Lake Titicaca, Cristo de la Concordia and Chiquitania in our notebook.**  
 (Describamos uno de los siguientes lugares turísticos: El Lago Titicaca, el Cristo de la Concordia y la Chiquitania en nuestro cuaderno).



**SOME TOURISTIC PLACES OF BOLIVA**

1. The Toro Toro National Park is located north of Potosí, in the province of Charcas. It is a true paradise for lovers of geology and paleontology since here you can find traces of large reptiles from the Mesozoic era and deep caverns of karstic origin.
2. Bolivia's Uyuni Salt Flats is considered one of the most extreme and remarkable places in all of South America, an on Earth. With more than 4,050 square miles of the Altiplano, it is the world's largest salt flat.
3. The city of La Paz, is the highest political capital in the world, with its 3,200 meters of altitude, is located in a particularly rich geographical area. His natural environment is of an impressive beauty; The city is literally surrounded by snowy and cloudy spikes, large plains that extend as far as the view.
4. The Amboro National Park and Integrated Management Natural Area is a protected area in Bolivia and one of the world's most biodiverse reserves, since 3 different ecosystems converge on its surface. To the south of the protected area are the pre-Columbian ruins of the Fort of Samaipata and the pictographs in the El Tunal community.

**2.4. Action Verbs: Visit, Go, Eat, Drink, Take a picture, Buy, etc. (Verbos de acción: visitar, ir, comer, beber, tomar una foto, comprar, etc.)**

**VOCABULARY**

- TO VISIT = VISITAR
- TO GO = IR
- TO EAT = COMER
- TO DRINK = BEBER
- TO TAKE = TOMAR
- TO BUY = COMPRAR
- TO COME = VENIR
- TO TRAVEL = VIAJAR
- TO FLY = VOLAR
- TO CLIMB = ESCALAR
- TO DANCE = BAILAR
- TO RUN = CORRER

Let's describe what the people do in the pictures. (Describamos lo que hacen las personas en las imágenes.)



They take photos in Uyuni.

**2.5. Comparative and Superlative adjectives. (Adjetivos comparativos y superlativos)**

Comparative adjectives are used to compare differences between two objects.

Superlative adjectives are used to compare three or more objects



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
One syllable	strong	stronger	strongest
Consonant + Short Vowel + Consonant	big	bigger	biggest
Ends in -e	large	larger	largest
Eds in -y	happy	happier	happiest
Two syllables	gentle	gentler more gentle	gentlest most gentle
Three or more syllables	expensive	more expensive	most expensive
Irregular form	good	better	best

Let's write the following adjectives in their comparative and superlative form in our notebook. (Escribamos los siguientes adjetivos en su forma comparativa y superlativa en nuestro cuaderno)

bad intelligent cheap old small thin young famous dirty beautiful



**¡REALICEMOS LA VALORACIÓN!**

Let's read the text and answer the question. (Leamos el texto y respondamos la pregunta)

**COMMUNITY-BASED TOURISM**

It is a type of tourism where local communities invite tourists into their communities, giving them insight into their culture and daily lives. It is a form of sustainable tourism that allows travelers to connect closely to the local community they visit. Travelers are able to experience the diversity and customs of another culture and to interact with the local community.



What do you think about Community-based tourism?  
.....



**¡ES HORA DE LA PRODUCCIÓN!**

Let's make a brochure with the potential touristic places in our region. Why should people visit our region? (Hagamos un folleto con los lugares turísticos potenciales de nuestra región. ¿Por qué la gente debería visitar nuestra región?)



**SORATA**

There are many tourist attractions in Sorata, including: the Grotto of San Pedro, the suspension bridge and the Chilata lagoon, among others ...

**Let's record an audio of an interview about the touristic places in Bolivia.** (Grabemos un audio de una entrevista sobre los lugares turísticos de Bolivia)



# OUR ANCESTRAL MEDICINE (NUESTRA MEDICINA ANCESTRAL)



¡INICIEMOS DESDE LA PRÁCTICA!

## 1. I have to go the doctor! (¡Tengo que ir al doctor!)

Let's practice this dialogue. (Practicamos este dialogo)

A: Hi, Ana. How are you?  
 B: Hi, Silvia. I am sick.  
 A: What's the matter?  
 B: I have stomachache.  
 A: Oh! You should drink a chamomile mate.  
 B: Great idea, I will do it. Thank you.



Let's answer the following questions in our notebook. (Respondamos las siguientes preguntas en nuestro cuaderno)

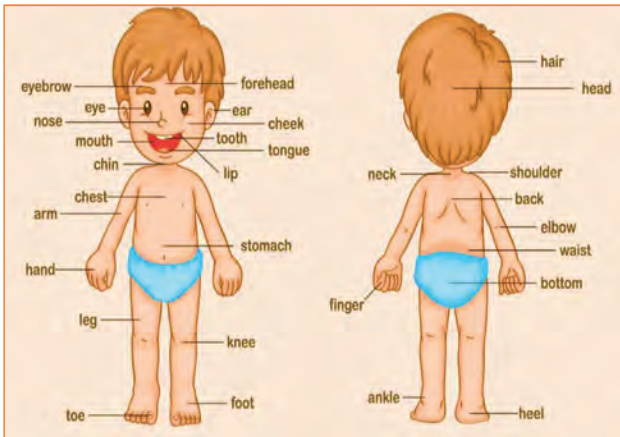
- What do you do when you are sick?
- Do you use traditional medicine?



¡CONTINUEMOS CON LA TEORÍA!

### 1.1. Vocabulary of health and parts of body. (Vocabulario de la salud y las partes del cuerpo)

Let's find ten vocabulary words. (Encontremos diez palabras del vocabulario)



G	F	A	G	S	T	O	M	A	C	H
I	O	S	O	M	I	N	S	S	K	M
B	R	H	H	R	D	H	A	N	D	M
E	E	N	J	O	F	L	D	U	H	B
Y	H	E	R	A	U	O	E	H	I	Y
E	E	C	B	X	H	L	V	G	D	X
G	A	K	X	O	K	A	D	D	K	P
D	D	X	U	Q	G	I	I	E	P	V
C	T	O	N	G	U	E	M	R	R	S
A	M	O	U	T	H	N	Z	J	D	I
Q	R	N	M	D	M	T	I	M	V	U

IMPERATIVES		
1	We use it to give orders. (Lo usamos para dar órdenes)	<b>Example:</b> - Stop talking! - Sit dow!
2	We use it to give instructions. (Lo usamos para dar instrucciones)	<b>Example:</b> - Press the red buttom. - Take one pill every 12 hours.
3	We use it to give warnings. (Lo usamos para dar advertencias)	<b>Example:</b> - Don't touch that cable! - Watch out!
4	We use it to give advice. (Lo usamos para dar consejos)	<b>Example:</b> - Don't drink alcohol! - Go home and get some sleep.
5	We use it to make requests. (Lo usamos para dar solicitudes)	<b>Example:</b> - Please, help me. - Lend me your book.

IMPERATIVE	
AFFIRMATIVE FORM	NEGATIVE FORM
The affirmative imperative is formed with the verb without a subject.	The negative imperative is formed with "Do not / Don't" and the verb.
<b>Example:</b> - Be quiet. - Open the door.	<b>Example:</b> - Don't smoke - Don't shout.

Let's complete the conversation with these imperatives.  
(Completemos la conversacion con estos imperativos)

Come here, Dad.                      Don't shout!  
Look!                                      Don't go near it.

**Helen:** Come here, Dad.  
**Dad:** What is it, Helen?  
**Helen:** ..... It is a snake.  
**Dad:** Shh! ..... It is asleep.  
**Helen:** I want to see it closely.  
**Dad:** ..... Let's go.



Let's write a similar conversation with these imperative sentences. (Escribamos una conversacion similar con estas oraciones imperativas)

Be careful!                              Don't move.  
Don't touch it.                        Be quiet!

A: .....  
B: .....  
A: .....  
B: .....  
A: .....  
B: .....






1.3. Modal verb "should". (Verbo modal "Should")

MODAL VERB "SHOULD"		
SUBJECT + SHOULD / SHOULDN'T + VERB + COMPLEMENT		
1	<b>ADVICE</b> (Consejo)	<b>Example:</b> ➤ You should eat more fruits and vegetables. ➤ You shouldn't smoke.
2	<b>OBLIGATION</b> (Obligación)	<b>Example:</b> ➤ You should go to class every day. ➤ You should do your homework on time.
3	<b>PROBABILITY / EXPECTATION</b> (Probabilidad / Expectativa)	<b>Example:</b> ➤ A ticket to Oruro shouldn't cost a lot. ➤ It's almost time for class. Our teacher should arrive soon.

1.4.. Suggestions to care their health. (Sugerencias para cuidar su salud)

Let's write what they should do. (Escribamos que deberian hacer ellos)

		
<b>She has a cold.</b>	<b>He has a toothache.</b>	<b>He has a headache.</b>
She should <u>stay in bed</u> .....	He should .....	He should .....
.....	.....	.....

Let's put the following sentences in order. (Pongamos en orden las siguientes oraciones)

1	You/drink/ water/ should	<b>You should drink water.</b>
2	eat/ Don't/ food/ junk	
3	You/drink/coca/should/tea	
4	He/smoke/shouldn't/and/alcohol/drink	
5	Children/eat/healthy/should/food	

1.5. Pronunciation Tips. (Consejos de pronunciación)



**TIPS TO IMPROVE OUR ENGLISH**

1. Listen to yourself.
2. Copy the experts.
3. Practice English alone.
4. Find a language buddy.
5. Pay attention to intonation.
6. Sing a song or watch a movie.



**¡REALICEMOS LA VALORACIÓN!**



**Let's reflect.** (Reflexionemos)

Let's look at the picture and read the text, then complete some tips for good health. (Miremos la imagen y leamos el texto, luego escribamos algunos consejos para tener una buena salud)

- Be the best example you can.
- Choose nutritious food in your diet, such as fresh fruits and vegetables.
- Encourage physical activity.
- Promote sufficient sleep.
- Refrain from speaking negatively about your weight or that of others.

.....

.....



**¡ES HORA DE LA PRODUCCIÓN!**

Let's write some suggestions to prevent diseases. Use **should** and **shouldn't**. (Escribamos algunas sugerencias para prevenir enfermedades. Usa debería y no debería)



1. **We should wash our hands.**

2.....

3.....

4.....

5.....

# DISEASES (ENFERMEDADES)



## ¡INICIEMOS DESDE LA PRÁCTICA!

Let's see the imagen and read the information. (Veamos la imagen y leamos la información)



### Traditional medicine

Bolivian Ancestral Traditional Medicine includes all those millenary ancestral knowledge and practices of indigenous, native and peasant peoples, based on the use of material and spiritual resources that help fight diseases.

There are some plants that could help prevent some diseases such as Mint, Eucalyptus, Guava, Paquió, Thyme, Muña, Basil, Balsam, the latter that can be used as an antiviral

Let's answer the following questions in our notebook. (Respondamos las siguientes preguntas en nuestro cuaderno)

- Do you use any plant for cold or flu?
- What medicinal plants do you know or use commonly?



## ¡CONTINUEMOS CON LA TEORÍA!

				
COCA	MANZANILLA	EUCALIPTO	JENGIBRE	AJO
coca	chamomile			

Let's draw and write about another plant or food that is used as traditional medicine in Bolivia.

(Dibujemos y escribamos sobre otra planta o alimento que se usa como medicina tradicional en Bolivia)

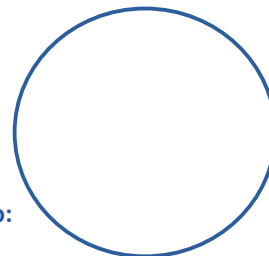
.....

.....

.....

.....

.....



### 2.2. Future Continuous Tense: Affirmative, negative and interrogative. (Futuro continuo: afirmativo, negativo e interrogativo)

FUTURE CONTINUOUS TENSE		USAGE	EXAMPLE
Affirmative form	Subject + Will + Be + Verb-ing + Complement	To describe interrupted action in the future.	When you come tomorrow, they will be playing tennis.
	<b>Example:</b> I will be dancing in the theater tomorrow.	To express actions in progress at a specific time in the future.	At 12 o'clock tomorrow, we will be having lunch at school.
Negative form	Subject + Will + Not + Be + Verb-ing + Complement	To refer to actions that are happening now and expected to continue in the future.	Unfortunately, sea levels will still be rising in 20 years.
	<b>Example:</b> I will not be singing in the concert the next week.	To ask a question politely about the future	Will you be bringing your friend to the party tonight?
Interrogative form	Will + Subject + Be + Verb-ing + Complement?	To emphasize future plans and intentions.	He will be coming to visit us next week.
	<b>Example:</b> Will you be playing soccer on the weekend?	To describe atmosphere in the future.	When I arrive at the party everybody will be celebrating.
		To express parallel actions or series of parallel actions in the future.	She will be watching TV and he will be cooking dinner.

Let's write five sentences about what you will be doing the following week. (Escribamos cinco oraciones sobre lo que estaras haciendo la próxima semana)

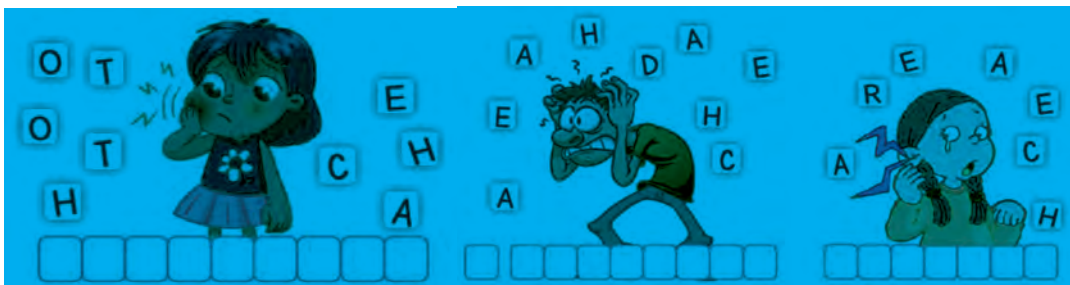
**Example: I will be travelling to Santa Cruz the next Monday.**

1	
2	
3	
4	
5	

**2.3. Illness vocabulary. (Vocabulario de enfermedades)**



Let's put the following vocabulary words in order. (Pongamos las siguientes palabras de vocabulario en orden)



**2.4. Qualifying adjectives: (Hot, Cold, A lot of, etc.) (Adjetivos calificativos: (Caliente, Frío, Mucho, etc.)**

<b>Vocabulary</b>
Hot = .....
Cold = .....
A lot of = .....
Old = .....
New = .....
Long = .....
Short = .....

Let's complete the following sentences with the correct qualifying adjective. (Completemos las siguientes oraciones con el adjetivo calificativo correcto)

- I am thirsty, the weather is ..... today.
- My aunt has ..... debts.
- My sister has a ..... car.
- Her hair is ..... Yesterday, she went to the hairdresser.
- His wallet is ..... It has many holes.



### 2.5. Someone – Anyone. (Alguien – Nadie)

SOMEONE	ANYONE
Is usually with positive statements or with question with positive answer.	Is used with negative statements and questions.
Examples: Someone ate the cake. Does someone want pizza?	Examples: I can't see anyone here. Can anyone speak French?



#### ¡REALICEMOS LA VALORACIÓN!

Let's reflect and answer the following questions. (Reflexionemos y respondamos las siguientes preguntas)

How can we prevent the COVID-19?  
.....

Do you have the vaccine to prevent COVID-19?  
.....

What plants can you use for COVID-19?  
.....

Do you prefer to use traditional or conventional medicines? .....



#### ¡ES HORA DE LA PRODUCCIÓN!



#### CHAMOMILE

Drinking chamomile tea is a traditional treatment to relieve digestive disorders, including indigestion, nausea, vomiting, loss of appetite, and gas.





**5**

**SECUNDARIA**

**ÁREA**

**LENGUA EXTRANJERA**





# COMUNIDAD Y SOCIEDAD

## Lengua Extranjera

### PEOPLE AT WORK (*Personas en el trabajo*)



#### ¡INICIEMOS DESDE LA PRÁCTICA!

- **Conversation:** Talk about what do you do. *Habla sobre lo que haces.*

**Mario:** What do you do?

**Ana:** I'm a secretary. And you?

**Mario:** I'm an electrician.

**Ana:** Where did you study?

**Mario:** In my school, in the BTH program.

**Ana:** Excellent.



- **Practice:** Create your own conversation in your notebook. *Crea tu propia conversación en tu cuaderno.*



#### ¡CONTINUEMOS CON LA TEORÍA!

### 1. Let's remember about occupations and professions

Recordemos sobre las ocupaciones y las profesiones.

**Let's look at Bachillerato Técnico Humanístico BTH's options.**

*Veamos las ocupaciones y las profesiones que nos ofrece el Bachillerato Técnico Humanístico.*



1. Business administrator



2. Dressmaker



3. Computer technician



4. Tourism and  
hospitality technician



5. Secretary



6. Industrial mechanic



7. Auto mechanic



8. Chef



9. Electrician



10. Graphic designer



11. Carpenter



12. Hairdresser/Barber

## 2. The simple present, past and future (Review)

El presente simple, pasado y futuro (Revisión)

- **Grammar:** The simple present – Affirmative form ✓



## Simple Present

Afirmativa	Sujeto + verbo + complemento
Negativa	Sujeto + auxiliar do/does not + verbo + complemento
Interrogativa	Auxiliar do/does + sujeto + verbo + complemento

I  
You  
We  
They  
Maria and Roli

} **like** those cakes.

**Example:** We **like** those cakes.  
Nos **gustan** esos pasteles.

He  
She  
It  
María

} **likes** those cakes.

**Example:** She **likes** those cakes too.  
Ella también **gusta** de esos pasteles.

- **Grammar:** The simple present – Negative form ✗



### Noticiencia

**Did you know that, on average, four thousand words are added to the English dictionary every year?**

*¿Sabías que, en promedio cada año se añaden cuatro mil palabras al diccionario de inglés?*

I  
You  
We  
They  
Maria and Roli

} **don't like** fish

**Example:** They **don't like** fish.  
A ellos **no les gusta** el pescado.

He  
She  
It  
María

} **doesn't like** fish

**Example:** He **doesn't like** fish.  
A él **no le gusta** el pescado.

- **Grammar:** The simple present – Interrogative form ?

Do { I  
You  
We  
They  
Maria and Roli } **play** volleyball?

**Example:** **Do** you **play** volleyball?  
¿Tú **juegas** vóleibol?

**Affirmative:** Yes, I **do** **Negative:** No, I **don't**  
Sí, yo sí No, yo no.

Does { He  
She  
It  
María } **play** volleyball?

**Example:** **Does** she **play** volleyball?  
¿Ella **juega** vóleibol?

**Affirmative:** Yes, she **does** **Negative:** No, she **doesn't**  
Sí, ella sí. No, ella no.

- **Grammar:** The simple past – Affirmative form ✓

## Simple Past



Afirmativa	Sujeto + verbo (-d, -ed) + complemento
Negativa	Sujeto + did not + verbo en forma básica + complemento
Interrogativa	Did + sujeto + verbo en forma básica + complemento



**RECUERDA:**

Escribir el verbo en pasado, puedes agregar un adverbio de tiempo.

I  
You  
He  
She  
It  
We  
You  
They

} **played** tennis yesterday.

**Examples:**  
 You **played** tennis **yesterday**.  
 Tú **jugaste** tennis **ayer**.  
 I **ate** fruit in the **morning**.  
 Yo **comí** fruta en la **mañana**.  
 Juan y Ana **danced** Waka Waka **last year**.  
 Juan y Ana **bailaron** Waka Waka el **año pasado**.

- **Grammar:** The simple past – Negative form ✗



### Noticiencia

**Did you know: Set is the English word with the largest number of meanings?**

¿Sabías que:  
Set es la palabra en inglés con mayor número de significados?



I  
You  
He  
She  
It  
We  
You  
They

} **didn't play** soccer yesterday.

**Examples:**  
 They **didn't** play soccer **yesterday**.  
 Ellos **no jugaron** futbol **ayer**.  
 She **didn't play** soccer **yesterday**.  
 Ella **no jugó** futbol **ayer**.  
 We **didn't eat** huminta in the **morning**.  
 Nosotros **no comimos** huminta en la **mañana**.

- **Grammar:** The simple past – Interrogative form ?

**Did** { I  
You  
He  
She  
It  
We  
You  
They } **drink** soda last night?

**Example:** Did he **drink** soda last night?  
¿Él **tomó** soda anoche?

**Affirmative:** Yes, he **did** **Negative:** No, she **didn't**  
Sí. No.

**Yes,** { I  
You  
She  
It  
We  
You  
They } **did**

**No,** { I  
You  
She  
It  
We  
You  
They } **didn't**

- **Grammar:** Future – Affirmative form ✓



# Future

Afirmativa	Sujeto + auxiliar will + infinitivo del verbo + complemento
Negativa	Sujeto + auxiliar won't + infinitivo del verbo + complemento
Interrogativa	Auxiliar will + sujeto + verbo + infinitivo del verbo + complemento + ?



**RECUERDA:**

Escribir el verbo en su forma presente, ya que el **WILL** transforma toda la oración en futuro. y un adverbio de tiempo futuro.

I  
You  
He  
She  
It  
We  
You  
They

} **will cook soup tomorrow.**

**Example:**

María **will** cook soup tomorrow.

*Maria cocinará sopa mañana.*

We **will** cook soup tomorrow.

*Nosotros cocinaremos sopa mañana.*

He **will** buy a new computer next week.

*Él comprará una nueva computadora la siguiente semana.*

- **Grammar:** Future – Negative form ✗



**RECUERDA:**

Escribir el verbo en su forma presente.

I  
You  
He  
She  
It  
We  
They

} **won't work tomorrow.**

**Example:**

We **won't** work tomorrow.

*Nosotros no trabajaremos mañana.*

He **won't** work tomorrow.

*Él no trabajará mañana.*

I **won't** drink soda this month.

- **Grammar:** Future – Interrogative form ?

Will { I  
You  
He  
She  
It  
We  
You  
They } **go to the cinema this weekend?**

**Example:** **Will** you **go** to the cinema this weekend?

*Tu irás al cine este fin de semana?*

**Affirmative:** Yes, I **will**. **Negative:** No, I **won't**.

*Sí, yo sí.*

*No, yo no.*

**Example:** **Will** she **wash** her clothes today?

*Ella lavará sus ropas hoy?*

**Affirmative:** Yes, she **will**. **Negative:** No, she **won't**.

*Sí, ella sí.*

*No, ella no.*

**Example:** **Will** they **buy** a new house?

*Ellos comprarán una casa nueva?*

**Affirmative:** Yes, They **will**. **Negative:** No, They **won't**.



### 3. Regular and Irregular verbs (Review).

Verbos regulares e irregulares (Repaso)

- **Regular Verbs.**

**Add -ed to the verb in the simple past tense. If the verb ends in -e, it only add -d.**

*Añade -ed al verbo en el tiempo pasado simple. Si el verbo termina en -e, solo aumenta -d.*

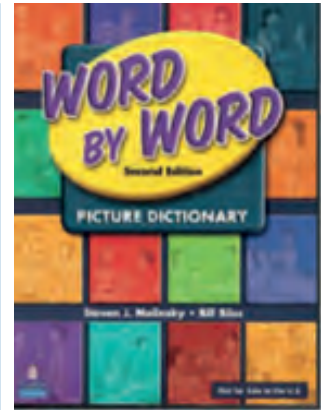
PRESENT	SIMPLE PAST	PRESENT	SIMPLE PAST		
Jugar	play	played	gustar	like	liked
llamar	call	called	decidir	decide	decided
cepillar	brush	brushed	creer	believe	believed
coninar	cook	cooked	cerrar	close	closed
limpiar	clean	cleaned	bailar	dance	danced
finalizar	finish	finished	prometer	promise	promised
besar	kiss	kissed	usar	use	used

**Example:** *I called my mother yesterday.*  
*Yo llamé a mi mamá ayer.*

- **Irregular Verbs.**

PRESENT	SIMPLE PAST	PRESENT	SIMPLE PAST		
ser/estar	be	was/were	conducir	drive	drove
poder	can	could	cortar	cut	cut
hacer	do	did	sentir	feel	felt
dibujar	draw	drew	leer	read	read
comer	eat	ate	ver	see	saw
caer	fall	fell	dormir	sleep	slept
ir	go	went	nadar	swim	swam
tener	have	had	escribir	write	wrote
comprar	buy	bought	tomar	drink	drank

**Example:** *She went to the school yesterday.*  
*Ella fue al colegio ayer.*



- **Pronunciation.** The Simple Past tense ending. (*Terminación del pasado simple.*)

- |               |              |               |          |
|---------------|--------------|---------------|----------|
| <b>1. /d/</b> |              | <b>2. /t/</b> |          |
| played =      | play /d/     | liked =       | like /t/ |
| listened =    | listen /d/   | washed =      | wash /t/ |
| exercised =   | exercise /d/ | shopped =     | shop /t/ |

- |                |           |
|----------------|-----------|
| <b>3. /ɪd/</b> |           |
| wanted =       | want /ɪd/ |
| needed =       | need /ɪd/ |



**REMEMBER:** Verbs in English are divided into regular and irregular. Regular verbs in English are those that only need to add the ending “ed” to form their past tense and participle. Instead, irregular verbs have different forms for the past tense and participle of each verb. That is why you have to learn them by heart

**RECUERDA:** Los verbos en inglés se dividen en regulares e irregulares. Los verbos regulares en inglés son aquellos que para formar su tiempo pasado y participio solo necesitan añadir la terminación “ed”. En cambio, los verbos irregulares tienen diferentes formas para el pasado y participio de cada verbo. Es por ello que te los tienes que aprender de memoria.

### 4. Past participle of regular and irregular verbs.

Pasado participio de los verbos regulares e irregulares

**Verbs in the past participle are used with the auxiliary have and has.**  
 Los verbos en pasado participio se usan con el auxiliar *have y has.*

REGULAR VERBS			
PRESENT		SIMPLE PAST	PAST PARTICIPLE
juguar	play	played	played
llamar	call	called	called
cepillar	brush	brushed	brushed
cocinar	cook	cooked	cooked
limpiar	clean	cleaned	cleaned
finalizar	finish	finished	finished
gustar	like	liked	liked
decidir	decide	decided	decided
creer	believe	believed	believed
cerrar	close	closed	closed
bailar	dance	danced	danced
prometer	promise	promised	promised
besar	kiss	kissed	kissed
responder	answer	answered	answered
entregar	deliver	delivered	delivered
vivir	live	lived	lived
abrir	open	opened	opened

**Example:** I **have danced** caporales twice.  
Yo **he bailado** caporales dos veces.

IRREGULAR VERBS			
PRESENT		SIMPLE PAST	PAST PARTICIPLE
ser/estar	be	was/were	been
luchar	fight	fought	fought
hacer	do	did	done
dibujar	draw	drew	drawn
comer	eat	ate	eaten
conocer	meet	met	met
ir	go	went	gone
tener	have	had	had
comprar	buy	bought	bought
hablar	speak	spoke	spoken
cortar	cut	cut	cut
sentir	feel	felt	felt
leer	read	read	read
ver	see	saw	seen
dormir	sleep	slept	slept
nadar	swim	swam	swum
escribir	write	wrote	written
tomar	drink	drank	drunk

**Example:** She has **eaten** fish once this month.  
Ella ha **comido** pescado una vez este mes.

**- Conversation:**

Let's read and listen this conversation using the past participle, then repeat again. (Leemos y escuchemos esta conversación usando el pasado participio, luego repitamos nuevamente)

**Jhoselin:** Alan, have you met Carla?

*Alan, conociste a Carla?*

**Alan:** No, I haven't.

*No, yo no.*

**Jhoselin:** Carla, I would like you to meet Alan.

*Carla, me gustaría presentarte a Alan.*

**Loida:** Hi, Alan. Nice to meet you.

*Hola, Alan. Mucho gusto.*

**Alan:** Nice to meet you too.

*También, mucho gusto.*



**5. Factory working tools. (According to B.T.H.'s career)**

Herramientas de trabajo de fábrica. (Según la carrera del Bachillerato Técnico Humanístico)



**- Reading:**

**What is a tool?** ¿Qué es una herramienta?

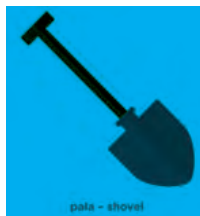
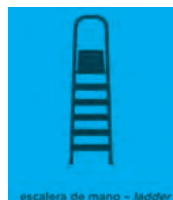
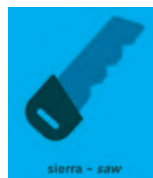
Tools are instruments that are used to carry out a specific job or task, such as building a bed, a table, or even more complex things such as buildings or bridges. **There are many types of tools.**

*Las herramientas, son instrumentos que se utilizan para llevar a cabo un trabajo o tarea específica, como construir una cama, una mesa, o incluso cosas más complejas como edificios o puentes. Existen muchos tipos de herramientas.*

**- Vocabulary:** Let's read and practice in pairs.

**Mechanical Tools**

Herramientas mecánicas





alicate - pliers



tuerca - nut

tornillo - screw



perno - bolt

clavo - nail



cinta métrica - tape measure



guantes - gloves

### Electrical Tools

Herramientas eléctricas



motosierra - chainsaw



pistola de aire caliente - heat gun



taladro eléctrico - drill



sierra de mesa - table saw



¡REALICEMOS LA VALORACIÓN!

**Let's carry a role-play in groups, representing the action of an activity and naming the mechanical and electrical tools.**

Realicemos un juego de roles en grupo, representando la acción de una actividad y nombrando las herramientas mecánicas y eléctricas.



¡ES HORA DE LA PRODUCCIÓN!

**Let's write a conversation using the vocabulary learned in this unit.**

Escribamos una conversación utilizando el vocabulario aprendido en esta unidad.

## BOLIVIAN HEROES (Héroes bolivianos)



¡INICIEMOS DESDE LA PRÁCTICA!

**The story goes that, in February 1879, Genoveva Ríos, had 14 years old, protected the Bolivian flag from Antofagasta intendance building, during the Chilean invasion of the Bolivian port, which started the War of the Pacific, this act was considered heroic because our flag is a very important symbol of the country.**

Cuenta la historia que, en febrero de 1879, **Genoveva Ríos**, en ese entonces de 14 años de edad, protegió la bandera boliviana desde el edificio de la Intendencia de la Policía de Antofagasta, durante la invasión chilena al puerto boliviano, que dio inicio a la Guerra del Pacífico, este acto se consideró heroico debido a que nuestra bandera es un símbolo muy importante del país.



### - Practice

Let's answer the questions in our notebook.  
(Respondamos las preguntas en nuestro cuaderno)

1. What was the name of the Bolivian heroin?
2. What year did it happen?
3. Where did it happen?



### Noticiencia

**¿Sabías que Screeched (chilló) es la palabra monosílaba más larga de todas?**



¡CONTINUEMOS CON LA TEORÍA!

1. Important people in our community

Personas importantes en nuestra comunidad.

Let's write and repeat with the correct pronunciation of the presented texts and we expose in oral form.

Leemos y repetimos con la correcta pronunciación de los textos presentados a continuación y exponemos de manera oral.

- **Vocabulary:** be inspired by, be influenced by, be fascinated by.
- **Vocabulario:** ser inspirado por, estar influenciado por, estar fascinado por.



Desafío

We translate the biography of each character.

Traducimos la biografía de cada personaje.

	<p>This is Avelino Siñani. He <b>was</b> the first teacher of the indigenous. Siñani <b>lived</b> in Warisata. He <b>was</b> the founder of the indigenous education in Bolivia.</p>		<p>Meet Bonny Lovy. His real name is Oscar Mario Paz. He <b>studied</b> sound engineering in Panamá. He is a singer and a producer. He <b>worked</b> on TV since childhood.</p>
	<p>This is Adela Zamudio. She <b>was</b> a writer. Zamudio <b>was</b> born in Cochabamba. She <b>fought</b> for women's rights. She <b>liked to</b> write poems and essays.</p>		<p>Meet Franz Tamayo. He <b>was</b> born in La Paz in 1879. He <b>was</b> Bolivian. Tamayo <b>studied</b> in La Sorbona, France. His face <b>was</b> in the on the 200 BS.</p>

**Inspire:** To make someone feel that they want to do something and can do it.  
Hacer sentir a alguien que quiere hacer algo y que puede hacerlo.

Be inspired by

Example:

- **Adela Zamudio's work inspires Rosio Pozorrico.**  
La obra de Adela Zamudio *inspira* a Rosio Pozorrico.
- **Rosio Pozorrico is inspired by the work of Adela Zamudio.**  
Rosio Pozorrico es *inspirada* por la obra de Adela Zamudio.



Noticiencia

Lo creas o no, ningún número del 0 al 999 en inglés contiene la letra a.

**Influence:** To affect or change how someone or something develops, behaves or thinks.  
Afectar o cambiar la forma en que alguien o algo se desarrolla, se comporta o piensa.

Be influenced by

Example:

- **Bonny Lovy's songs influences Elias Ayaviri.**  
Las canciones de Bonny Lovy *influyen* en Elias Ayaviri.
- **Elias Ayaviri is influenced by the song of Bonny Lovy.**  
Elias Ayaviri es *influenciado* por las canciones de Bonny Lovy.



Aprende haciendo

We write five sentences similar to the examples given.

Escribe 5 oraciones similares a los ejemplos realizados.



**Fascinate: To interest someone a lot.**  
Interesar mucho a alguien.

**Be fascinated by**

**Example:**

- Cristiano Ronaldo's play **fascinates** Mario Paz.

*El juego de Cristiano Ronaldo fascina a Mario Paz.*

Mario Paz is **fascinated by the play** of Cristiano Ronaldo.

*Mario Paz está fascinado por el juego de Cristiano Ronaldo*

**- Conversation:**

**Let's practice the conversation in pairs.** (Practiquemos la conversación en pares)

**Marco:** Do you have any Bolivian heroine that has inspired you?

**Sofía:** Yes, I do. I am inspired by Adela Zamudio.

**Marco:** What inspired you about her?

**Sofía:** She wrote beautiful poems.

**Marco:** And do you write poems?

**Sofía:** Yes, I do.

**Marco:** Nice!



— **2. Present perfect tense: Affirmative and negative**  
Tiempo presente perfecto: Afirmativo y negativo.

**- Grammar:** The present perfect – Affirmative form

## Present Perfect

Use the present perfect to talk about an indefinite time in the past. And remember that the difference with the simple past tense is that it is used to talk about a defined or specific time.

*Usa el presente perfecto para hablar de un tiempo indefinido en el pasado. Y recuerda que la diferencia con el tiempo pasado simple, es que este, se usa para hablar sobre un tiempo definido o específico.*

**Present Perfect: Indefinite time**

I've **met** María twice.

Me he encontrado dos veces con María.

**Simple Past tense: Definite time**

We **met** in 1999 and again in 2004.

Nos encontramos en 1999 y nuevamente en 2004.

Form the present perfect using HAVE or HAS and the third row of the list of verbs learned, that is, the past participle of a verb, whether regular or irregular.

Forma el presente perfecto usando el HAVE o HAS y la tercera fila de la lista de verbos aprendido, es decir el pasado participio de un verbo ya sea regular o irregular.

<u>PRESENT</u>	<u>REGULAR VERBS</u>			<u>PRESENT</u>	<u>IRREGULAR VERBS</u>	
<u>SIMPLE PAST</u>	<u>SIMPLE PAST</u>	<u>PAST PARTICIPLE</u>	<u>PAST PARTICIPLE</u>	<u>SIMPLE PAST</u>	<u>SIMPLE PAST</u>	<u>PAST PARTICIPLE</u>
<i>jug</i>	play	played	played	<i>ser/estar</i>	be	was/were
<i>llamar</i>	call	called	called	<i>luchar</i>	fight	fought
<i>cepillar</i>	brush	brushed	brushed	<i>hacer</i>	do	did
						<b>been</b>
						<b>fought</b>
						<b>done</b>

I **have been** in Tiwanaku 3 times.  
Yo **he estado** en Tiwanaku 3 veces.



**Afirmativa:** Sujeto + have/has + verbo past participle + complemento.

I  
You  
We  
They  
Maria and Roli

} **have played** football.

**Example:** You **have played** football.  
Tú **has jugado** fútbol

He  
She  
It  
María

} **has played** basket in the park.

**Example:** She **has played** basket in the park once.  
Ella **ha jugado** en el parque una vez

- **Grammar:** The present perfect – Negative form ❌

**Negativo:** Sujeto + have/has + **not** + verbo past participle + complemento.



I  
You  
We  
They  
Maria and Roly

} **haven't eaten** chicken for a month

**Example:** We **haven't eaten** chicken for a month.  
Nosotros no hemos comido pollo por un mes.

He  
She  
It  
María

} **hasn't seen** Sofía for a year.

**Example:** She **hasn't seen** Sofía for a year.  
Ella no ha visto a Sofía por un año

Contractions

have met = 've met  
has met = 's met  
have not met = haven't met  
has not met = hasn't met



### Noticiencia

¿Sabías que la "E" y la "R" son las letras más utilizadas en inglés?

- **Pronunciation:** Sound reduction in the present perfect.

- **Pronunciación:** Reducción de sonido en el presente perfecto.

**We listen to how the sound /t/ of the negative contraction "disappears" and then repeat again.**

*Escuchamos como el sonido /t/ de la contracción negativa "desaparece" y luego repetimos nuevamente.*

1. I **haven't been** to that class.
2. They **haven't taken** the test.
3. He **hasn't met** his new teacher.
4. She **hasn't heard** the news.

## 2. Linking words: but, however.

Palabras de enlace: pero, sin embargo.

### but vs however

"But" is a **conjunction** that can be translated as "but", and

"However" is an **adverb** that can be translated as "without"

"But" es una **conjunción** que se puede traducir como "pero", y

"However" es un **adverbio** que se puede traducir como "sin"

### but

CONJUNCTION  
US /bət/ • UK /bʌt/ • UK /bət/

1. (however)

**pero**

he nodded, but he didn't say anything  
asintió, pero no dijo nada

she was fired, but they were not  
la despidieron a ella pero no a ellos

### however

US /haʊ'evər/ • UK /haʊ'evə/  
ADVERB

1. (sentence adverb)

**sin embargo**

**no obstante** (formal)

this is not, however, the best method  
este no es, sin embargo, el mejor método  
este no es, no obstante, el mejor método (formal)

it's an odd system; however, it seems to work  
es un sistema extraño, sin embargo, parece funcionar  
es un sistema extraño, no obstante, parece funcionar (formal)





¡REALICEMOS LA VALORACIÓN!

**Pair work: let's write a conversation with your partner, talk about an important Bolivian person using the example of the lesson.**

(Trabajo en parejas: Completamos la conversación con el compañero, hablemos sobre una importante persona boliviana usando el ejemplo de la lección)



¡ES HORA DE LA PRODUCCIÓN!

**Let's write affirmative and negative sentences with the PRESENT PERFECT using the grammatical structures.**

Escribimos oraciones afirmativas y negativas con el PRESENTE PERFECTO utilizando las estructuras gramaticales.



## WHERE HAVE YOU BEEN? (¿Dónde has estado?)



¡INICIEMOS DESDE LA PRÁCTICA!

**Let's answer this question with yes or no.**  
(Respondemos esta pregunta con: yes or no)

- Have you been to Colombia?  
¿Has estado en Colombia?



¡CONTINUEMOS CON LA TEORÍA!

### 1. Present perfect tense: Interrogative

Tiempo presente perfecto: Interrogativo.

- **Grammar:** The present perfect – Interrogative form ?

Have { I  
you  
we  
you  
they } called Juan Carlos?

**Example:** *Have you called Juan Carlos?*  
Tú **le has llamado** a Juan Carlos ?

**Affirmative:** Yes, I **have**. **Negative:** No, I **haven't**.  
Sí. No.

Has { he  
she  
it } called Juan Carlos?

**Example:** *Has she called Juan Carlos?*  
Ella **le ha llamado** a Juan Carlos ?

**Affirmative:** Yes, she **has**. **Negative:** No, she **hasn't**.  
Sí. No.

## 2. Short answers: for, since

Respuestas cortas: para, desde.

"For" is a **preposition** that can be translated as "para", and "since" is a **preposition** that can be translated as "desde"

"For" es una preposición que se puede traducir como "para", y "since" es una preposición que se puede traducir como "desde"

### for vs since

#### for

US /fɔr/ • UK /fɔː/ • UK /fə/  
PREPOSITION

1. (intended for)

**para**

it's a present for my son  
es un regalo para mi hijo

is there a letter for me?  
¿hay carta para mí?

#### since

US /sɪns/ • UK /sɪnz/

PREPOSITION

**desde**

they've worked there (ever) since 1970  
han trabajado allí desde 1970

since the party he's only seen her twice  
desde la fiesta solo la ha visto dos veces

I've been living here since March  
desde marzo pasado que vivo aquí

## 3. Information questions: When? – How long?

Preguntas de información: ¿Cuándo? - ¿Cuánto tiempo?

*Let's make information questions using have or has then write the verb in the past participle in our notebook.*

When **have** we **played** soccer?  
¿Cuándo nosotros hemos jugado futbol?

When **has** he **eaten** fish?  
¿Cuándo él ha comido pescado?

How long **have** you **played** basketball?  
¿Por cuánto tiempo tú has jugado basquetbol?

How long **has** she **eaten** rice?  
¿Por cuánto tiempo ella ha comido arroz?



¡REALICEMOS LA VALORACIÓN!

**Pair work: let's complete the conversations in pairs using the Present Perfect.**

Trabajo en pareja: Completamos las conversaciones en pares. Utilizando el Presente Perfecto.

1. A: .....~~Has~~ ~~Maria~~ ~~met~~..... our new teacher?  
María / meet

B: Yes, she ...~~has~~.....

2. A: ..... on this class before?  
They/be

B: No, they .....

3. A: ..... with the school Director?  
You/speak

B: Yes, I .....



**Aprende haciendo**

**Let's form pair groups and write ten sentences.**

Conformemos grupos de dos y escribamos 10 oraciones.



¡ES HORA DE LA PRODUCCIÓN!

**Let's write some sentences using since and for in our notebook.** (Escribimos unas oraciones usando since y for en nuestros cuadernos)

- Example:**
- I have lived in this house **since** 1997.
  - We have lived in this house **for** thirty years.

## TOURISTIC PLACES AROUND BOLIVIA *(Lugares turísticos alrededor de Bolivia)*



¡INICIEMOS DESDE LA PRÁCTICA!



Let's describe a favorite touristic place in Bolivia.  
*Describimos un lugar turístico favorito en Bolivia.*



¡CONTINUEMOS CON LA TEORÍA!

### 1. Reading: Let's read about Uyuni salt flat

Lectura: Leemos sobre el salar de Uyuni

The Uyuni salt flat is the largest continuous and high salt desert in the world, with an area of 10,582 km<sup>2</sup>. It is located at about 3,650 meters above sea level in southwestern Bolivia, in the province of Daniel Campos, in the department of Potosí, it is considered one of the largest in the world. It's a touristic place.

### 2. Adjectives and adverbs: quick – quickly

Adjetivos y adverbios: rápido – rápidamente

"Quick" es un adjetivo que se puede traducir como "rápido", y "quickly" es un adverbio que se puede traducir como "rápidamente". Aprende más sobre la diferencia entre "quick" y "quickly"



- Examples:

María had a **quick** trip to Cochabamba.  
*María tuvo un viaje **rápido** a Cochabamba.*

They wrote **quickly** because the exam time was over.  
*Ellas escribieron **rápidamente** porque el tiempo del examen había terminado.*

### 3. The present perfect: already, yet, before

- Grammar:

Use **yet** o **already** en preguntas sobre experiencias recientes.

*Have you **toured** Chuquisaca **yet**?*

*Has she **already** tried Majadito **camba**?*

Use **already** en oraciones afirmativas. Usa **yet** en oraciones negativas.

*I've **already** tried Pique macho.*

*I **haven't** tried Fricase **yet**.*

Use **before** en preguntas sobre experiencias de vida.

*Have you **eaten** food from Cochabamba **before**?*

*Has she **been** to Uyuni **before**?*

### 4. Adverb clauses of time: Form

Cláusulas adverbiales de tiempo: Forma.

**Adverbial clauses of time show the time when something happens, they are subordinate clauses, they can help join sentences, or go to the beginning of a sentence to emphasize the time.**

*Las cláusulas adverbiales de tiempo muestran el tiempo cuando sucede algo, son cláusulas subordinadas, pueden ayudar a unir oraciones, o ir al principio de una oración para enfatizar el tiempo.*



- Example:

1. I always take a bath .....  
I go to bed.

before

after

when

I always take a bath **before** I go to bed.

*Yo siempre tomo una ducha antes de ir a la cama.*

Will you wait here **until** I am ready?

*Esperarás aquí hasta que estés lista?*

**After** I have finished my work, I will accompany you to the park.

*Después de que haya terminado mi trabajo, te acompañaré al parque.*

## 5. Separable Phrasal verbs.

Phrasal verbs separables

The **phrasal verbs** are two or more words that together act as a completely new word, with a meaning separate from the original words.

*Los phrasal verbs son dos o más palabras que juntas actúan como una palabra completamente nueva, con un significado separado de las palabras originales.*

The **separable Phrasal verb** means that it can be separated by another word that goes in between the verb and the particle. This word is usually the subject that the phrasal verb is referring to.

Un Phrasal verb separable significa que puede ser separado por otra palabra que va entre el verbo y la partícula.

Esta palabra suele ser el sujeto al que se refiere el phrasal verb.

**Example:** Put On (poner): I'll put my jacket on (*Me pondré mi chaqueta*)

I **took off** my shoes.

*Me quité los zapatos.*

I **took** my shoes **off**.

*Me quité los zapatos.*

I'll **pick** you **up** later.

*Te recogeré más tarde.*

We'll **call** you **back**

tomorrow.

*Te volveremos a llamar mañana.*

Please, **turn off** the light.

*Por favor, apaga la luz.*

Rosa **fill out** the test.

*Rosa llena el examen.*



**RECUERDA:**  
Cualquiera de las dos formas tiene el mismo significado.



¡REALICEMOS LA VALORACIÓN!

**Let's investigate about the most famous touristic places in our country Bolivia.**

*(Investigamos sobre los lugares turísticos más famosos de nuestro país Bolivia.)*



¡ES HORA DE LA PRODUCCIÓN!

**Let's play the memory game, where each group have to go in front of the class, then write more separable Phrasal verbs and adverb clauses of time. Each group will have a determined time by the teacher. Let's enjoy it!**

*Jugamos el juego de memoria, donde cada grupo tiene que ir al frente de la clase y luego escribimos más Phrasal verbs separables y adverbios de tiempo. Cada grupo tendrá un tiempo determinado por el maestro(a). ¡Disfrutemos!*



## MY BOLIVIA (Mi Bolivia)



### ¡INICIEMOS DESDE LA PRÁCTICA!

- Let's answer this question. (Respondemos esta pregunta)
- How much of your country do you know?
- ¿Cuánto de tu país conoces?
- Let's describe the most relevant characteristics of our country. (Describimos las características más relevantes de nuestro país)



### ¡CONTINUEMOS CON LA TEORÍA!

## 1. Activities around Bolivia

Actividades alrededor de Bolivia

- **Vocabulary:**



**Climb the Illimani Mountain.**  
Escalar la montaña Illimani



**Go sightseeing to Killi Killi.**  
Ir a dar un vistazo al Killi Killi.



**Go to the top of the Virgencita.**  
Ir a la cima de la Virgencita.



**Try food from Cochabamba.**  
Probar la comida de Cochabamba.



**Take a tour of the Glorieta Castle.**  
Tomar un tour por el Castillo Glorieta.



**Take pictures of Samaipata.**  
Tomar fotos de Samaipata

## 2. Protected areas in Bolivia

Áreas protegidas en Bolivia.

- **National parks:**



**National park Amboró**



**National park Madidi**



**National park Tipnis**



**National park Iñau**

## 3. Modal: Would (affirmative, negative, and interrogative forms)

Modal: haría (formas afirmativa, negativa e interrogativa).

**Would is an auxiliary verb - a modal auxiliary verb. We use would mainly to: talk about the past. talk about the future in the past. In Spanish add "ría" to base verb.**

Sería es un verbo auxiliar - un verbo auxiliar modal. Usamos would principalmente para: hablar del pasado. hablar del futuro en el pasado. En español agregar "ría" al verbo base.

Afimative		
Forma larga	Forma corta	Traducción
I would work	I'd work	Yo trabajaría
You would work	You'd work	Tú trabajarías
He would work	He'd work	Él trabajaría
She would work	She'd work	Ella trabajaría
It would work	It'd work	Eso trabajaría
We would work	We'd work	Nosotros trabajaríamos
You would work	You'd work	Ustedes trabajarían
They would work	They'd work	Ellos/ellas trabajarían

**Example:**  
I **would** marry him if I loved him.  
*Me casaría con él si lo quisiera.*

**Example:**  
I **wouldn't** dance if I didn't like to dance.  
*Yo no bailarías si no me gustara bailar.*

Negative		
Forma larga	Forma corta	Traducción
I would not dance	I wouldn't dance	Yo no bailarías
You would not dance	You wouldn't dance	Tú no bailarías
He would not dance	He wouldn't dance	Él no bailarías
She would not dance	She wouldn't dance	Ella no bailarías
It would not dance	It wouldn't dance	Eso no bailarías
We would not dance	We wouldn't dance	Nosotros no bailaríamos
You would not dance	You wouldn't dance	Ustedes no bailarían
They would not dance	They wouldn't dance	Ellos/ellas no bailarían

Interrogative			
Forma larga	Forma negativa	Forma corta	Traducción
Would I work...?	Would I not work...?	Wouldn't I work...?	¿Yo no trabajarías...?
Would you work...?	Would you not work...?	Wouldn't you work...?	¿Tú no trabajarías...?
Would he work...?	Would he not work...?	Wouldn't he work...?	¿Él no trabajarías...?
Would she work...?	Would she not work...?	Wouldn't she work...?	¿Ella no trabajarías...?
Would it work...?	Would it not work...?	Wouldn't it work...?	¿Eso no trabajarías...?
Would we work...?	Would we not work...?	Wouldn't we work...?	¿Nosotros no trabajaríamos...?
Would you work...?	Would you not work...?	Wouldn't you work...?	¿Ustedes no trabajarían...?
Would they work...?	Would they not work...?	Wouldn't they work...?	¿Ellos/ellas no trabajarían...?

**Example:**  
**Would** you like chicken?  
*Te gustaría pollo?*

4. Vocabulary: Relaxing, exciting, terrific, unusual, incredible, etc.  
Vocabulario: Relajante, emocionante, fabuloso, inusual, increíble, etc.



Relaxing - Relajante



Exciting - Emocionante



Terrific - Fantástico



Unusual - Inusual



Incredible - Increíble



¡REALICEMOS LA VALORACIÓN!

Let's write a short story about the care and conservation of touristic places and then socialize in class.  
(Escribimos una historia pequeña sobre el cuidado y conservación de los lugares turísticos y luego socialicemos en la clase.)





¡ES HORA DE LA PRODUCCIÓN!

**In groups, let's write sentences using modal Would**  
 En grupos, escribimos oraciones utilizando modal Would

**BOLIVIAN TYPICAL FOOD** (*Comida típica boliviana*)



¡INICIEMOS DESDE LA PRÁCTICA!

- Let's answer the following question and why?
- Respondemos a la siguiente pregunta y ¿Por qué?
- What is your favorite typical food? Why?
- ¿Cuál es tu comida típica favorita? ¿Por qué?
- más relevantes de nuestro país)



**1. Gastronomy terms, BTH.**

Términos gastronómicos, BTH.



**Aprende haciendo**

**Let's make groups and perform a dramatization of a TV cooking program and teach a typical dish using the vocabulary learned.**

*Formamos grupos y realizamos la dramatización de un programa de cocina de TV y enseñamos un plato típico utilizando el vocabulario aprendido.*

**2. Typical Foods.**

Comidas típicas.



Silpancho



Plato paceño



Majadito



Sopa de maní

Recipe and preparation of peanut soup. *Receta y preparación de la sopa de maní.*  
 Peanut soup is one of the most delicious soups in Bolivia.  
*La sopa de maní es una de las sopas más deliciosas de Bolivia.*

Ingredientes	carne
6 nudos de carne de cordero o costilla de vaca	1 taza de cebolla
1 cucharada de sal molida	½ taza de tomate
6 papas	1 cucharilla de comino
½ taza de arvejas	2 dientes de ajo
½ taza de habas verdes	1 cucharada de orégano
1 taza de maní molido	1 cucharada de perejil
3 litros de agua para cocer la	1 ½ cucharada de ají amarillo molido
	¼ taza de aceite

Ingredients	½ cup tomato
6 knots of lamb meat or beef rib	1 teaspoon cumin
1 tablespoon of ground salt	2 garlic cloves
6 potatoes	1 tablespoon of oregano
½ cup of peas	1 tablespoon of parsley
½ cup of green beans	1 ½ tablespoons of ground yellow chili
1 cup of ground peanuts	¼ cup oil
3 liters of water to cook the meat	
1 cup onion	



**PREPARATION**

Cut the peeled potatoes in quarters, peel the peas, chop the small onion and the peeled tomato. Fry the onion in the oil in a pot, put the 3 liters of water on the fire. Before it starts to boil, add the meat. Bring to a boil and put the salt, tomato, onion, cumin, chili pepper and garlic roasted in oil. Then add the ground peanuts. Let's cook until the meat is soft and cooked. Pour the lima beans, peas, and potatoes. Cook until soft. Serve in a deep dish, with a piece of meat and garnish with parsley.

**PREPARACIÓN**

Corta las papas peladas en cuatro, pele las arvejas, pique la cebolla menuda y el tomate pelado. Fría la cebolla en el aceite en una olla ponga al fuego los 3 litros de agua. Antes que empiece a hervir, agréguele la carne. Deje dar un hervor y ponga la sal, el tomate, la cebolla, el comino, orégano, el ají y el ajo retostado en aceite. Agregue el maní molido. Deje cocer hasta que la carne quede blanda y cocida. Vierte las habas, las arvejas y las papas. Cocine hasta que estén suaves.

Sirva en plato hondo, con un pedazo de carne y adorne con el perejil.



**¡REALICEMOS LA VALORACIÓN!**

*Let's listen to short stories and then dialogue in groups.*  
 (Escuchemos pequeños cuentos y luego dialoguemos en grupos.)



**¡ES HORA DE LA PRODUCCIÓN!**

*It's time to make our own recipe! In groups, let's choose a typical dish from our wonderful country, then translate the recipe, finally expose it in class.*

¡Es hora de hacer nuestra propia receta! En grupos, elegimos un plato típico de nuestro país maravilloso, luego traducimos la receta, finalmente lo exponemos en clase.

*Let's remember to use the learned terms and have fun!*

¡Tenemos que recordar usar los términos aprendidos y divertirnos!



# SURVIVING ON THE INTERNET *(Sobreviviendo en el internet)*



## ¡INICIEMOS DESDE LA PRÁCTICA!

**Let's practice this conversation in pairs.** *(Practiquemos esta conversación en pares)*

A: *What's the problem?*

B: *Well, I clicked on the toolbar to save a file and the computer crashed.*

A: *Why don't you try restarting? That sometimes works.*

B: *OK. I'll give that a try.*



## ¡CONTINUEMOS CON LA TEORÍA!

### 1. Computer terms and commands

Términos y comandos informáticos.



**Let's write in our notebook the computer parts and their meaning.**

*(Escribamos en nuestro cuaderno las partes de la computadora y su significado)*

### 2. Reading: social network.

Lectura: red social.

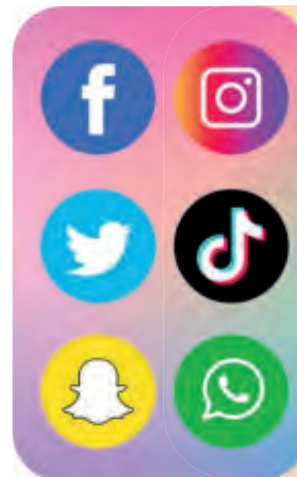
**What do you mean by social network?**

The term social networking refers to the use of internet-based social media sites to stay connected with friends, family, colleagues, or customers. Social networking can have a social purpose, a business purpose, or both, through sites like Facebook, Twitter, Instagram, and Pinterest.

### 3. Advantages and disadvantages about the internet.

Ventajas y desventajas sobre el internet

ADVANTAGES AND DISADVANTAGES OF SOCIAL NETWORKING SITES FOR STUDENTS	
ADVANTAGES	DISADVANTAGES
1) Technological literacy	1) Distraction
2) Bringing people together	2) Health problems
3) Attracts attention	3) Relationship problems
4) Breadth of knowledge	4) Illegal crime, virus attacks
5) Opportunity to widen business	5) Negative effects on worker productivity



**Let's write which social network we use the most and why in our notebook.** *(Escribamos qué red social usamos más y por qué en nuestro cuaderno)*

.....

.....

.....





#### 4. Comparison of adjectives with as ... as/than

Comparación de adjetivos con tan ...como/que.

**COMPARATIVE: AS.....AS / THAN**

**AS ... AS / AS NOT ..... AS**  
(For equal attributes)

Jeremy is **as brave as** his uncle.

↓  
adjective

✓ Margory and Susan are **as kind as** you are.

✓ The parade was **as interesting as** the concert.

Let's write sentences with the following adjectives. (Escribamos oraciones con los siguientes adjetivos)

tall brave interesting beautiful  
intelligent clever short

1. I am as tall as my sister.
2. ....
3. ....
4. ....
5. ....
6. ....

#### 5. Modals: Have to, Should and must to.

Modales: tengo que, debería y se debe a.

<b>MUST TO</b>	<ul style="list-style-type: none"> <li>• <b>Official, written rule:</b> You must be 18 or older to vote.</li> <li>• <b>Duty or strong moral obligation:</b> You must respect your parents.</li> </ul>
<b>SHOULD</b>	<ul style="list-style-type: none"> <li>• <b>Personal obligation, weaker than "must":</b> I should eat more vegetables.</li> </ul>
<b>HAVE TO</b>	<ul style="list-style-type: none"> <li>• <b>Used in place of "must" when speaking NOT a modal verb:</b> She has to finish the report by 5:00.</li> </ul>



¡REALICEMOS LA VALORACIÓN!

**Pair work:** Let's write a conversation in pairs using comparatives as...as. Let's not forget the vocabulary learned.

(Trabajo en parejas: Escribamos una conversación en pares utilizando comparativos como...como. No olvidemos el vocabulario aprendido.)



¡ES HORA DE LA PRODUCCIÓN!

Let's write in our Facebook, Twitter, WhatsApp Web or notebook about advantages or disadvantages of social networking sites for students.

(Escribamos en nuestro Facebook, Twitter, WhatsApp Web o libreta de notas sobre las ventajas o desventajas de los sitios de redes sociales para los estudiantes)

## I HAD NEVER SUFFERED CYBERBULLYING! (¡Yo nunca he sufrido acoso cibernético!)



¡INICIEMOS DESDE LA PRÁCTICA!

### ¿What is the Cyberbullying?

Cyberbullying, also called virtual bullying, is the use of digital media to annoy or harass a person or group of people through personal attacks, disclosure of personal or false information, among other means.





¡CONTINUEMOS CON LA TEORÍA!

1. Cyber impact of the internet.  
Impacto cibernético de internet



Cyber-attacks can cause electrical blackouts, failure of military equipment, and breaches of national security secrets. They can result in the theft of valuable, sensitive data like medical records. They can disrupt phone and computer networks or paralyze systems, making data unavailable.

2. Describe how do we use the Internet.  
Describe cómo usar el internet.



1. I use Email when.....

2. I use chatting with .....

3. ....

3. Past perfect tense: affirmative, negative and interrogative.  
Pasado perfecto: afirmativo, negativo e interrogativo.

The **Past Perfect Tense** describes the action, situation, or activity that happened before any other took place in the past.

Positive [+]	Negative [-]	Question [?]
<i>I had Played</i>	<i>I hadn't Played</i>	<i>had I Play?</i>
<i>You had played</i>	<i>You hadn't play</i>	<i>had You play?</i>
<i>We had played</i>	<i>We hadn't play</i>	<i>had We play?</i>
<i>He had played</i>	<i>He hadn't play</i>	<i>had He play?</i>
<i>She had played</i>	<i>She hadn't play</i>	<i>had She play?</i>
<i>It had played</i>	<i>It hadn't play</i>	<i>had It play?</i>
<i>They had Played</i>	<i>They hadn't Play</i>	<i>had They Play?</i>



Noticiencia

¿Sabías que existen palabras sin vocales en el idioma inglés? Esas son: *rhythm (ritmo)*, *hymn (himno)* o *nymph (ninfa)*



¡REALICEMOS LA VALORACIÓN!

Let's discuss the following question. What should we do if we suffer cyberbullying?  
(Debatamos sobre la siguiente pregunta: ¿Qué debemos hacer si sufrimos cyberbullying?)



¡ES HORA DE LA PRODUCCIÓN!

In pairs or group, let's write some messages about cyberbullying or other types of violence.  
(En parejas o en grupo, escribamos algunos mensajes sobre el ciberacoso u otro tipo de violencia)

VOCABULARY (Vocabulario)



¡INICIEMOS DESDE LA PRÁCTICA!

Hackers Steal 40 million Credit Card Numbers

Eleven hackers around the world were accused of stealing more than 40 million credit card numbers on the internet. They included three people from the U.S. who are accused of hacking into the wireless network.

(Once piratas informáticos de todo el mundo fueron acusados de robar más de 40 millones de números de tarjetas de crédito en Internet. Incluyeron a tres personas de los EE. UU. que están acusadas de piratear la red inalámbrica)





¡CONTINUEMOS CON LA TEORÍA!

**1. Internet activities: Visit a website, surf the internet, upload a file, download and application, send a message**

Actividades de Internet: Visite un sitio web, navegue por Internet, cargue un archivo, descargue una aplicación, envíe un mensaje.

**Attach a file:** Place a document or photo into an e-mail.  
**Surf the internet:** Visit a lot different websites on the internet for information that interest you.  
**Upload a file:** Move a document, music or picture, from personal computer, phone onto the internet.  
**Download an application:** Move a program the internet onto a personal computer, phone, or mp3.  
**Send a message:** Write letters from a personal device into an app, the send it to another device.

Let's look for the meanings. (Busquemos los significados).

1. A hacker is \_\_\_\_\_
2. A computer virus is \_\_\_\_\_
3. A junk e-mail is \_\_\_\_\_
4. An antivirus program is \_\_\_\_\_

**Let's describe all the steps that are carried out to upload a task to the classroom platform in our notebooks.**

Describamos todos los pasos que se realizan para subir una tarea a la plataforma Classroom en nuestros cuadernos

**4. English technique according the school carrier in BTH.**

Técnica de inglés según la carrera escolar en BTH.

- **Electronics:**



¡REALICEMOS LA VALORACIÓN!

**Let's reflect on the risks of having the door open to the world of social networks. Let's write a paragraph about it in our notebooks.**

(Reflexionemos, cuáles son los riesgos de tener la puerta abierta al mundo de las redes sociales. Escribamos un párrafo acerca de eso en nuestros cuadernos)



¡ES HORA DE LA PRODUCCIÓN!



**In group, let's write a flipchart the positive and negative aspect of social network.**

(En grupo, escribamos en un papelógrafo los aspectos positivos y negativos de las redes sociales)





**6**

**SECUNDARIA**

**ÁREA**

**LENGUA EXTRANJERA**





# COMUNIDAD Y SOCIEDAD

## Lengua Extranjera

### TYPES OF WRITTEN TEXTS IN DIFFERENT LANGUAGES



¡INICIEMOS DESDE LA PRÁCTICA!

#### 1. Talking about plans after school. (Hablamos de los planes para después de la clase)

Let's look at the pictures and describe in our notebook what is he doing? (Miremos las imágenes y describamos en nuestro cuaderno ¿qué está haciendo?)



Let's answer the following questions in our notebook. (Respondamos las siguientes preguntas en nuestro cuaderno)

- What do you do after school?
- Do you study any career or work?
- What subject do you like?
- Do you prefer study or work?



¡CONTINUEMOS CON LA TEORÍA!

#### 1.1. The Simple Present, Past and Future (Review). El presente simple, pasado y futuro (repass).

Present is used to express daily activities, routines and scientific events.	Past is used to express actions done in the past. Used to show the duration of the past action.		Actions to be done in Future. To show when an action will take place in the future. To show the duration of the future action.
SIMPLE PRESENT	SIMPLE PAST		FUTURE (WILL)
<b>Affirmative</b> I work. You study. He travels.	<b>Regular Verbs Affirmative</b> I worked. You studied. He traveled.	<b>Irregular verbs Affirmative</b> I went to the park. You bought a card. He had a pet.	<b>Affirmative</b> I will travel. You won't study. He will work on vacation.
<b>Negative</b> I don't work. You don't study. He doesn't travel.	<b>Negative</b> I didn't work. You didn't study. He didn't travel.	<b>Negative</b> I didn't go to the park. You didn't buy a card. He didn't have a pet.	<b>Negative</b> I won't travel. You won't study. He won't work on vacation.
<b>Interrogative</b> Do you work? Yes, I do. / No, I don't. Does he travel? Yes, he does. / No, he doesn't.	<b>Interrogative</b> Did you work? Yes, I did. / No, I didn't. Did he travel? Yes, he did. / No, he didn't.	<b>Interrogative</b> Did you go to the park? Yes, he did. / No, he didn't. Did he have a pet? Yes, he did. / No, he didn't.	<b>Interrogative</b> Will you travel? Yes, I will. / No, I won't. Will he work on vacation? Yes, he will. / No, he won't.

### 1.2. Sequence connectors. (Conectores de secuencia).

Let's analyze "The connectors" of the table to understand their functions. (Analicemos "Los conectores" de la tabla para comprender sus funciones.)

CONNECTORS	EXAMPLES	CONNECTORS	EXAMPLES
<b>First of all</b>	First of all, I'd like to sleep a lot.	<b>In conclusion</b>	In conclusion, nobody is perfect.
<b>Then</b>	First, I brush my teeth, then I go to the park.	<b>At last</b>	At last, she passed the math test.
<b>Next</b>	Next, leave it for 5-10 minutes, depending on the tea.	<b>In the end</b>	She studied hard, and in the end, she passed the test.
<b>Later</b>	They'll call you later today.	<b>All in all</b>	My son may not be brilliant, but all in all, as far as I know, he did quite well in his tests.
<b>Eventually</b>	Swimming might take her five weeks but she will do it eventually.	<b>In addition</b>	Pablo writes short stories, in addition, he writes articles for a book.

Let's look at and learn about the essay's structure. (Observamos y aprendamos sobre la estructura del ensayo)

**What is an essay?** An essay is a piece of writing that usually has five or more paragraphs. An essay is written about one topic that has several main points. The main points are introduced in an introductory paragraph and supported in body paragraphs. The conclusion is the last paragraph.



GENERAL ESSAY STRUCTURE	
STRUCTURE	COMMENT
<b>Introduction</b>	It tells what your topic and main ideas are.
<b>Topic 1</b>	- State your points/arguments. - Explore both sides of debate (in a better answer).
<b>Topic 2</b>	- State your points/arguments. - Explore both sides of debate (in a better answer).
<b>Topic 3</b>	- State your points/arguments. - Explore both sides of debate (in a better answer).
<b>Conclusion</b>	It gives the same information that the introductory paragraph gives, but it is written from a different perspective and ideas.



¡REALICEMOS LA VALORACIÓN!

### 1.3. Writing: argumentative texts. (Escritura: textos argumentativos)

Let's read the following text to reflect on its content. (Leamos el siguiente texto para reflexionar sobre su contenido.)

#### LET'S COMPARE UNIVERSITIES AND CAREERS

Some universities offer a lot of careers in different areas, we have the option to choose between public and private universities. Bolivian universities, military institutions, superior school for teachers and institutes give you the chance to get a profession in four or five years. After that you may continue studying for higher degrees, of course if you get a higher degree in your area, you are going to have a better opportunity of job that means maybe a good level of life for you and your future family. Now the questions would be: what career should I study? How should I choose the best option of universities? Is it a good option to study a technic career? Is it difficult to be a military?

Just let me suggest you my dear student, you should study the career you like, that's why you should think about your favorite subjects at school, talk and get information with your relatives or professional people about the option you are thinking of.

Before you choose the university, check the real information about them, because they say they are the best, but sometimes they do not have their documents or licenses in order. So, it is important to verify on line or personally before registering in one. Anyway, you should study what you like no matter if you study a technic career or if you want to be a military.



## ¡ES HORA DE LA PRODUCCIÓN!

**Let's write a paragraph according to these questions, using the connectors.**

(Escribamos un párrafo de acuerdo a las siguientes preguntas, utilizando conectores)

- Are the careers offer by the universities in your context?
- Do they respond the productive capacities of your region?

**Let's write an essay in our notebook about "how to choose a career".** (Escribamos un ensayo en nuestro cuaderno sobre "cómo elegir una carrera")

### 1.4. Tag questions

**Let's analyze this table of "tag questions" to understand the difference between them.** (Analicemos la tabla de "tag questions" para comprender la diferencia entre ellos).

We use tag questions to confirm information that you already think is true.			
It's a beautiful day, isn't it?			
The statement can be affirmative and negative.			
AFFIRMATIVE		NEGATIVE	
You're Luis,	<b>aren't you?</b>	You're not Luis,	<b>are you?</b>
He speaks Quechua,	<b>doesn't he?</b>	He doesn't speak Quechua,	<b>does he?</b>
He's going to study,	<b>isn't he?</b>	He's not going to study,	<b>is he?</b>
You were at the party,	<b>weren't you?</b>	You were not at the party,	<b>were you?</b>
They went to Beni,	<b>didn't they?</b>	They didn't go to Beni,	<b>did they?</b>
It has been a great year,	<b>hasn't it?</b>	It has not been a great year,	<b>has it?</b>
You can hear me,	<b>can't you?</b>	You can't hear me,	<b>can you?</b>

## ENVIROMENTAL PROBLEMS



### ¡INICIEMOS DESDE LA PRÁCTICA!

#### 1.1. Reading: Don't waste water!

**Let's read the following text.** (Leamos el siguiente texto.)

Water pollution is increasing throughout the water cycle. Due to population growth, accelerated urbanization and economic development, the quantity of wastewater being generated and its overall pollution load are increasing globally.

Industry and agriculture are often big water polluters. Increased usage of chemical fertilizers, pesticides, and untreated wastewater in irrigation, pollutes groundwater and surface water. Industry in many areas still discharges waste directly into water courses.

Wastewater management is being seriously neglected. Across the world, safely reused wastewater is grossly undervalued as a potentially affordable and sustainable source of water, energy, nutrients and other recoverable materials.

Untreated wastewater in cities is a major issue. In poorer urban areas, a large proportion of wastewater is discharged untreated directly into the closest drainage channel or water body. Household effluent, human waste, toxic chemicals and medical waste are exposed to the air, contaminating the environment in often densely-populated residential zones.



Let's discuss these questions with our classmate. (Discutamos estas preguntas con nuestro compañero de clase.)

- Do you agree that industry and agriculture are often big water polluters?
- How can we help solve these environmental problems?

Let's look at the pictures and answer the following questions. (Observemos las imágenes y respondemos las siguientes preguntas)

-What kind of environmental problems do you have in your context?

-What do you do to prevent these environmental problems?



¡CONTINUEMOS CON LA TEORÍA!

1.2. Direct speech – reported speech.

Let's learn about the function of Direct and Indirect Speech. (Aprendamos sobre las funciones del reporte directo e indirecto.)

TENSE	DIRECT SPEECH	INDIRECT SPEECH
Simple Present	I like ice cream a lot.	He said that he liked ice cream a lot.
Present Continuous	I am living in Bolivia.	He said that he was living in Bolivia.
Past Simple	I bought a laptop.	He said he bought a laptop.
Past Continuous	I was walking along the Street.	He said he had been walking along the Street.
Present Perfect	I haven't seen Marie.	He said he hadn't seen Marie.
Past Perfect	I had taken Aymara lessons before.	He said he had taken Aymara lessons before.
Will	I'll see you later.	He said he would see me later.
Would	I would help, but I have to buy fruits.	He said he would help, but he has to buy fruits.
Can	I can speak perfect Guaraní.	He said he could speak perfect Guaraní.
Could	I could swim when I was four.	He said he could swim when he was four.
Should	I should call my mother.	He said he should call his mother.
Might	I might be late.	He said he might be late.

1.3. Verbs: Tell, say, add, point out, remark, whisper, yell, order, and ask.

Let's learn new verbs. (Aprendamos nuevos verbos.)

<b>Tell</b> (decir, contar, narrar)	<b>Say</b> (decir)	<b>Add</b> = añadir	<b>Yell</b> = gritar
<b>Point out</b> = indicar, señalar	<b>Remark</b> = comentar	<b>Whisper</b> = susurrar	<b>Order</b> = ordenar, pedir



**¡REALICEMOS LA VALORACIÓN!**

**Let's reflect about the following text and write a list of suggestions of how to prevent forest fire in Bolivia.** (Reflexionemos sobre el siguiente texto y escribamos una lista de sugerencias de cómo prevenir los incendios forestales en Bolivia)

**Forest fire causes in Bolivia**

NASA satellite images show unusual forest fires in the landlocked Andean nation, with meteorologists saying the blazes are a consequence of extreme drought, delayed rainfall and deforestation for farmland. "It is due to the burning of plant biomass, what we call in Bolivia 'chaqueos'," said Marcos Andrade, director of the Laboratory for Atmospheric Physics, referring to slash-and-burn practices to clear land for farming. "Satellite images show a lot of smoke all over Bolivia, especially in the lowlands. But it is not only in Bolivia. There is also deforestation in Peru and Argentina, so it is a regional phenomenon. "Around the Andean region farmers have been praying for rains, with a third straight La Niña weather pattern leading to drier conditions that have ravaged crops. "The delay in rainfall is because circulation patterns are not normalized," said meteorologist Marison Portugal.



**¡ES HORA DE LA PRODUCCIÓN!**

**1.4. Writing: expositive texts or paragraphs:**

**Let's write a paragraph about the forest fire in Bolivia and the consequences in our notebook.** (Escribamos un párrafo sobre el incendio forestal en Bolivia y las consecuencias en nuestro cuaderno)

**FREE TIME ACTIVITIES**



**¡INICIEMOS DESDE LA PRÁCTICA!**

**1.1. Holiday activities in our community. (Actividades vacacionales en nuestra comunidad.)**






**Let's read the paragraph, then answer the following questions in our notebook .** (Leamos el párrafo, luego respondamos las siguientes preguntas en nuestro cuaderno).



In Bolivia there are many activities to do on holidays .Most families use these dates to spend time with their loved ones. They can visit many places such as Salar de Uyuni, Copacabana city, Visit the Casa de la Moneda in Potosi, The Zoo in Santa Cruz, Carnival in Oruro is the most popular festivity and visiting Cochabamba the capital of gastronomy where you can find all kind of delicious food. Besides, you can enjoy the beautiful landscapes around Bolivia.

- What places do you recommend to visit in your community?
- What do you do on holidays?

**Let's learn new vocabulary of "holiday activities". (Aprendamos nuevo vocabulario de "Actividades vacacionales")**

FREE TIME ACTIVITIES				
				
Go fishing	Listen to music	Internet	Read books	Watch TV



¡CONTINUEMOS CON LA TEORÍA!

**1.2. Adjectives: enough and too**

Let's learn about the rules of **VERY, TOO** and **ENOUGH**. (Aprendamos sobre las reglas de MUY, DEMASIADO y SUFICIENTE)

<b>TOO</b>	We use too when something is not satisfactory:
	- That cell phone is too expensive - That bag of potatoes is too heavy.
	Makes the meaning of adjectives stronger. But too expresses the idea of "more than enough."
	- That movie is too long, because it lasts for three hours.
<b>ENOUGH</b>	We use enough when something is satisfactory:
	- This laptop is cheap enough. I will take it.

**1.3. Non separable Phrasal Verbs**

Let's learn the phrasal verbs, then notice the difference between them. (Aprendamos los phrasal verbs y observemos las diferencias entre ellos.)

INSEPARABLE PHRASAL VERBS		
back out of	Fail to keep a promise	He backed out of the agreement.
come across	Find accidentally	I came across an old photo while cleaning.
come down with	Become ill with a cold	She came down with a cold.
face up to	Accept that a difficult situation exists	He needs to face up to his mistakes.
get around	Evade; avoid	How can you get around this problem?
get in	Enter (a vehicle)	Please get in the taxi.
go over	Review	Let's go over this again.
hang around	Stay in a place without a specific purpose	We're hanging around town too much.
hear about	Learn about, sometimes, accidentally	She hears about your new house.
keep up with	Maintain the pace of	She's fast! I can't keep up with her.
look after	Take care of	Will you look after my iguana next week?
look forward to	Anticipate something with pleasure	He's looking forward to seeing his girlfriend.



¡REALICEMOS LA VALORACIÓN!

Let's reflect about the questions, then answer the following questions in our notebook. (Reflexionemos sobre las preguntas y respondamos las siguientes preguntas en nuestro cuaderno.)

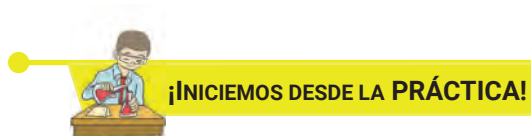
- What kind of activities do you do with your family on holidays?
- Do you think it is important to share time with your family?



Let's write an essay about holidays' activities using vocabulary and grammatical structure in our notebook. (Escribamos un ensayo sobre las actividades de las vacaciones usando vocabulario y estructura gramatical en nuestro cuaderno.)



## DESCRIPTIVE TEXTS REFLECTING INTERCULTURALITY



### 1. WHAT WOULD YOU DO? (¿Qué harías?)

#### 1.1. We take responsibility for our decisions

Let's read the following text to reflect, then answer the questions. (Leamos el siguiente texto para reflexionar, luego respondamos las preguntas.)



If I ruled the world, I would erase the borders! We would live in a world without countries. If we don't have any countries, we won't have any wars. If I had enough money, I would spend it on education and new technologies. People would live in a better world if every child could go to the university and learn about other cultures and traditions. I would finance new scientific projects to take care our health.

- What would you do if you were president of Bolivia?
- What changes would you do in our country?



#### 1.2. Conditionals: Affirmative and Negative form

Let's learn the difference between these conditionals. (Aprendamos la diferencia entre estos condicionales).

CONDITIONALS	STRUCTURE	EXAMPLE
ZERO CONDITIONAL	Simple Present + Simple Present	If I get sick, I go to the doctor.
	Express the present or future results of real conditionals.	
FIRST CONDITIONAL	Simple Present + will/won't	If it rains, we will cancel the trip.
	Express a possible situation in the future.	
SECOND CONDITIONAL	Simple Past + Would/ Would not	If I had a lot of money, I would buy a new car.
	Express an hypothetical or unlikely situations.	
THIRD CONDITIONAL	Past Perfect + Would have /has	If I had studied, I would have passed the test.
	When we imagine a different past that did not happen.	








#### 1.3. If, unless

Let's analyze the conditional "If, unless" to understand the difference between them. (Analicemos el condicional "si, a menos que" para entender la diferencia entre ellos.)

WORD	FUNCTION	EXAMPLE
Unless	We use “unless” in place of “if + not” in negative form.	Unless they buy a freezer, they’ll have to go shopping every day.
If	We use for a scientific or general truth.	If I have time, I study English.

### 1.4. Verb forms: following wish

Let’s study the different functions of the Verb “WISH”. (Estudiamos las distintas funciones del verbo “DESEAR”.)

HOW TO EXPRESS WISHES IN ENGLISH		
We use WISH to express that we regret something or we would like something to be different than the way it is.		
<b>WISH + Simple Past</b>	We want a situation in the present (or future) to be different.	I wish I ate more vegetables. (but I don’t) 
<b>WISH + Past Continuous</b>	We want to be doing a different activity in the present (or the future).	I wish it weren’t raining now. (It is raining now.) 
<b>WISH + Past Perfect</b>	We want to be able to change a situation in the past.	I wish I hadn’t done it. (I did it.) 
<b>WISH + Would</b>	We want something to happen.	I wish the lesson would end. 
	We want someone to start doing something.	I wish you would listen to me! 
	We want someone to stop doing something which annoys us.	I wish you wouldn’t borrow my clothes! 
<b>WISH + to infinitive</b>	We can also use “wish” to express “want” in a formal situation.	I wish to make a complaint and would like to see the boss. 

### 1.5. Using “Would” to make wishes about the future

Let’s analyze the rules of the verb “wish”. (Analicemos las reglas del verbo “desear”)

We use “wish” with “would” to say how we would like somebody to behave in the future.
- I wish you would stop yelling. - I wish this lesson would end, because I want to play soccer.
We can also use this pattern in situations that do not involve people:
- I wish this car would go faster.

### 1.6. Frequency words: once a day – twice a day – three times a day

FREQUENCY WORDS			
We use frequency words to say how often we do something.			
<b>Number + Times +</b>	<b>a</b>	<b>+ time period</b>	<b>Example:</b> I eat my breakfast <b>once a day</b> . My friend drinks water <b>three times a day</b> . My brother brushes <b>his teeth three times</b> .
Once	a	day	
Twice	a	day	
Three times	a	day	



¡REALICEMOS LA VALORACIÓN!


Let’s reflect, what would you do to save our planet? (Reflexionemos: ¿qué haría usted para salvar nuestro planeta?)  
Let’s write our reflection in our notebook. (Escribamos nuestra reflexión en nuestro cuaderno).



 ¡ES HORA DE LA PRODUCCIÓN!

Let's make a comic according the environmental problems and use the structure grammatical "Conditions" or "Verb - wish." (Hagamos un cómic sobre los problemas medioambientales y utilicemos la estructura gramatical "Condiciones" o "Verbo - deseo")

HOW ARE THINGS MADE?


 ¡INICIEMOS DESDE LA PRÁCTICA!

Let's read the following conversation. (Leemos la siguiente conversación)

**TALK ABOUT WHAT DO YOU DO**  
(Habla sobre lo que haces.)

- Rosa:** What do you do?  
( ¿A qué te dedicas?)
- Jairo:** I'm a carpenter. And you?  
(Yo soy un carpintero. ¿Y tú?)
- Rosa:** I'm a mechanic. What do you need to do your job?  
(Yo soy una mecánica. Qué necesitas para realizar tu trabajo?)
- Jairo:** I start my work looking for a good wood.  
(Yo empiezo mi trabajo buscando una buena madera.)
- Rosa:** How beautiful job.  
(Que bonito trabajo.)
- Jairo:** Thank you.



 ¡CONTINUEMOS CON LA TEORÍA!

1. Adjective order (Orden de los adjetivos)

ADJECTIVE ORDER							
Quantity/ Number	Quality	Size	Shape	Age	Color	Nationality	Material
One	Best	Small	Straight	Old	Red	American	American
Three	Good	Big	Round	Young	Yellow	Bolivian	Bolivian
Twenty	Bad	Tall	Square	New	Black	Japanese	Japanese

Adjectives have an order of use, here are some examples:

- There are 2, bad, small, old, red, American, plastic shoes.
- Hay dos zapatos, malos, pequeños, viejos, rojos, Americanos, de plástico.
- There is a tall, black dog.
- Hay un perro alto negro.



2. How is plastic made? Step by step (¿Cómo está hecho el plástico? Paso a paso)



Plastic is one of the most widely used materials in the world. The polymer is used in various applications, ranging from food packaging to construction. Synthetic plastic is made from natural gas, which can be found in abundance around the world.

(El plástico es uno de los materiales más utilizados en el mundo. El polímero se utiliza en diversas aplicaciones, desde el envasado de alimentos hasta la construcción. El plástico sintético está hecho de gas natural, que se puede encontrar en abundancia en todo el mundo.)




2.1. Manufactures in our country. (Fábricas en nuestro país)



**COPACABANA COFFEE**  
 Esta industria boliviana nace el 8 de abril de 1957; los fundadores Don José Camacho y su esposa Doña Martha García, cuando tenían alrededor de 20 años de edad.

Consume ours, employ ours!  
 Consume lo nuestro, emplea a los nuestros!

2.2. Expression: It is said that... it is believed that... (Expresión: Se dice que... se cree que...)

<p>It is said that this year there will be a drought.                  (Se dice que este año habrá una sequía.)</p> 	<p>It is said that this year there will be no double Christmas bonus in Bolivia.                  (Se dice que este año no habrá doble aguinaldo en Bolivia.)</p> 	<p>It is believed that the year 2023 will be very successful.                  (Se cree que el año 2023 será de mucho éxito.)</p> 
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2.3. The passive voice (La voz pasiva)

The passive voice is a grammatical structure that is used when you do not want to emphasize who or what performs the action, but rather who or what receives it.



PASSIVE VOICE IN ENGLISH		
TENSE	ACTIVE	PASSIVE
Simple Present	I do my homework.	My homework is done.
Present Continuous	I am doing my homework.	My homework is being done.
Simple Past	I did my homework.	My homework was done.
Past Continuous	I was doing my homework.	My homework was being done.
Present Perfect	I have done my homework.	My homework has been done.
Past Perfect	I had done my homework	My homework had been done.

Let's talk about the specific careers of the "BTH". (Hablemos de las carreras específicas del "BTH".)

**THE ACCOUNTING – LA CONTABILIDAD**  
 Accounting is the system for recording and managing all financial transactions in your business, which may include operations, such as, purchases, sales, and payments. Accountants oversee all costs and revenues.





**¡REALICEMOS LA VALORACIÓN!**


Let's answer the following questions in our notebook. (Respondamos las siguientes preguntas en nuestro cuaderno.)

1. What is your favorite subject in your school?
2. Is Math an important subject? And why?
3. Do you think English subject is an important subject for your professional life? And why?
4. Do you know the meaning of "BTH"? And what do you think about "BTH"?



**¡ES HORA DE LA PRODUCCIÓN!**

Let's read the article and write our opinion in the notebook. (Leamos lectura y escribamos nuestra opinión en el cuaderno.)

<p style="text-align: center;"><b>THE POLLUTION</b></p> <p>Plastic pollution can alter habitats and natural processes, reducing ecosystems' ability to adapt to climate change, directly affecting the livelihoods of millions of people, their food production capacity and their social well-being.</p> <p><i>La contaminación por plástico puede alterar los hábitats y los procesos naturales, reduciendo la capacidad de los ecosistemas para adaptarse al cambio climático, afectando directamente a los medios de vida de millones de personas, a su capacidad de producción de alimentos y a su bienestar social.</i></p>	
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**SPEECHES WITH (EMERGING) TOPICS RELATED TO DIFFERENT AREAS OF EXPERTISE**



**¡INICIEMOS DESDE LA PRÁCTICA!**

— **1. FAMOUS PEOPLE IN BOLIVIA. (Personas famosas en Bolivia)**

Let's read and listen to the following conversation. (Leamos y escuchemos la siguiente conversación.)

**Conversation:**

- Cecilia:** Do you have an athlete who inspires you?  
Tienes algún deportista que te inspira?
- Antonio:** Yes, I do. Marco Etcheverry inspires me.  
Sí. Marco Etcheverry me inspira.
- Cecilia:** Why he inspires you?  
Por qué él te inspira?
- Antonio:** Because, he took Bolivia to a World Cup.  
Porque él llevó a Bolivia a un Mundial.
- Cecilia:** That explains why you play soccer?  
Eso explica porque tú juegas fútbol.
- Antonio:** Yes, I do.



**Remember the pronouns:**



I	→	yo
you	→	tú
he	→	él
she	→	ella
it	→	eso, esa
we	→	nosotros
you	→	ustedes
they	→	ellos, ellas





¡CONTINUEMOS CON LA TEORÍA!

**1.1. Biography of famous people in our community**

(Biografía de los personajes famosos de nuestra comunidad.)

Let's learn about the **biography of some famous people who were part of the history of our country.** (Aprendamos sobre la biografía de algunos famosos personajes que formaron parte de la historia de nuestro país.)



This is Avelino Siñani. He was born in 1881. He was the first teacher of the indigenous. Siñani lived in Llajma Warisata, in La Paz city. He was the fundator of the indigenous education in Bolivia.



Meet Víctor Paz Estenssoro. He was born in Tarija Bolivia in October 2 of 1907. He died in 2001. Paz was a lawyer, statesman and Bolivian politician. He decreed the Agrarian Reform and the nationalization.



This is Bartolina Sisa. She was born in 1750 and she died in 1782. Sisa was declared a national Aymara heroine. She fought with her husband against the Spanish. She was hanged.



Meet Franz Tamayo. He was born in La Paz in 1879. He was a poet, politician and intellectual. He founded the Partido Radical. Tamayo studied in La Sorbona, France. His face was on the 200 Bills. Tamayo died in 1956.



**Lidia Gueller Tejada**

The congress elected Gueiler as interim constitutional president of the Republic, after the flight of Alberto Natush Busch. On July 17, 1980, the democratic process was again interrupted, when Lidia Gueiler was overthrown and exiled by Luis García Meza in a new bloody coup.

**1.2. Best Bolivian soccer player. (Mejores futbolistas bolivianos)**

Let's learn about the **biography of some soccer players who were part of the history of our country.** (Aprendamos sobre la biografía de algunos futbolistas que formaron parte de la historia de nuestro país.)



This is Marco Antonio Etcheverry. He was born in Santa Cruz, in 1970. He has been recognized as the "best Bolivian soccer player of all time." He took Bolivia to a World Cup.



Meet Carlos Emilio Lampe. He was born in Santa Cruz in 1983. He is a Bolivian nationalized Argentine professional soccer player. Lampe play's as goalkeeper in Club Bolívar.



This is Marcelo Martins. He was born in Santa Cruz in 1987. His nick name is "flecheiro". He plays as a striker in Cerro Porteño in Paraguay. He is the captain of the Bolivian team.



Meet Alejandro Chumacero. He was born in La Paz in 1991. He plays as a midfielder. His measurement is 1.63 m and he weighs 60 kg. He started playing on "The Strongest" in April 2007 until 2013.

**1.3. Conditional: Interrogative form. (Condicional: Forma Interrogativa)**

Let's learn the **grammatical structure of conditional in interrogative form.** (Estudiemos la estructura gramatical de condicional en forma interrogativa).

We use the conditional in English to form hypotheses about any topic and describe its consequences. First the sentence in the future tense, then the comma and then the sentence with "if".



What will he do if he runs out of time?	¿Qué hará (él) si se le acaba el tiempo?
Who'll be my manager if you resign?	¿Quién será mi jefe si tú dimites?
Where will we live if we have to move?	¿Dónde viviremos si tenemos que mudarnos?

#### 1.4. Indefinite pronouns (Pronombres indefinidos)

Let's analyze these "Indefinite pronouns" to understand the difference between them. (Analicemos "Pronombres indefinidos." para comprender la diferencia entre ellos).

	Body	One	Thing	Where
<b>Some</b>	Somebody (Alguien)	Someone (Alguien)	Something (Algo)	Somewhere (En cualquier lugar)
<b>Any</b>	Anybody (Cualquiera)	Anyone (Nadie)	Anything (Cualquier Cosa)	Anywhere (En cualquier lugar)
<b>No</b>	Nobody (Nadie)	No One (Nadie)	Nothing (Nada)	Nowhere (En ninguna parte)
<b>Every</b>	Everybody (Todo El Mundo)	Everyone (Todos)	Everything (Todo)	Everywhere (En todas partes)



#### 1.5. Modal verbs: Ought, May and Might (Verbos modales: Ought, May y Might)

Let's learn the different functions of the verb "Ought, May and Might". (Aprendamos las distintas funciones del verbo "Debería, puede y podría".)

**OUGHT:** Úsalo más una forma base de algún verbo para expresar una opinión o dar un consejo, debemos recordar que debe ir acompañado con la palabra to entre el verbo modal y el verbo principal de la oración. También podemos usarlo para decir algo que es normalmente correcto o es deber de alguien.

- You **ought to** return that to its owner. Tú debes regresar eso a su dueño.
- He **ought to** care of his son. Él debe cuidar de su hijo.
- I **ought to** respect you. Yo debo respetarte

- Mario **may be** coming to see us tomorrow. Mario puede venir a vernos mañana.
- She **may be** tired. Ella debe estar cansada.
- **May** you lend me the car tomorrow? Podrías prestarme el coche mañana?

**MAY:** Es usado cuando no estamos seguros de algo en el presente o pasado, también puede ser usado para pedir permiso en una manera formal. El may not puede ser usado para rechazar un permiso o para denegar un permiso.

**MIGHT:** Se usa cuando deseas sugerir una situación o explicación posible, aunque no afirmamos que sea cierta al 100 % o bien cuando no estamos seguros de lo que ocurrirá. El might have es usado para hacer conjeturas en tiempo pasado.

- I **might** see you tomorrow. Podría verte mañana.
- It looks nice, but it **might** be very expensive. Se ve bien, pero puede ser muy caro.
- **Might** we ask you a question? Podemos hacerte una pregunta?





¡REALICEMOS LA VALORACIÓN!

Let's remember the famous people of the readings, then answer the questions in our notebook. (Recordemos los personajes famosos de las lecturas y respondamos las preguntas en nuestro cuaderno.)

1. What was the name of the best goalkeeper of Bolivia?
2. Where was he born?
3. Who took Bolivia to a World Cup?



¡ES HORA DE LA PRODUCCIÓN!

Let's write about an important athlete of our community that you want to meet. (Escribamos sobre un atleta importante de nuestra comunidad que quieras conocer.)



APPROACH ON TRANSLATION (Enfoque sobre la Traducción)



¡INICIEMOS DESDE LA PRÁCTICA!

Coal Fires

**Mabel:** It's colder today, isn't it?  
(Hace más frío hoy, ¿no?)

**Brian:** yes, it's not very warm, is it? I will have to light the fire soon.  
(Sí, no hace mucho calor, ¿verdad? Tendré que encender el fuego pronto.)

**Mabel:** Oh, you have coal fires, do you?  
(Oh, tienes fuegos de carbón, ¿verdad?.)

**Brian:** Yes. We don't have central heating. You have central heatin, don't you?  
Si. No tenemos calefacción central. Tienes calefacción central, ¿no?)

**Mabel:** Yes, we do. But coal fires are nice, aren't they? More comforting than a radiator.  
(Sí, lo tenemos. Pero los fuegos de carbon son agradables, ¿no? Más reconfortable que un radiador.)

**Brian:** Yes, but they're a lot more work than just switching on the heating. We keep talking about getting central heating put in.  
(Sí, pero son mucho más trabajo que simplemente encender la calefacción. Seguimos hablando de instalar calefacción central.)

**Mabel:** I suppose coal fires aren't very convenient, are they?  
(Supongo que los fuegos de carbón no son muy convenientes, ¿Verdad?)

**Brian:** They certainly aren't.  
(Ciertamente no lo son.)



¡CONTINUEMOS CON LA TEORÍA!

1. Reflexive pronouns (Pronombres reflexivos)

Let's learn the different functions of the "Reflexive pronouns". (Aprendamos las distintas funciones de los "Pronombres reflexivos")

PERSONAL PRONOUNS	REFLEXIVE PRONOUNS	SENTENCES
I	Myself (me, mi, yo mismo)	I forced myself to get up today in the morning. (Me obligué a levantarme hoy por la mañana.)
You	Yourself (te, tú, si mismo)	You're going to have to drive yourself to school. (Vas a tener que conducir tú mismo a la escuela.)
He	Himself (se, él mismo, si mismo)	He burnt himself when he was cooking. (Se quemó mientras cocinaba.)
She	Herself (se, ella misma, si misma)	Her real name is Magaly, but she calls herself Magi. (Su verdadero nombre es Magaly, pero se hace llamar Magi.)

<b>It</b>	Itself (a si mismo)	The refrigerator defrosts itself. (El refrigerador se descongela solo.)
<b>We</b>	Ourselves (nos, nosotros mismos)	We painted our house by ourselves. (Pintamos nuestra casa nosotros mismos.)
<b>You</b>	Yourselves (ustedes mismos)	You learned the lesson by yourselves. (Ustedes aprendieron la lección por ustedes mismos.)
<b>They</b>	Themselves (si mismos, ellos mismos)	The boys themselves guided the team to success. (Los propios chicos guiaron el equipo hacia el éxito.)

## 2. Speech: Prepare a dissertation. (Discurso: Preparar una disertación)



In order to strengthen oral skills, the structure of a narrative text must also be taken into account, so here are some figures that you can use.

### STRUCTURING A NARRATIVE



- STEPS**
1. Organiza la información de tu exposición en inglés.
  2. Usa expresiones estándar.
  3. Prepara diapositivas que apoyen tu presentación en inglés.
  4. El secreto para exponer en inglés: practice, practice and more practice.
  5. También puedes usar esta estructura.

PARTS OF NARRATIVE TEXT	
<b>Title</b>	Relates to the story and grabs the reader's attention.
<b>Orientation</b>	Introduces the characters and describes the setting.
<b>Complication</b>	The problem in the story.
<b>Resolution</b>	The resolution to the problem.
<b>Ending</b>	What has come from the experience?

## 3. Reading and translate texts: newspapers, magazines and others (English to Spanish/ Spanish to English)

(Lectura y traducción de textos: periódicos, revistas y otros (inglés a español/español a inglés).



In the English language, it must be taken into account that the word-for-word translation is rarely applicable because it must have the same structure between both languages for it to work, the grammatical categories must be taken into account, since sometimes the order of the words is different between the English and Spanish languages. Keep researching.

## 4. Target language (Idioma de destino)



Some people bow



Some people Kiss once.  
Some Kiss twice.



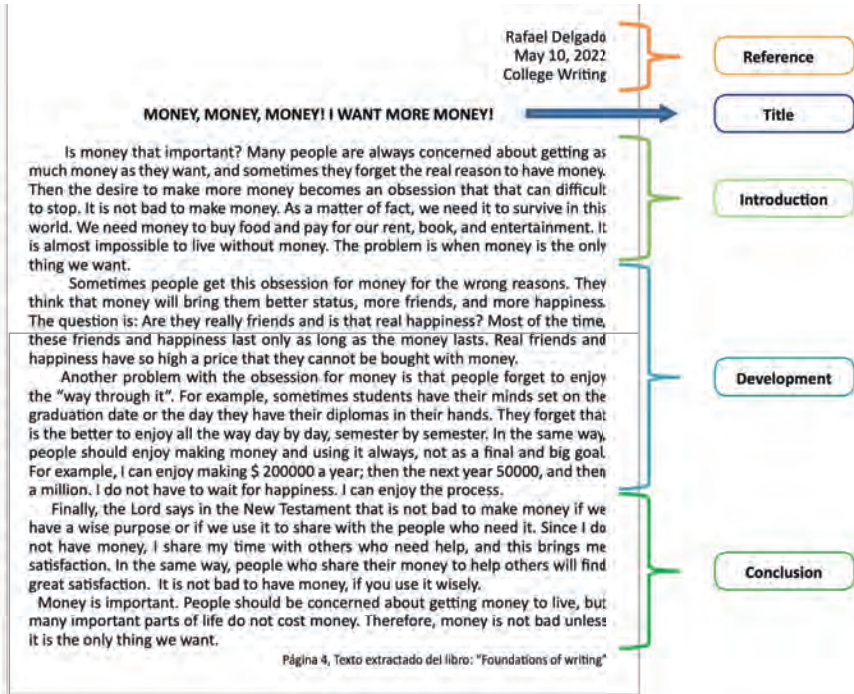
Some shake hands.



And some hug.

5. How to write an essay? (¿Cómo escribir un ensayo?)

- Decide the topic (where it is not given).
- Jot down the points (or ideas you want to discuss).
- Organize your points and outline.
- Write the essay following the outline.
- Edit
- Read once more and correct.



¡REALICEMOS LA VALORACIÓN!

Let's create our own essay with the characteristics and structure, that be constructed with the teacher's help, based on brainstorming. (Realicemos nuestro propio ensayo con las características y la estructura, esta se construirá con la ayuda de la maestra, a partir de una lluvia de ideas.)



¡ES HORA DE LA PRODUCCIÓN!

Let's look for two articles from the physical or digital newspaper and then translate them taking into account the guidelines provided in this lesson. Afterwards you should read it in class. (Buscamos dos artículos del periódico físico o digital y luego traducir las mismas tomando en cuenta las orientaciones brindadas en esta lección. Posteriormente debes leerlo en la clase.)





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