



BICENTENARIO DE
BOLIVIA



ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

Lengua Extranjera Inglés

EDUCACIÓN SECUNDARIA COMUNITARIA PRODUCTIVA
SUBSISTEMA DE EDUCACIÓN REGULAR

6^{to}

AÑO DE ESCOLARIDAD



ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

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Texto de aprendizaje, 6to año de escolaridad. Educación Secundaria
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PRESENTACIÓN

Con el inicio de una nueva gestión educativa, reiteramos nuestro compromiso con el Estado Plurinacional de Bolivia de brindar una educación de excelencia para todas y todos los bolivianos a través de los diferentes niveles y ámbitos del Sistema Educativo Plurinacional (SEP). Creemos firmemente que la educación es la herramienta más eficaz para construir una sociedad más justa, equitativa y próspera.

En este contexto, el Ministerio de Educación ofrece a estudiantes, maestras y maestros, una nueva edición revisada y actualizada de los TEXTOS DE APRENDIZAJE para los niveles de Educación Inicial en Familia Comunitaria, Educación Primaria Comunitaria Vocacional y Educación Secundaria Comunitaria Productiva. Estos textos presentan contenidos y actividades organizados secuencialmente, de acuerdo con los Planes y Programas establecidos para cada nivel educativo. Las actividades propuestas emergen de las experiencias concretas de docentes que han desarrollado su labor pedagógica en el aula.

Por otro lado, el contenido de estos textos debe considerarse como un elemento dinamizador del aprendizaje, que siempre puede ampliarse, profundizarse y contextualizarse desde la experiencia y la realidad de cada contexto cultural, social y educativo. De la misma manera, tanto el contenido como las actividades propuestas deben entenderse como medios canalizadores del diálogo y la reflexión de los aprendizajes con el fin de desarrollar y fortalecer la conciencia crítica para saber por qué y para qué aprendemos. Así también, ambos elementos abordan problemáticas sociales actuales que propician el fortalecimiento de valores que forjan una personalidad estable, con autoestima y empatía, tan importantes en estos tiempos.

En particular, el texto de aprendizaje de Comunicación y Lenguajes: Lengua Extranjera de Educación Secundaria Comunitaria Productiva que promueve una formación integral en las y los estudiantes, a partir de actividades que desarrollan capacidades comunicativas, intra-interculturales y plurilingües, para que comprendan otras culturas y se desenvuelvan en una sociedad cada vez más globalizada.

En este sentido, el Ministerio de Educación proporciona este material para que docentes y estudiantes los utilicen en sus diversas experiencias educativas. Recordemos que el principio del conocimiento surge de nuestra voluntad de aprender y explorar nuevos aprendizajes para reflexionar sobre ellos en beneficio de nuestra vida cotidiana.

Edgar Pary Chambi
MINISTRO DE EDUCACIÓN

TYPES OF WRITTEN TEXTS IN DIFFERENT LANGUAGES

PRACTICE

Remember

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

Activity

Let's circle and find the ten professions in the alphabet soup. Then complete the words bellow.

- 1: BUSSINESSMAN 2: ACC__N__T 3: DE__I__T 4: ARC_I__T 5:DO_T__R
 6: JOU__A__T 7: LA_Y__R 8: TE__H__R 9: EN_I__R 10: C__F

In this part we are going to talk about the plans after finishing the school. We have started by remembering the name of some professions. Here is a list of different professions. Practice the pronunciation.

Baker	Barber	Accountant	Chef	Doctor	Actor
Astronomer	Bus driver	Carpenter	Dentist	Designer	Architect
Electrician	Engineer	Farmer	Fireman	Gardener	Hairdresser
Journalist	Lawyer	Mechanic	Model	Nurse	Pharmacist
Pilot	Plumber	Politician	Policeman	Secretary	Soldier
Tailor	Teacher	Veterinarian	Travel agent	Taxi driver	Judge

THEORY

1. Talking about plans “after school”

Activity

Let's discuss this question with your partner and then write your answer.

➤ What is your favorite activity after class? Why?

.....

.....

.....

.....

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.....

2. The simple present, past and future tense (review)

SIMPLE PRESENT	It is used when an action is happening right now, or when it happens regularly.	+	I go to the school every day.
		-	You do not / don't go to school every day.
		?	Does he go to school every day?
SIMPLE PAST	It is used to talk about actions that happened before the present time and have already ended.	+	I went to the school yesterday.
		-	You did not/ didn't go to the school yesterday.
		?	Did she go to the school yesterday?
SIMPLE FUTURE	It is used to talk about actions that take place in the future.	+	I will go to the school tomorrow.
		-	You will not/ won't go to the school tomorrow.
		?	Will you go to school tomorrow?

Don't forget

In English we have regular and irregular verbs.

Irregular verbs are verbs that have different present tense, past tense, and participle forms.

Example: Go = went

Regular verbs are verbs that follow a pattern when they change to the past tense or participle, usually adding -ed to the end.

Example: Play = played

Identify the tense of the following sentences.

- a) I play the guitar every day. Simple present
- b) Luke went to the veterinarian.
- c) He likes to read books about history.
- d) You will choose a carrier.
- e) I ate a chocolate.
- f) My mother and I will go shopping tomorrow.
- g) Sara forgot her wallet.
- h) I get up at 7 o'clock every morning.
- i) Caro wrote a letter for you.
- j) They will play soccer tomorrow.

Let's write six sentences, two sentences in simple present tense, two in simple past tense and two in simple future tense.

- 1
- 2
- 3
- 4
- 5
- 6

3. Linking words or Connectors

The “linking words” or “connectors” are words that relate or link two ideas, within a sentence (connecting two clauses), and within a paragraph (connecting two phrases).

	LINKING WORDS OR CONNECTORS	EXAMPLES
<p>ADDITION To add or provide more information.</p>	And, also, as well as, moreover, too, furthermore, additionally, in addition, besides.	<p>- Maria plays basketball, volleyball, and football.</p> <p>- Pedro plays football too.</p>
<p>SEQUENCE To indicate a chronological sequence.</p>	First/firstly, second/secondly, third/thirdly, next, finally, after, then, subsequently, meanwhile, later, to conclude, at this time, before.	<p>- First, I went to the supermarket.</p> <p>- I called my sister and then I charged my cellphone.</p>
<p>CONTRAST To show a contradiction between ideas.</p>	However, on the other hand, even though, nevertheless, in contrast, whereas, but, unlike, nonetheless, while, differing from.	<p>- Ricky has a lot of money. However, he is not happy at all.</p> <p>- She is beautiful, but she is very rude.</p>
<p>CAUSE AND EFFECT To express the reasons for something occurring.</p>	Because, due to, for, so, therefore, consequently, hence, thus, as a result, then, in consequence.	<p>- He is angry because a thief stole his cellphone.</p> <p>- It was raining, so I took the umbrella.</p>
<p>EXAMPLE To show examples about the topic.</p>	For example, for instance, that is, such as, illustrated by, specifically, for one thing.	I love sports. For example, I practice volleyball twice a week, soccer once a week.

Don't forget:

Check the punctuation in the examples because some connectors or linking words need a coma after or before in a sentence.

Read the following paragraph and highlight all the “linking words” that you find.

To begin with, I am going to present the topic. Today I’m going to talk about the best professions in the world. First, I consider medicine to be one of the best professions because doctors save lives and they study hard to have that degree. However, it is a complicated career due to students have to learn many topics about it. Secondly, I can say that being a politician can be a good way to change our world in a good way, and carry out new projects to help families and also the environment. Finally, teachers have an important role in our lives, because they teach and we learn many things that help us for the rest of our life. For me, those professions are the best. Nevertheless, all professions have important roles in the world and each one has its importance.



Activity

Let’s write a paragraph about professions of the future. Use at least 5 connectors.

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Don’t forget

THE PARAGRAPH

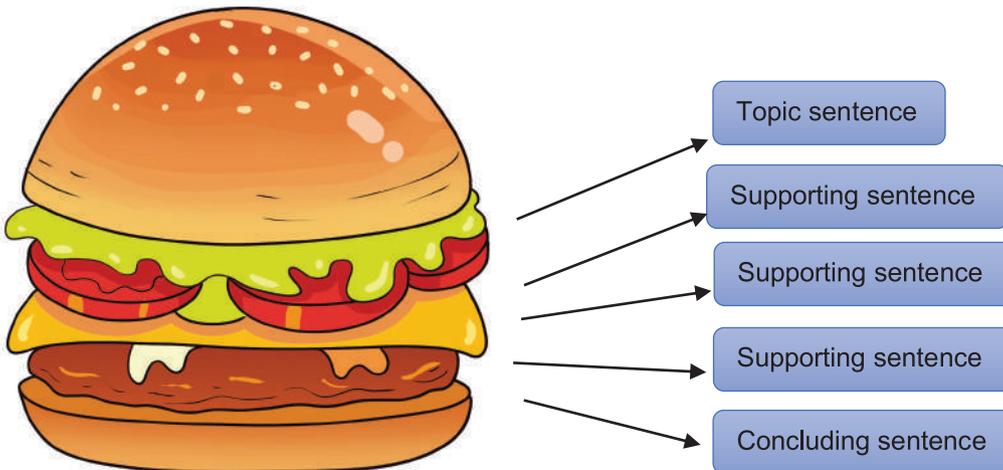
It starts with an idea.

It is made-up of 4 to 7 sentences

This is the structure:

- A topic sentence.
- Supporting sentences.
- A concluding sentence.

To make writing a paragraph easier, we can compare a paragraph to a hamburger:



4. Tag questions

Read the following conversation about two new friends, one of them is visiting Santa Cruz for the first time; then practice the conversation in pairs.

A: Hello! I am Carol. Are you the new student from La Paz, aren't you?

B: Hi! Yes, I am the new student. My name is Alex, nice to meet you.

A: Nice to meet you too. Are you enjoying being here in Santa Cruz?

B: Yes, it is a beautiful city.

A: It really is. If you want, we can go to visit some touristic places later.

B: Yes, please. I would like to visit those places. There is a zoo here, isn't it?

A: Yes, there is. Let's go there right now!

B: Great idea, but I have a question. Are there capybaras?

A: Yes, there are capybaras.

B: I'm really excited! I love capybaras; I will sing a song for them.

A: That's nice! So let's go!



Activity

Let's identify in the conversation and highlight the "tag questions".

Create a similar conversation in your notebook using "tag questions" about one of these topics.

- Favorite city to visit.
- Your favorite subject in the school.
- Your hobbies.
- Your favorite dish.

TAG QUESTIONS

Tag questions are used to confirm information you already think is true.

Examples:

Q: You are a teacher, aren't you?

A: Yes, I am

Q: He works at the hospital, doesn't he?

A: Yes, he does.

Q: You aren't a lawyer, are you?

A: No, I'm not

Q: She didn't do her homework, did she?

A: No, she didn't.

RULES:

- To make tag questions, use an auxiliary verb.
- If the question is positive, the tag question is negative.
- If the question is negative, the tag question is positive.
- The verb "be" acts as an auxiliary verb in tag questions.

Example: You understood the rules, didn't you?

Let's complete the following sentences with tag questions.

- I am happy, _____?
- You speak English, _____?
- Juan didn't go to the school, _____?
- The food was delicious, _____?
- He doesn't work here, _____?
- You are hungry, _____?
- He plays volleyball every day, _____?
- She doesn't like the cold weather, _____?
- You wrote this message, _____?
- You are looking for a new job, _____?
- She is a nurse, _____?
- Diego was playing soccer, _____?

APPRAISAL

A boy thinking about what to answer.



Let's discuss these questions, and answer them bellow.

Why do you think is important to learn the name of professions in English?

Where can you use the tag questions? Give an example.

Do you have plans for your future after finishing school?

PRODUCTION

5. Writing expository texts

Write a paragraph describing your plans for your future after finishing school. Read and use the information about "expository texts" to write the paragraph.

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Expository text

Expository text or informational texts are texts that are used to identify and characterize facts, situations, experiences and actions.

These kinds of texts are meant to explain, describe, or inform.

This text can be combined with a narrative text.

ENVIRONMENTAL PROBLEMS

PRACTICE

1. Vocabulary: Environmental problems

Match the pictures with their correct concept.



Fuente: <https://canva.com>

- **Global warming:** It refers to the gradual rise in the temperature of the Earth's atmosphere.



<https://www.freepik.es/fotos-populares>

- **Overpopulation:** It refers when there are more people that can live in the environment.



Fuente: <https://canva.com>

- **Pollution:** It refers to the introduction of harmful materials into the environment.



Fuente: <https://canva.com>

- **Climate change:** It refers to a change in the Earth's temperatures and weather patterns.



<https://pixabay.com/>

- **Deforestation:** It refers to the destruction of forests by people.

Activity

Let's discuss this question with your partner and then write your answer.

- What environmental problem do you think is the most serious? Why?

THEORY

Read the following conversation and practice the pronunciation.

A: Hi Aurora, did you watch the news yesterday?
B: Hello Luis! Yes, I watched the news yesterday. It was about the global warming, wasn't it?
A: Yes, it was. They said there was global warming in the world.
B: It's time to take care of our world.
A: Let's talk with our partners and make some plans to help our environment.
B: Our teachers said, "Each person has to plant a plant in your garden."
A: That's nice. Let's do that.
B: Okay, let's go.



2. Direct speech

It is used to report something that a person said in exactly the same words.

Examples:

Lulu said, "Don't waste water"

Michael said, "Let's plant plants"

Punctuation Rules

- Use quotation marks to indicate the words the speaker actually said.

Martha said, "We have to take care of our environment."

- Use a comma after the word that introduces the quoted speech.

Ben asked, "What are the environment problems?"

- Begin the quoted speech with a capital letter.

Diego said, "Don't cut that tree!"

Activity

Let's look at these sentences and identify the mistakes. Then rewrite the sentences.

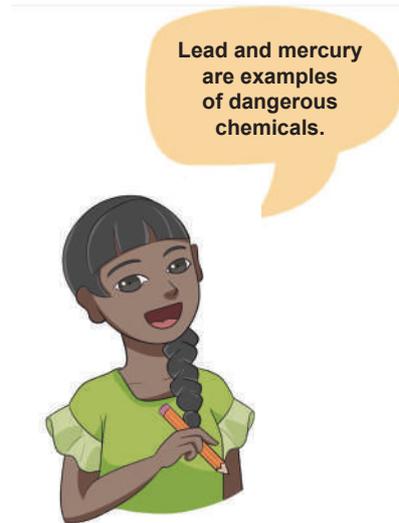
- Alex said "It happens."
- Diego said, I don't want to go out.
- Romina said, "today is a sunny day"
- Roy said "I didn't water the plants."
- Danna said, "my cat ate my homework"

Look at that pictures and report what those people said using “Direct speech”. Don’t forget to use the punctuation rules.



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Activity

Let's ask the following questions to your partner and report what he or she said using “Direct speech”. Don't forget the punctuation rules.

➤ What things can you recycle?

➤ Are you in favor of pollution?

➤ What causes climate change?

3. Reported speech

It is used to report what someone said without quoting the exact words.

Example:

Direct speech: Xavier said, "I like cold weather"

Reported speech: Xavier said (that) he liked the cold weather.

- The use of "that" is optional.
- When reporting something using "reported speech" usually the tense change one step back. Present simple changes to past simple, present continuous changes to past continuous, present perfect changes to past perfect, and so on.



Look and analyze the following chart about the use of reported speech.

TENSE	DIRECT SPEECH	REPORTED SPEECH
Present Simple	Carla said, "Garbage is not good for our environment"	Carla said (that) garbage was not good for our environment.
Present Continuous	Jonathan said, "I am planting new plants"	Jonathan said (that) he was planting new plants.
Past Simple	Diana said, "I bought a newspaper."	Diana said (that) she had bought a newspaper.
Past continuous	Lulu said, " I was walking in the park"	Lulu said (that) she had been walking in the park.
Present perfect	Ricky said, "I haven't seen Lulu"	Ricky said (that) he hadn't seen Lulu.
Past perfect	Martha said, "I had taken Aymara lessons for two years."	Martha said (that) she has taken Aymara lessons for two years.
Future simple "will"	Robert said, "I will see you later."	Robert said (that) he would see me later.
Can	Milan said, "We can help with the pollution"	Milan said (that) we could help with the pollution.
Could	Sara said, "I could swim when I was five years old"	Sara said (that) she could swim when she was five years old.
Should	Alejandro said: "I should call my wife to solve this problem"	Alejandro said (that) he should call his wife to solve that problem.
Might	Amanda said, "I might be late"	Amanda said (that) she might be late.

Let's write sentences using the reported speech.

- Direct speech: Jorge said, "I am the new engineer"
Reported speech: _____
- Direct speech: Sara said, "I am recycling the bottles."
Reported speech: _____
- Direct speech: Dany said: "I bought a new device."
Reported speech: _____
- Direct speech: Paola said: "I have to call my mother."
Reported speech: _____

Read and write sentences reporting what Luke says in the box below. Use the "reported speech"

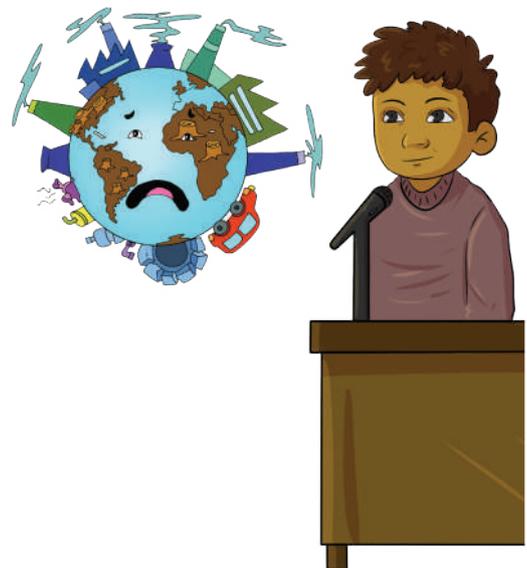
POLLUTION

Hello everybody! My name is Luke; I am 17 years old. Today I am going to talk about pollution. Nowadays, there are a lot of environmental problems because of pollution; the contamination of water, air, and soil by different materials that cause damage the human health and nature.

Emissions from engines and industries, including cars, are big causes of air pollution; furthermore, there are simple things that we do at home like using aerosols that have negative effects in the ozone layer.

Water is also contaminated by municipal, domestic and also industrial waste. It will cause negative effects for human beings, animals, and all the environment because we all need water to be alive.

It depends on us to stop damaging our environment. Please take care of it and try to make things that help our environment. There are many things we can do, such as planting plants, recycling, not wasting a lot of water, using recyclable bags, and so on.



- 1.- Luke said he was going to talk about pollution.
- 2.-
- 3.-
- 4.-
- 5.-
- 6.-

Reported speech: reporting verbs

To report what another person said, we often use the verbs **tell, ask, say**. However, we can also use other verbs. Reporting verbs can be followed by another verb, an infinitive verb, or an –ing verb.

Reporting verb + infinitive verb

advise	agree	challenge	claim	decide
demand	persuade	promise	refuse	remind

Reporting verb + ing verb

admit	apologize for	deny
insist on	suggest	mention

APPRAISAL



Let's discuss these questions and answer them bellow.

Why do you think is important to know about the environment problems?

What news do you know about the environment problems in our city?

What would you do to help the environment?

PRODUCTION

4. Writing Narrative texts

Research and write a story about one of the environment problems. Read and use the information about "narrative texts" to write the story.

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Narrative text

It is a text that is used to instruct or informs readers by telling a story.

This kind of texts deal with imaginary or real world and it can be fictional and non-fictional.

In a narrative text you can tell a story or recount it with your own words.

FREE TIME ACTIVITIES

PRACTICE

1. Vocabulary: Free time activities (review)

Let's remember some activities that we can do in our free time. Choose the correct option for each picture.

 <p>Fuente: https://canva.com</p>	 <p>Fuente: https://canva.com</p>	 <p>Fuente: https://canva.com</p>
<p>a) go swimming b) play the piano c) go dancing</p>	<p>a) go dancing b) go swimming c) read books</p>	<p>a) watch TV b) go shopping c) go dancing</p>
 <p>Fuente: https://canva.com</p>	 <p>Fuente: https://canva.com</p>	 <p>Fuente: https://canva.com</p>
<p>a) go shopping b) read books c) go fishing</p>	<p>a) play the piano b) watch TV c) go camping</p>	<p>a) watch TV b) go camping c) read books</p>
 <p>Fuente: https://canva.com</p>	 <p>Fuente: https://canva.com</p>	 <p>Fuente: https://canva.com</p>
<p>a) go swimming b) play soccer c) listen to music</p>	<p>a) listen to music b) play soccer c) surf on the Internet</p>	<p>a) surf on the Internet b) listen to music c) go fishing</p>

Let's discuss this question with your partner and then write sentences about their favorite free activities that you do after school.

➤ What are your favorite activities that you do after school?

.....

.....

.....

.....

2. Holiday activities in our community

In Bolivia we have eleven holidays. Let's write the activities that you and your family do those holidays. Follow the example.

HOLIDAYS	ACTIVITIES YOU DO DURING THAT HOLIDAY
<p>CHRISTMAS</p>  <p>Fuente: https://canva.com</p>	<p>I go shopping with my family to buy gifts.</p> <p>My family and I sing and dance Christmas carols.</p> <p>My father plays the guitar.</p>
<p>CARNIVAL</p>  <p>Fuente: https://canva.com</p>	
<p>AUGUST 6TH</p>  <p>Fuente: https://canva.com</p>	

Activity

Let's write all the holidays we have here in Bolivia and in your community.

.....

.....

.....

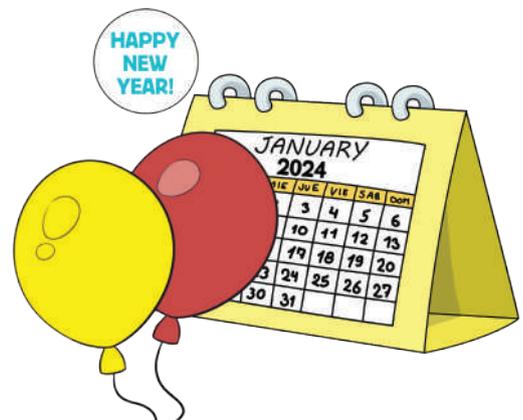
Read and answer the question below.

NEW YEAR

Hello! I'm Alvaro. I am going to tell you something about my favorite holiday. New Year's Day is a holiday that is celebrated in many countries around the world. I celebrate that day with my family, my mother, my father, my grandmother and my sister.

The day before New Year my family and I buy many things to follow our traditions. First, we go shopping and each one chooses an outfit to dress new clothes that day. Secondly, we buy grapes, fake money, and some tiny things to represent what we want to have in the New Year, and last but not least, my mom buys all the ingredients to prepare a delicious dinner.

I really like that holiday because my family and I start a New Year together sharing our traditions and having new goals for the New Year.



1. What is Alvaro's favorite holiday?

2. How many sisters does he have?

3. What activities do they do the day before New Year?

THEORY

**Don't forget
ADJECTIVES**

Adjectives are words that describe nouns.

Example:

- Adorable
- Clean
- Dangerous
- Kind
- Salty
- Old
- Short
- Sour
- Expensive
- Cheap
- Big
- Surprised
- Gentle
- Friendly
- Sweet
- Heavy
- Deep

3. Too and enough with adjectives

TOO

- Use "too" to indicate a quantity that is excessive. It means is more than sufficient.
- It comes before the adjective.
- It has a negative meaning.

Examples:

You are too late; the boss has gone.

Those candies were too sweet.

Yesterday was too cold.

ENOUGH

- Use "enough" to indicate a quantity is satisfactory. It means it is sufficient.
- It comes after de adjective.
- It has a positive meaning.

Examples:

My new clothes are big enough to fit me.

This bag is full enough.

That cellphone was cheap enough.

Activity

Let's complete the following sentences with "too" or "enough". Don't forget their characteristics.

1. The pool was deep _____; so I could swim.
2. The tree I wanted to buy for Christmas was _____ expensive.
3. I went to bed _____ late last night, so now I'm tired.
4. You worked hard _____. Now everything is ready.
5. She was doing her homework all night, so she is _____ tired today.
6. He is younger _____ to get this job.
7. You have to wear a mask because that new virus is _____ dangerous.
8. Your new clothes are _____ short.
9. Your room is clean _____, so you can play videogames.
10. My new friend is _____ friendly.

Write a paragraph using “too” or “enough” describing the activities you do in your free time.

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4. Inseparable phrasal verbs

INSEPARABLE PHRASAL VERBS

- Those phrasal verbs can't be separated.
- The verb and the particle need to be together and nothing can go between them.
- A direct object noun or pronoun always comes after the particle of an inseparable phrasal verb.

Examples:

Daniela caters to younger customers.
I ran into her in the school.
Juan doesn't put up with Monica.
Xavier was looking for a special book.



Here is a list of some inseparable phrasal verbs and their meanings.

PHRASAL VERB	MEANING	PHRASAL VERB	MEANING
Run Into	Meet unexpectedly	Come across	Find or discover by chance
Get along with	Have a good relationship with	Look after	Take care of
Put up with	Tolerate	Turn down	Reject or decline
Put off	Postpone	Get through	Finish or complete
Go on	Continue or happen	Come up with	Think of or suggest
Put up	Host or accommodate	Take on	Accept or undertake
Look for	To seek, search for	Get by	Manage or survive
Put in	Install or add	Get over	Recover or move on
Take in	Absorb or understand	Come back	Return or reply
Get away	Escape or leave	Take off	Remove or depart

Activity

Let's choose three "inseparable phrasal verbs" and write sentences using them.

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Choose the correct phrasal verb to complete the following sentences. Read the meaning of phrasal verbs. Be careful with the tense of each sentence.

1. I had to _____ *put off* _____ the meeting because my boss called me.
2. I _____ my mother because she had an accident.
3. Benito _____ his homework and he forgot to do it.
4. I don't _____ him because he is annoying.
5. She _____ her home because she forgot her book.
6. I was _____ my keys because I had to go out, but I couldn't find them.
7. I _____ Camila because she is my best friend.
8. My dog _____ again; I have to look for him once again.

Read the following conversation, identify the phrasal verbs and practice the pronunciation.

A: Hello Felipe. How is it going?

B: Hi Gabi, everything is right, but there is something bother me.

A: What happened?

B: My mother called me some minutes ago and told me that my cat got away. I would like to go home and look for him.

A: What a pity! Maybe we can ask for permission to go home and look for your cat, but first we have to put off our presentation in the English's class.

B: Thank you so much, but we have been preparing the presentation for a long time, we have to do it. Furthermore, I called my mother back and she told me that she is looking for my cat with my bothers.

A: Okay, so let's go to the English class and try get through the presentation as soon as possible.

B: Okay, let's go.



Activity

Let's write here the sentences with "inseparable phrasal verbs" you found in the conversation.

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Let's discuss these questions, and answer them bellow.

Why do you think is important to know about the holidays that we have in our country?

What traditions of our community do you know?

What is your favorite holiday? Describe it.

5. Writing Argumentative texts

Choose the best festivity four you and prepare a paragraph according to the characteristics of an argumentative text.

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Argumentative text

It is a text that tries to persuade the reader of an idea by giving your own arguments and showing if you agree or disagree with the topic.

In this kind of text, you prepare your ideas, organize them and prepare your conclusions to change the reader's beliefs according to your ideas and conclusions.

Activity

To finish the trimester, you must choose one type of text (expository, narrative or argumentative) and in your notebook, write an essay about one environmental problem that exists in your community. Use the vocabulary, and grammar learned in the three last units.

Write here the title of your essay:

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What is an essay?

- It is a piece or writing from a personal point of view. It helps students to improve their writing skill.
- An essay usually has five or more paragraphs.
- It has:
 - One introductory paragraph.
 - Supporting paragraphs (three or more paragraphs).
 - One concluding paragraph.

DESCRIPTIVE TEXTS REFLECTING INTERCULTURALITY

PRACTICE

1. What would you do?

1.1 We take responsibility for our decisions

Let's talk in pairs about what decisions we would make if we were presidents of Bolivia.



If I were the president

If I were the President of Bolivia, I would envision a future full of positive change and progress for our country. As a student, it's a dream that might seem distant, but I can't help but imagine how I would contribute to the well-being of my fellow citizens.

I would also strive to address the pressing environmental challenges that our beautiful country faces. Bolivia's natural beauty is a source of pride for us all, and I would wish to preserve it for generations to come. As President, I would promote sustainable practices and conservation efforts to protect our unique ecosystems.

Moreover, I would focus on improving access to healthcare for all Bolivians.

Nobody should be denied medical care due to their financial situation. If I were the President, I would work towards creating a healthcare system that provides quality services to every citizen.

In addition, I would wish to foster a spirit of unity and diversity in Bolivia. Our multicultural nation is one of our greatest strengths. As President, I would celebrate our differences and promote tolerance and understanding among our people.

Lastly, I would aspire to create economic opportunities for our citizens, especially for the marginalized communities. Bolivians deserve a chance to improve their standard of living, and I would implement policies to support job creation and reduce poverty.

While these are dreams and wishes that may seem far-fetched for a student, I believe that Bolivia's young generation can work towards a brighter future, one step at a time. If I were the President, my vision would be a Bolivia where every citizen has the chance to thrive and where our nation's potential is fully realized.



Activity

Let's answer the following questions in our notebooks.

- What would you change in the country?
- Which decision do you think is the harder to take?

1.2 Conditionals, affirmative and negative form

Let's analyze "The conditionals" of the table to understand their functions.

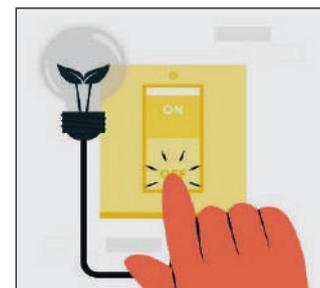
CONDITIONALS	STRUCTURE	USE	EXAMPLES
Zero conditional	Simple present + simple present	To talk about real facts.	If you heat water, it boils.
First conditional	Simple present + will/won't	To talk about possibilities in the future.	If it is sunny, we will use caps.
Second conditional	Simple past + would / wouldn't	To talk about imaginary situations.	If I were the president, I would change all the country.
Third conditional	Past perfect + would have/has	To Imagine situations in the past	If I had studied for the test, I would have a better score.

Conditionals are used to express relationships between actions or events, often in terms of cause and effect or hypothetical situations. There are several types of conditionals in the English language, including the zero conditional, first conditional, second conditional, third conditional, and mixed conditionals, each used to convey different meanings and scenarios. These sentences are a fundamental part of English grammar and are commonly used in both spoken and written language to discuss real or imaginary situations and their possible outcomes.

Examples in sentences

Zero Conditional (Real Conditional - General Truths):

1. If you heat water to 100 degrees Celsius, it boils.
2. If you press the switch, the light turns on.
3. If the sun goes down, it gets dark.
4. If you touch fire, it burns.
5. If you plug in your phone, it charges.
6. If you drop an object, it falls to the ground.



Write three sentences using zero conditional.

- 1.
- 2.
- 3.

First Conditional (Real Conditional - Present/Future):

1. If it rains, we will stay indoors.
2. If she passes the exam, she will be very happy.
3. If you finish your work early, you can go to the party.



4. If I don't set an alarm, I will oversleep.
5. If you water the plants, they will grow beautifully.
6. If the bus arrives on time, we'll make it to the meeting.



Write three sentences using first conditional.

- 1.
- 2.
- 3.

Second Conditional (Unreal Conditional - Present/Future):

1. If I won the lottery, I would buy a new house.
2. If he had more time, he would travel the world.
3. If she were taller, she could reach the top shelf.
4. If they had a map, they wouldn't get lost.
5. If she knew the answer, she would raise her hand.
6. If I spoke English fluently, I would travel to English-speaking countries.



Write three sentences using second conditional.

- 1.
- 2.
- 3.



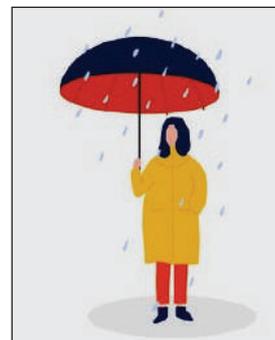
Third Conditional (Unreal Conditional - Past):

1. If I had studied more, I would have passed the test.
2. If they had arrived earlier, they would have caught the train.
3. If she had known, she wouldn't have gone to the party.
4. If he had asked for help, he might have succeeded.
5. If I had seen your message, I would have replied.
6. If she had taken her umbrella, she wouldn't have gotten wet.



Write three sentences using third conditional.

- 1.
- 2.
- 3.



1.3 If, Unless

Let's analyze the words "if, unless" to understand their functions

WORD	FUNCTION	EXAMPLES
If	Determinates a conditional.	If he got flu, he will rest at home.
Unless	The negative form of conditional.	He will be sick unless he rest at home.

Examples using if and using unless

Using "if":

1. If you study diligently, you will excel in your exams.
2. If the teacher explains the lesson well, understanding it becomes easier.
3. If you miss the school bus, your mom will have to drop you off.
4. If your homework is incomplete, you might face consequences.
5. If the school announces a holiday, we can plan a day out.
6. If you focus on your goals, academic success is within reach.



Write three sentences using the conditional if.

- 1.
- 2.
- 3.



Using "unless":

1. Unless you have a valid excuse, attendance is mandatory.
2. Unless you submit your project on time, you won't receive full credit.
3. Unless you finish your work, you won't be allowed to join the field trip.
4. Unless you ask questions, your doubts may remain unresolved.
5. Unless you follow the rules, you can't use the school's computer lab.
6. Unless you wear the school uniform, you won't be allowed on the civic hour.



Write three sentences using unless.

- 1.
- 2.
- 3.



1.4 Verb forms following wish: would

Let's study the rules of use for the verb wish with the modal verb **Would**.

STRUCTURE	USE	EXAMPLES
Wish + would / wouldn't	We want something to happen.	I wish that corruption would end.
	We want someone to start doing something something	I wish you would listen to me.
	We want someone to stop doing something that annoys us.	I wish you wouldn't use my clothes.

Wishes in English are typically expressed using specific verb tenses and structures. Here are several ways to make wishes in English:

- Using "I wish" (Present):** This structure is used to express wishes about the present. It's followed by a past simple verb.
 - I wish I had more free time.
 - I wish he understood my point of view.
- Using "I wish" (Past):** This is used for expressing wishes about the past. It's followed by a past perfect verb.
 - I wish I had studied harder for the exam.
 - I wish I hadn't missed the bus this morning.
- Using "I hope":** While "I hope" is different from "I wish," it can also express desires or wishes for the future.
 - I hope it doesn't rain tomorrow.
 - I hope I get the job I interviewed for.
- Using "If only":** Similar to "I wish," "if only" expresses strong wishes. It's followed by the past simple tense.
 - If only I could go on a vacation right now.
 - If only she hadn't lost her keys.
- Using the imperative:** This is a more direct way to express a wish.
 - I wish you success in your endeavors.
 - May your dreams come true.
- Using modal verbs:** Modal verbs like "would," "could," and "might" are often used to express wishes.
 - I wish I could speak Spanish fluently.
 - I wish he would listen to my advice.

Let's reflect about the problems in our country, then draw them in our notebooks.

Here are some problems that usually countries have:

- 1. Poverty:** Some places struggles with high levels of poverty, particularly in rural areas. Access to basic necessities like clean water, sanitation, and healthcare can be limited for many Bolivians.
- 2. Education:** While efforts have been made to improve education, there are still challenges related to access, quality, and literacy rates, particularly in rural and indigenous communities.
- 3. Healthcare:** Access to quality healthcare is a concern, and there are disparities in healthcare services between urban and rural areas.
- 4. Infrastructure:** Countries faces infrastructure challenges, including road networks, public transportation, and access to basic services like electricity.
- 5. Environmental Issues:** Deforestation, water pollution, and mining activities have had environmental impacts, with concerns about biodiversity and sustainable resource management.
- 6. Political Instability:** Countries has experienced periods of political instability and social unrest, which have at times affected the overall stability of the country.
- 7. Indigenous Rights:** The rights of indigenous populations have been a significant issue, with ongoing debates about land rights, cultural preservation, and representation.
- 8. Crime and Security:** Some urban areas, particularly in big cities, people face issues related to crime and security.
- 9. Economic Disparities:** There are disparities in income and economic opportunities, with a need for greater economic inclusion and job creation.

It's important to note that Bolivia has made significant progress in addressing many of these challenges in recent years, and there have been government initiatives aimed at improving social welfare, infrastructure, and education. However, the country continues to work on addressing these issues to ensure a better quality of life for its citizens.



Let's write about how we can overcome these problems.

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1.5. Using Would to make wishes about the future

Writing: Expository text

Remember:



Expository text is a type of writing that aims to explain, describe, or inform the reader about a particular topic or subject. Unlike argumentative texts, which seek to persuade or argue a specific viewpoint, expository texts are focused on providing factual and objective information to educate the reader.

Expository texts, also known as expository essays or informational texts, possess several distinct characteristics that set them apart from other forms of writing. These characteristics include:

1. **Clarity and Objectivity:** Expository texts are written in a clear and straightforward manner, prioritizing factual information over personal opinions or emotional language. They aim to inform and educate the reader objectively.
2. **Purpose:** The primary purpose of expository texts is to explain, inform, or describe a specific topic, subject, or concept. This is achieved by providing facts, examples, evidence, and details.
3. **Organization:** Expository texts are well-structured and typically follow a logical order. They use a variety of organizational patterns, such as chronological, spatial, cause and effect, compare and contrast, or problem-solution, depending on the subject matter.
4. **Evidence and Support:** To reinforce the information presented, expository texts rely on evidence, facts, statistics, examples, and other relevant data. These details help make the information more credible and convincing.
5. **Paragraphs:** The body of the text consists of multiple paragraphs, each with a specific focus or subtopic related to the main subject. Each paragraph starts with a clear topic sentence.
6. **Transitions:** Transition words and phrases are used to guide the reader through the text, connecting ideas and paragraphs and maintaining a smooth flow.
7. **Audience Awareness:** Writers of expository texts consider their audience and tailor their writing to meet the needs and expectations of the intended readers.
8. **Formal Language:** Expository texts typically use formal and academic language. They avoid slang, colloquialisms, and overly emotional or biased language.
9. **Conclusion:** Expository essays conclude by summarizing the main points discussed in the body of the text. The conclusion often restates the thesis statement and may offer additional insights or implications.
10. **Objective Tone:** Writers maintain an objective and neutral tone throughout the text, refraining from expressing personal opinions or emotions.
11. **Revision and Proofreading:** After the initial writing, expository texts are revised and proofread to correct errors, enhance clarity, and improve overall quality.
12. **Variety of Topics:** Expository texts can cover a wide range of subjects, from academic topics in science and history to practical guides, how-to manuals, and informational articles.

Let's write an expository text about the next topic: If I were the president, using conditionals in our notebooks.

FREQUENCY WORDS			
We use frequency words to say how often we do something.			
Number + times +	a	+ a period of time	Example
Once	a	day	I eat my breakfast once a day.
Twice	a	day	My friend drinks water twice a day.
Three times	a	day	My brother brushes his teeth three times.

1.6. Frequency words: once day – twice a day - three times a day

Killa and Kuri Kuri



Once upon a time in the rugged Andean mountains, there lived a wise old condor named Kuri. Kuri was a guardian of the skies, soaring high above, keeping a watchful eye on the land below. He was respected by all the creatures who dwelled in these lofty heights, including the jukumari bear, named Killa.

Killa was a reclusive bear, known for her curious and adventurous spirit. Three times a year, she would descend from her mountain cave to explore the lower valleys. On one such occasion, as Killa was traversing the rocky terrain, she came across Kuri the condor, perched upon a massive boulder.

Startled by her unexpected encounter with the majestic bird, Killa hesitated. She had heard tales of Kuri’s wisdom and courage, stories that had been shared once, twice, and even three times among the animals of the Andes. Kuri extended his wings gracefully, acknowledging the bear with a nod. “Greetings, Killa. I’ve watched you from above and heard stories of your remarkable adventures. What brings you to my domain today?” Killa, her curiosity piqued, approached the condor. She replied, “I’ve come to explore and discover the world beyond the mountains, to seek knowledge and experience the beauty of our land.”

Kuri, knowing the jukumari’s adventurous spirit, offered his guidance. “I can be your guide, for I have seen these lands from high above countless times. I can show you places you’ve never imagined and share my wisdom, earned through experiences repeated not once, twice, but countless times.” Grateful for Kuri’s offer, Killa decided to journey with the condor. Over time, they explored hidden valleys, sparkling lakes, and remote meadows, experiencing the enchanting beauty of their homeland. Kuri shared his stories once, twice, and even three times, teaching Killa about the ways of the Andes. As the seasons changed, Killa learned not only about the world around her but also about herself. She discovered the true essence of her mountain home, its mysteries, and the significance of her place within it. With Kuri’s guidance, the bear’s once-reclusive spirit blossomed into a deeper understanding of the land’s magic.

In the end, Killa returned to her cave high in the mountains, not as a reclusive jukumari, but as a guardian of her own domain. She had become a bearer of stories that would be told once, twice, and countless times, just like the tales of the wise old condor, Kuri. And so, the bond between the condor and the bear grew stronger, as they both cherished the beauty and wisdom of the Andean heights.



Exercise: Record the text Killa and Kuri Kuri in MP3 format.

HOW THINGS ARE MADE?

PRACTICE

1. Adjectives (review)

Let's look at the pictures and describe the adjectives that represent them.



THEORY

Activity

Let's answer the following questions in our notebooks.

- What color and size do the pictures have?
- Which adjective doesn't represent the picture?

1.1 Adjective order

Analyze "The adjective order" of the table to understand their functions.

Adjective order							
1	2	3	4	5	6	7	8
Quantity	Quality	Size	Shape	Age	Color	Origin	Material
One Two Three	Best Bad Terrible	Small Big Tiny	Round Square Flat	Old Young New	Red Blue Pink	American Canadian Bolivian	Glass Wooden Metal

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.



Let's read the next short tale and identify the adjective order used.

Sofia the snake and Lucas the fox

In the lush, emerald forests of Bolivia, a cunning, sly fox named Lucas roamed. His rich, russet fur glistened in the dappled sunlight filtering through the dense canopy. Lucas was known for his astute, clever mind and his ability to outwit any creature in the woods.

One serene, golden morning, Lucas decided to venture deeper into the jungle, curious about the mysteries that lay beyond his usual territory. As he wandered through the verdant undergrowth, he suddenly encountered a sleek, vibrant green snake named Sofia.

Sofia was a graceful, slender serpent, her scales shimmering with an iridescent sheen. Her unblinking, obsidian eyes fixed on Lucas as he approached. Lucas, though known for his quick wit, was taken aback by Sofia's majestic, silent presence.

Sofia greeted Lucas with a melodious, sinuous hiss, her tone gentle and soothing. "Greetings, dear fox. What brings you to my lush, tranquil haven?"

Lucas, recovering his composure, replied with his usual, artful charm. "I am Lucas, the sly, curious fox. I've come to explore this remarkable, vibrant forest and perhaps make a new, intriguing friend."

Sofia's slithery form undulated with a graceful, hypnotic rhythm. "Welcome, Lucas. I am Sofia, the wise, patient snake of these woods. I can show you the hidden, enchanting wonders of our breathtaking, untamed world."

As they ventured deeper into the forest, Lucas and Sofia marveled at the rich, diverse flora and fauna that surrounded them. Lucas learned to appreciate the serene, profound wisdom of the jungle, while Sofia marveled at the fox's ingenious, resourceful nature.

Together, they uncovered the hidden treasures of Bolivia's wild heartland, their bond growing stronger with each passing day. Lucas the sly, and Sofia the wise, formed an extraordinary friendship based on their mutual respect for the enchanting, untamed world that was their home.

And so, in the heart of Bolivia's forests, a unique alliance between the sly, curious fox and the wise, patient snake thrived, a testament to the astonishing, diverse beauty of the land they called home.

Sentences with adjective order

1. "In the lush, emerald forests of Bolivia..."
2. "His rich, russet fur glistened in the dappled sunlight..."
3. "Sofia was a graceful, slender serpent, her scales..."
4. "Sofia greeted Lucas with a melodious, sinuous hiss..."
5. "Lucas, though known for his quick wit, was taken aback..."
6. "Sofia's slithery form undulated with a graceful, hypnotic rhythm..."
7. "I am Lucas, the sly, curious fox..."
8. "I am Sofia, the wise, patient snake of these woods..."
9. "I can show you the hidden, enchanting wonders of our breathtaking, untamed world..."



Let's remember

Adjectives are descriptive words that provide more information about nouns, such as the color, size, shape, or other qualities of the noun.

Adjective of Quality: This type of adjective describes the inherent qualities of a noun.



Friendly dog.



Smart person.



Uncomfortable chair.

Example: "The beautiful flowers bloomed."

Adjective of Quantity: These adjectives express how much or how many of a noun.



Pile of books.



A lot of money.



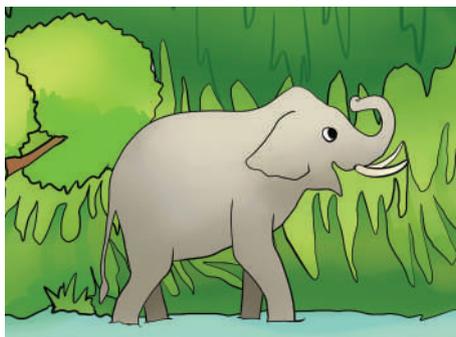
Bag of chips.

Example: "He has a lot of money."

Adjective of Size: These adjectives describe the size or dimensions of a noun.



Tiny insect.



Huge elephant.



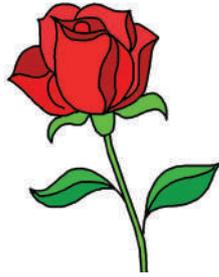
Enormous tree.

Example: "She bought a large house."

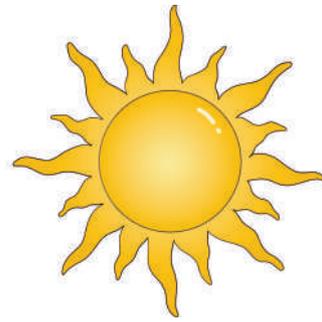
Adjective of Color: These adjectives describe the color of a noun.



Black cat.



Red rose.



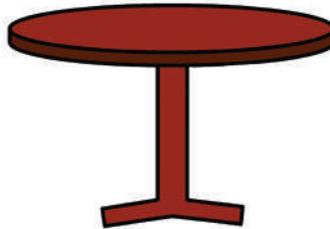
Yellow sun.

- Example: "The blue sky is clear."

Adjective of Shape: These adjectives describe the shape of a noun.



Circular clock.



Round table.



Square box.

- Example: "The round table is in the corner."

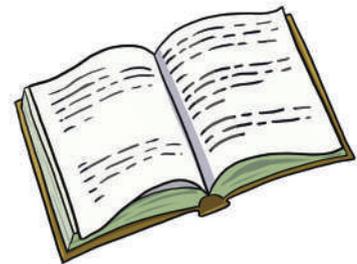
Adjective of Age: These adjectives describe the age of a noun.



New car.



Teenage student.



Old book.

- Example: "The old man told fascinating stories"

Adjective of Origin: These adjectives indicate the place of origin of a noun.



Greek mythology



French wine.



Bolivian bird.

Example: “She loves Bolivian food.”

Adjective of Material: These adjectives describe the material a noun is made of.



Plastic bottle.



Stone sculpture.



Silver jewelry.

- Example: “The wooden chair is comfortable.”

2. How plastic is made?



The Fascinating Journey of Plastic Production

Plastic is an integral part of our daily lives, from the containers we use to store food to the gadgets we can't live without. But have you ever wondered how this versatile material is actually made? Let's take a journey into the world of plastic production.

Step 1: Sourcing Raw Materials

The journey begins with the raw materials. Most plastics are made from petrochemicals, which are derived from crude oil. These petrochemicals are the building blocks of plastic. However, some plastics, such as bioplastics, can be created from renewable sources like corn or sugarcane.

Step 2: Polymerization

The magic happens during a process called polymerization. In this step, the small molecules, or monomers, are chemically bonded together to create long chains called polymers. These polymers form the backbone of plastic. The type of polymer used determines the properties of the plastic, such as its flexibility, strength, and durability.

Step 3: Additives for Customization

Plastics are rarely used in their pure form. Various additives are incorporated to enhance their properties. For example, plasticizers make plastic more flexible, while stabilizers prevent it from degrading due to heat or UV exposure. Colorants are added to give plastic its vibrant hues.

Step 4: Processing

Once the polymer is ready, it is heated and molded into the desired shape. This can be done through various methods like extrusion (forcing the plastic through a die to create pipes or sheets), injection molding (melting plastic and injecting it into a mold), or blow molding (creating hollow objects like bottles).

Step 5: Quality Control

Quality control is crucial. Samples are tested to ensure the plastic meets specific standards, whether it's for safety, strength, or appearance. This helps ensure that the plastic products you use are of high quality.

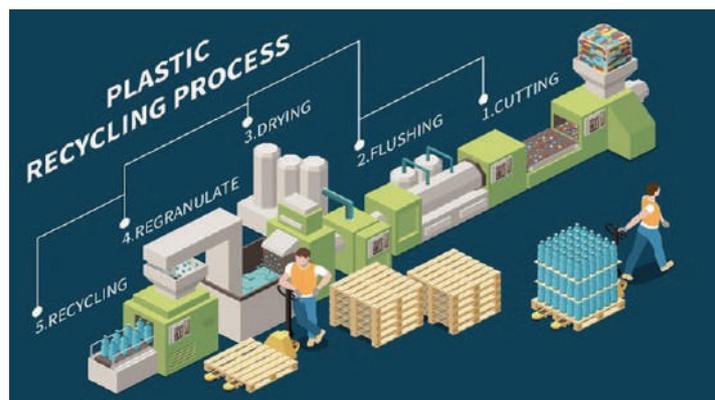
Step 6: Packaging and Distribution

After passing quality control, the plastic products are packaged and distributed to various industries for their intended uses. This is where they take on various forms, from the packaging material for your favorite snack to the body of your smartphone.

Step 7: End of Life

Plastic products serve us well, but they also pose environmental challenges. It's important to recycle and properly dispose of plastic to reduce its impact on the environment. Some plastics can be recycled and transformed into new products, while others are used for energy generation or end up in landfills.

In conclusion, the journey of plastic production is a fascinating one, from the extraction of raw materials to the customization of properties and the creation of useful products. Understanding this process helps us appreciate the role of plastic in our lives and the importance of responsible consumption and recycling to protect our environment.



3. Passive voice

Let's study the grammar structure to use for the passive voice.

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.

1. The cake was baked by my grandmother.

(Active: My grandmother baked the cake.)

2. The letter is being typed by Mary.

(Active: Mary is typing the letter.)

3. The book has been read by many students.

(Active: Many students have read the book.)

4. The house was destroyed by the hurricane.

(Active: The hurricane destroyed the house.)

5. The movie will be watched by millions of people.

(Active: Millions of people will watch the movie.)

6. The report was being written when the power went out.

(Active: Someone was writing the report when the power went out.)

7. The new bridge is going to be constructed next year.

(Active: They are going to construct the new bridge next year.)

8. The treasure has already been discovered by archaeologists.

(Active: Archaeologists have already discovered the treasure.)

9. The keys must be returned to the owner by Friday.

(Active: You must return the keys to the owner by Friday.)

10. The mystery will be solved by Detective Smith.

(Active: Detective Smith will solve the mystery.)



4. Expression: it is said that... it is believed that...

It is said that this year will be a drought.
(*Se dice que este año habrá una sequía.*)



It is said that breaking a mirror brings seven years of bad luck.
(*Se dice que romper un espejo trae siete años de mala suerte.*)



It is believed that the year 2025 will be very successful.
(*Se cree que el año 2025 será de mucho éxito.*)



Bolivia

In the heart of South America, nestled amidst the towering Andes Mountains, lies the enchanting land of Bolivia. It is said that Bolivia's history is as diverse and colorful as its landscapes. It is believed that ancient civilizations once thrived here, leaving behind mysterious ruins that continue to captivate the imagination of explorers and historians alike.

It is said that Bolivia's rich cultural tapestry is woven with threads of indigenous traditions and colonial influences. It is believed that the vibrant festivals celebrated across the country are a testament to this unique blend, where ancient rituals merge seamlessly with Spanish heritage, filling the air with music, dance, and fervor.



It is said that Bolivia's natural wonders are awe-inspiring, from the mesmerizing Uyuni Salt Flats, where the sky mirrors the earth in a breathtaking spectacle, to the lush Amazon rainforest teeming with exotic wildlife. It is believed that these landscapes hold stories of ancient civilizations and rare biodiversity, making Bolivia a haven for nature enthusiasts and archaeologists alike.

It is said that Bolivians are known for their warmth and hospitality, welcoming visitors with open arms and sharing their rich traditions with pride. It is believed that the spirit of unity and resilience runs deep in the hearts of the Bolivian people, shaping the nation's history and promising a vibrant future.

And so, in Bolivia, it is said that every mountain peak, every colorful market, and every smiling face tells a story. It is believed that these stories weave together to create the tapestry of Bolivia, a land where the past and present dance in harmony, inviting the world to explore its wonders and uncover its secrets.

5. Manufactures in our country

Process to make chocolate in Bolivia

Chocolate is made by first harvesting cocoa beans in tropical regions. These beans are then fermented and dried, followed by roasting to enhance their flavor.

Ingredients and Equipment:

- Cacao beans
- Sugar (optional)
- Roasting equipment (oven or specialized cacao roaster)
- Grinder or food processor
- Conche (optional, for refining the chocolate)
- Molds or trays for shaping the chocolate
- Chocolate tempering equipment (optional)



Steps:

1. Harvesting Cacao Beans:

- Begin by harvesting ripe cacao pods from cacao trees. Bolivia primarily produces fine-flavor cacao, which is highly sought after for its unique flavor profiles.

2. Fermentation:

- Extract the cacao beans from the pods.
- Allow the cacao beans to ferment in wooden boxes or baskets for several days, usually around 5-7 days. Fermentation is essential for developing the beans' flavors.

3. Drying:

- After fermentation, spread the cacao beans out in the sun on large trays or mats to dry. This can take up to a week, during which the beans lose moisture.

4. Roasting:

- Once dried, the cacao beans need to be roasted to develop their flavor and remove any remaining moisture.
- Roast the beans in an oven or specialized cacao roasting equipment at a specific temperature and duration.

5. Winnowing:

- After roasting, crack the cacao beans to remove the outer shell or husk. You're left with cacao nibs.

6. Grinding:

- Grind the cacao nibs into a thick paste or cacao liquor using a grinder or food processor. The grinding process generates heat and begins to melt the cocoa butter present in the nibs.

7. Adding Sugar (Optional):

- Depending on your preference, you can add sugar at this stage for sweetened chocolate. The amount of sugar varies according to taste.

8. Tempering: (optional)

- Tempering is a process that involves melting and cooling the chocolate to specific temperatures to give it a glossy finish and a nice snap. This step is optional but common for commercial chocolate.

9. Molding and Cooling:

- Pour the liquid chocolate into molds or onto trays.
- Allow the chocolate to cool and solidify at room temperature or in a cooling chamber.

10. Unmolding:

- Once the chocolate has set, remove it from the molds or trays.

11. Packaging:

- Package the chocolate bars or products in a way that preserves their flavor and quality.

12. Enjoy:

- Your Bolivian chocolate is ready to enjoy!



The process of making chocolate from cacao beans in Bolivia can vary depending on the region, traditions, and the type of cacao used. Artisanal and small-scale producers often emphasize the unique flavor profiles of Bolivian cacao in their chocolate products.

6. Speaking about procedures related to specific careers at “BTH”

According to the text that we read, answer the question in our notebooks.

- To which BTH career is related the text?.
- Do you know what other technical careers there are at BTH?



Writing: narrative text

Remember: narrative text is a type of written that tells a story or recounts a sequence of events. It is a form of discourse in which the author or narrator narrates a series of events, often involving characters, settings, and a plot. Narrative texts can take various forms, including novels, short stories, autobiographies, biographies, folktales, fairy tales, and more.

Write a narrative text, explaining the process to make chocolate.

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SPEECHES WITH (EMERGING) TOPICS RELATED TO DIFFERENT AREAS OF EXPERTISE

PRACTICE

1. Famous people in Bolivia

Let's read and practice the following conversation in pairs.

Conversation:

- A: Who was she?
 B: She was Adela Zamudio.
 A: What did she do?
 B: She was a teacher, poet and writer.
 A: When she was born?
 B: She was born on October 11, 1854.
 A: Where was she from?
 B: She was from Cochabamba.
 A: Was she a pioneer of feminism?
 B: Yes, she was



Remember the verb TO BE in past

AFFIRMATIVE	NEGATIVE	QUESTION
I was	I was not	Was I?
You were	You were not	Were you?
He was	He was not	Was he?
She was	She was not	Was she?
It was	It was not	Was it?
We were	We were not	Were we?
You were	You were not	Were you?
They were	They were not	Were they?

Activity

Tell us about your favorite Bolivian character using the verb TO BE in the past tense.

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.....

.....

PHOTO

1.1. Biography of famous people in our community.

Let's read and learn about the biography of different characters in the history of our country.



This is Simon Bolivar. He was born on July 24, 1783 in Venezuela. He was a Venezuelan soldier and politician who liberated many South American countries from Spain. He is considered one of the fathers of the country. The countries in which he was present for their independence are; Bolivia, Colombia, Peru and Venezuela.



This is Juan Pinto, affectionately called Juancito Pinto, was born in 1867 in La Paz. He was a Bolivian boy who served as a drummer for the Colorados Regiment of the Bolivian Army during the Pacific War.



He was Elizardo Pérez. He was born on November 5, 1892 in La Paz. He was a Bolivian teacher considered the founder of peasant education in Bolivia. He created the Warisata Ayllu School for transformation. social of the educational model with work principles.

1.2. Best Bolivian soccer player.

Do you know the best soccer players in our country?

Write texts with the information in the tables.

Name	Marco Antonio Etcheverry
Nickname	The devil
Year of birth	1970
City	Santa Cruz
Age	54
Clubs	Destroyers, Bolivar, Colo Colo, Oriente Petrolero, Emelec and D. C. United



His name is Marco Antonio Etcheverry. His nickname is "The devil". He was born in 1970 in Santa Cruz. He is 54 years old. He played in Destroyers, Bolivar, Colo Colo, Oriente Petrolero, Emelec and D. C. United.

Name	Marcelo Martins Moreno
Nickname	"Flecheiro"
Year of birth	1987
City	Santa Cruz
Age	37
Clubs	Oriente Petrolero, Gremio, Cruzeiro, Cerro Portefío, Independiente del Valle



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Name	Miguel Terceros Acuña
Nickname	"Miguelito"
Year of birth	2004
City	Santa Cruz
Age	20
Clubs	Santos F. C.



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THEORY

2. Conditionals

Let's learn the grammatical structure of conditional.

The **zero conditional** is a type of conditional that is used to express a cause-effect relationship in facts that are always true (scientific facts, particular facts, etc.) or to give instructions.

STRUCTURE

IF + SIMPLE PRESENT + SIMPLE PRESENT

USES	EXAMPLES	
True facts: scientific laws, general truths.	If I eat lemons, I get ill.	
Give instructions.	You get pink if you mix red and white.	

The **first conditional** is a type of conditional that is used to express a condition-result relationship in particular situations that occur in the future (future plans, threats, warnings, promises, convincing someone, etc.).

STRUCTURE

IF + SIMPLE PRESENT + SIMPLE FUTURE

USES	EXAMPLES	
Express future plans, threats, warnings, promises or to convince someone about something.	If it's hot tomorrow, we'll go for a walk.	

The **second conditional** is a type of conditional that is used to talk about events that are unlikely to happen in the future.

STRUCTURE

IF + SIMPLE PAST, + WOULD + VERB IN INFINITIVE (WITHOUT TO)

USES	EXAMPLES	
For situations that the speaker considers unlikely to happen in the future.	If I saw Shakira, I would be excited.	
For situations that are not possible at the present, that is, that are not a reality at the current moment.	If I had more time, I would listen to music.	
To give advice to someone using the expression. If I were you (if I were you).	If I were you, I would go on vacation.	

The **third conditional** is used to think about situations in the past that did not occur and imagine what results they would have had.

STRUCTURE

IF + PAST PERFECT, + WOULD + HAVE + VERB IN PAST PARTICIPLE

USES	EXAMPLES	
To express possible outcomes to situations that did not occur in the past.	If you had listened to me, you wouldn't have failed the exam.	
To express regret for not having performed an action in the past.	If I'd been careful, I wouldn't have cut myself. Si hubiera tenido cuidado, no me habría cortado.	

Let's complete the conditional sentences.

1. If I lend him some money, he (spend) it soon. He can't keep money for long time.
2. You would ask her if you (want) her to travel with you.
3. If he had called him, she..... (feel) very happy.
4. If he..... (use) his mother's television, he will have fun.
5. I would save money if I (ride) a bicycle to work.
6. If Jorge (have) a better job, he would buy a car.
7. My dad would have bought me the iPhone, if I (get) good grades.
8. The boys enjoy the game if (play) Barcelona.
9. If he played basketball better, she..... (join) the local team.
10. Sorayda wouldn't be missing long..... (be) the best student in the course.
11. Mayde won't go to work if her dad (not be) better.
12. I wouldn't eat those fries if (be) you.
13. Your friend (invite) you if you were friendlier.
14. If there are no empty places, I..... (travel) by plane.
15. She reads her books if she (get) up early.
16. My nephew calls me if I (feel) ill or tired.
17. His dad gets angry if his team (lose) a match. He is a fanatic.
18. If they buy another television, they..... (let) me know.
19. You won't finish your homework unless the teacher..... (help) you.
20. Marco would become an architect if he (finish) Architecture.

3. Indefinite pronouns:

Let's get to know the indefinite pronouns to analyze their use.

Indefinite pronouns are those words that are used to refer to indeterminate people, animals or objects, that is, without saying exactly who or what they are because it is not important to mention them or because their identity is unknown.

	PEOPLE		THINGS	PLACES
	BODY	ONE	THING	WHERE
SOME	Somebody Alguien	Someone Alguien	Something Algo	Somewhere En cualquier lugar
ANY	Anybody Cualquiera	Anyone Nadie	Anything Cualquier cosa	Anywhere En cualquier lugar
NO	Nobody Nadie	No one Nadie	Nothing Nada	Nowhere En ninguna parte
EVERY	Everybody Todo el mundo	Everyone Todos	Everything Todo	Everywhere En todas partes



There is **nobody** in the cinema.



Somebody is talking to our teacher.

Indefinite pronouns are interpreted and can be replaced by a third person singular pronoun (he, she), so they adopt a singular verb.

Activity

Let's choose the correct answer:

- | | | |
|--|---------------|--------------|
| 1. I would like to eat. | a) anything | b) something |
| 2. He knows about it. | a) something | b) nothing |
| 3. She hasn't got to do. | a) something | b) anything |
| 4. They sold in the sales. | a) everything | b) anything |
| 5. The boy didn't say | a) nothing | b) anything |
| 6. Is there amusing on TV? | a) something | b) anything |
| 7. Your dog must be | a) somewhere | b) anywhere |
| 8. There was a flood in Turkey. | a) anywhere | b) somewhere |
| 9. I would like to buy for my mom. | a) anything | b) something |
| 10. My nurse did to save her. | a) everything | b) somebody |
| 11. You know who can paint it. | a) anybody | b) somebody |
| 12. Do you know who lives there? | a) anyone | b) someone |
| 13. She heard that scared her. | a) something | b) anything |
| 14. I don't remember boring. | a) something | b) anything |

Let's fill in with an indefinite pronoun:

1. Manuel is very brave, scares him.
2. My family is going in the south of France.
3. You didto help me yesterday.
4. Did she buy good at the sales?
5. I'm sorry but I could find the cat
6. Are you sure the meaning is like that?
7. I'll do to pass my exams.
8. Carlos gave me beautiful for my birthday.
9. OK. I'm glad now that is arranged for the party.
10. That awful tsunami happened in Europe.

4. Modal verbs of certainty: must, can't, may, might y could:

We use the **modals of certainty** to make deductions or assumptions, that is, to make judgments and opinions about a situation in the present. These modal verbs are: **must, can't, may, might** and **could**.



You ate a lot. You **can't** be hungry.



They **must** swim several hours each day.



You **must** be Mr. Jason.

	STRUCTURE	
	FORM	EXAMPLES
MUST	Subject + must + infinitive	He is a biologist, he must know a lot about animals.
CAN'T	Subject + can't + infinitive	This jacket can't belong to Mike. It's too small.
MAY MIGHT COULD	Subject + may/might + not + infinitive	I wouldn't go to his house. He might not be there.

Fill in the blanks with someone/something

1. Look! There is under the bed.
2. He knows in Italy who speaks English fluently.
3. Helen did wrong yesterday.
4. You were talking to on the phone.
5. She was doing strange there.
6. My brother married in Brazil.
7. The kids drank good at the birthday party last Sunday.
8. I would like to smoke
9. Ruth lost important for her.
10. The lady wore on her head.

Fill in the blanks with anyone/anything

1. Did I see at the pub?
2. They didn't buy on the sales.
3. Have you got to eat? I'm hungry.
4. Has the man seen dangerous?
5. Did she read about France?
6. They haven't sent the invitations to yet.
7. You can talk about to me now.
8. There wasn't interesting at the park.
9. There isn't at the post office.
10. I didn't understand

Look at the pictures and use "may" or "might" with verbs by yourself.



You may use a to



You might use a to



You may use a to



People may use a to



People might use a to



You may use a to



You might keep an to



People might use a to



In your notebook, we make descriptive texts of our favorite characters.

APPROACH ON TRANSLATION.

PRACTICE

Let's find the words in the word search.

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

he hers herself him himself his itself me mine my myself
 oneself our ours ourselves she theirs them themselves they
 we your yourself yourselves

Activity

1. Reflexive pronouns.

Reflexive pronouns are those pronouns that are used when the action of the verb falls on the subject of the sentence itself. In addition, they are also often used when you want to emphasize that the subject has carried out the action and not another person.



*She wrote this letter by **herself**.*



*I cut **myself** while I was cutting some apples.*

PERSONAL PRONOUN	REFLEXIVE PRONOUN	EXAMPLES
I	Myself	I dye my hair myself .
You	Yourself	You have cut yourself !We should visit the doctor;
He	Himself	He's enjoying himself .
She	Herself	She introduced herself to the audience.
It	Itself	The TV has broken by itself .
We	Ourselves	We make ourselves up before going out to the disco.
You	Yourselves	You learned the lesson by yourselves .
They	Themselves	They hurt themselves with a knife.

Let's fill in the missing reflexive pronouns.

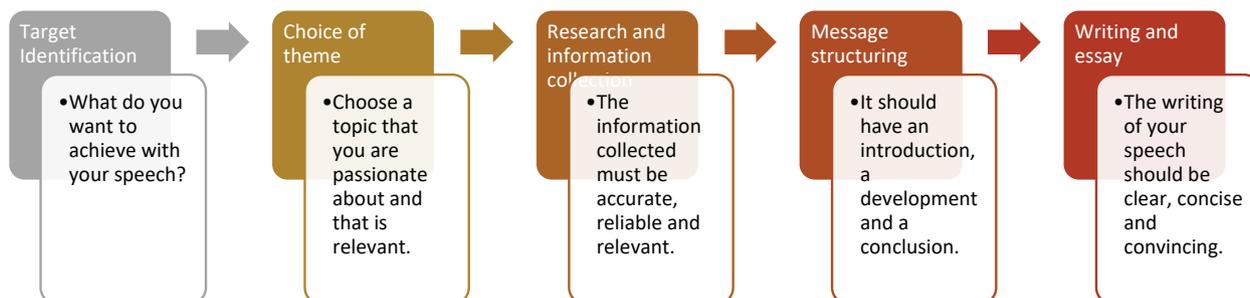
1. My little daughter can dress _____.
2. I wash my clothes _____.
3. They repaired the computer _____.
4. My aunt shaves _____ every morning.
5. I don't like to talk about _____.
6. My brother lives by _____.
7. Ben looks at _____ in the mirror for hours.
8. We hurt _____ in the accident.
9. You are going to enjoy _____ if you go to the party.
10. Boys don't hurt _____ when they are in the yard.
11. I am going to buy _____ a new skirt.
12. I taught _____ how to swim.
13. She blames _____ for the mistake.
14. Behave _____!
15. The hunter shot _____ accidentally.

2. Speech: Prepare a dissertation.



A text is a series of coherent statements and words that form a unit of meaning, and which therefore can be interpreted and transmits the author's ideas. The structure and characteristics of a text depend on the purpose and what you want to communicate.

Structure for writing a speech



ADVICE	Always remember to keep in mind the topic you are working on.
	Identify key words within the essay.
	Avoid inappropriate or vulgar language.
	Present the main topic in the first paragraph.
	Use connectors.
	In the final paragraph you must mention the conclusion of the topic presented in the first paragraph.
	Use quotes.
	Check spelling, grammar, and consistency.

TYPES OF TEXTS	
NARRATIVE TEXT	It is one in which real or fictitious events are recounted, which happen in a specific time and place, it is structured into an introduction, middle and end.
DESCRIPTIVE TEXT	In the descriptive text, a detailed description of the qualities, characteristics or circumstances of some object, phenomenon, situation, person or animal is made; It is normally structured into beginning, development and conclusion.
ARGUMENTATIVE TEXT	The main function of the argumentative text is to persuade or convince an interlocutor of a certain thesis or position through evidence and data that are called arguments.
EXPOSITIVE TEXT	It is a type of text whose function is to disseminate information about a specific topic.

3. Reading and translate texts: newspapers, magazines and others (English to Spanish/ Spanish to English).

Translate the following texts into Spanish.



I am a police officer. I work in a police station. I drive a police car. I like to help other people. I help maintain order.

Answer the questions.

What profession are we reading about?

.....

Where does he work?

.....

What does he do for work?

.....



I am a doctor. I work in a hospital. I help other people get better. I can give medicine. I wear a white coat and use a stethoscope.

Answer the questions.

What profession are we reading about?

.....

Where does he work?

.....

What does he do for work?

.....



I am a dentist. I work in a surgery. I look after teeth. I use gloves and dental tools.

Answer the questions.

What profession are we reading about?

.....

Where does he work?

.....

What does he do for work?

.....



I am a teacher. I work in a school. I help others learn new things. I use a whiteboard and books.

Answer the questions.

What profession are we reading about?

.....

Where does he work?

.....

What does he do for work?

.....

THE COWS AND THE LIONS

Five cows lived in a little forest.

They ate fresh grass in a large green meadow. They were kind friends. They decided to do everything together, so the lions couldn't attack them for food.

One day, the five cows fought and each one started to eat grass in a different place. The lions decided to seize the opportunity and killed them one by one.

Unity is strength.



Answer the questions.

1. How many cows lived in a little forest?

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

2. Were they kind friends?

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

3. What is the message of the story?

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

GOOD FRIENDS

Peter and Luis are good friends, but they live in different places. Peter lives in an apartment in a big city. He takes the bus to school every day. On Fridays, Peter likes to go to the zoo which is near his apartment.

If he wants to buy anything, he walks across the street to the supermarket.

Luis lives in a small house in the country. He goes to school in his father's truck. Luis doesn't live near a zoo, but he sees animals in the farm every day. If he wants to buy anything, he has to ride his bike to the nearest shop.



Answer the questions.

1. Where do they live?

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

2. Where does Peter go on Fridays?

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

3. Where does Luis see animals?

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

Héctor Garibay:**The Bolivian taxi driver who won the Mexico City marathon with record time**

Garibay won an event that in recent years has been dominated by Kenyan athletes, setting an all-time record for that competition: two hours, eight minutes.

When he crossed the finish line of the Mexico City marathon, Bolivian Héctor Garibay jumped for joy. It was not for less. He had just set a new record for the event: three minutes faster than the one he had set in 2018. The new mark is 2:08:22.

Garibay is one of the few to win an event that has been dominated by Kenyan athletes since 2018 - with the exception of 2021, in which Mexican Darío Castro won - and is expected to be one of the surprises at the Paris Olympics, which will be held in 2024.

But Garibay's rise to being one of the best long-distance athletes in the world has not been easy.

Born in Oruro, the man worked as a taxi driver to finance his career due to what he called "lack of support" from sponsors.

Much of his funding has come from the Oruro government (which he thanked during his victory in Mexico for providing the plane tickets) and from his participation in events such as the marathon he just won, which awards about US\$30,500 to the winner. .

"I came to Mexico for the victory because I knew that due to the height, it was going to be difficult for the other participants," said the marathoner after finishing the competition in Mexico City.

Despite having set a record time in Mexico, Garibay's fastest time was achieved in February in Seville.

His time of 2:07:44 earned him a place at both the 2023 World Athletics Championships and the Paris Olympics in 2024.

This, in turn, gave him national recognition and earned him the support of the Bolivian government with two scholarships from the Bolivian Olympic Committee.

And although the time in Mexico is greater than that recorded in Seville, we must remember that the Mexico City Marathon takes place at 2,240 meters above sea level.

"For me, it's a little easier because I come from a higher height, so my goal was always to fight for the first places," Garibay said after the race in Mexico.

4. Target language



Some people shake hands.



Some people wave.



Some people hold hands.



Some people high five.



Some people hug each other.



Some people hug each other.



Some people kiss twice.



Some people kiss once.

5. How to write an essay?

THE ESSAY

An essay is a coherent prose piece of writing, generally not long, that accurately states the personal and subjective interpretation of any topic, without delving into it, just giving a point of view.

The essay is a way of communicating ideas about a question, concept, concern, interpretation, reflection or analysis, which must be supported with valid arguments.

Characteristics of an essay

- Its **short length**, the development of the essays is of variable length, its length is rooted exclusively in the decisions of the author, the institution or the complexity of the topic discussed.
- It is **subjective and personal**, although it is based on the rigor of the veracity of the information.
- Essays must be about **specific topics**, in most cases an essay is a proposal, something new that seeks to contribute fresh thoughts to a topic.
- Essays are characterized by being a type of text in which one seeks **to interpret, decipher and/or analyze topics** from different points of view.
- The development of our arguments **doesn't adhere to a pre-established structure**, unless the essay is a request from an organization or something of that nature.
- Some of the **didactic genres** to which the essay is usually related are, for example: The speech, the dissertation, the press articles, the miscellany and the epistle.
- The style of the essays **is free**, being able to develop them as the author sees fit, in any case, the nature must be understandable and rooted in good spelling and grammar.
- **Any topic is valid** for writing an essay. It is often written for academic purposes or to add knowledge in a specific area of knowledge.
- Essays are usually **judged according to three criteria**: (1) Relevant and well-researched content / (2) An appropriate and well-organized argument. (3) The correct use of language.
- The **essay is a modern genre**; Your language must be direct, but without losing elegance. In other words, the content of the essay requires precise information and rejects superficial detail.



PARTS OF AN ESSAY

The essay is free writing, however, it must have the following classic structure:

- **Introduction**

The introduction seeks to draw the reader's attention; it is the part in which a presentation is made about the topic, dealing with topics such as background or aspects that encouraged the development of the essay. A relationship must always be created between this background and what will be the general theme of the text.

- **Development**

The development becomes the body of the essay, it is the space in which the ideas and foundations of the written work are indicated. It is essential that the structure of development be organized, following a previously stipulated sequence, so that the information expressed is precisely understood.

- **Conclusions**

The conclusions section specifically points out the analyzes and final results of the work. The conclusions indicate how the written work was developed, the ideas and general thoughts that arise from it. It should be noted that questions can also be indicated that leave an opening for new work on similar topics.

- **Bibliography**

The last section present in the structure of the essays is the bibliography, at this point all the sources, quotes or authors on which the work was based at a certain point are indicated.

STEPS TO WRITE AN ESSAY

- **Select a topic (That attracts both the reader and the essayist)**

There is nothing worse than writing about a topic that is boring, of little relevance, or that you are not passionate about at all; Choosing a topic that interests you ensures that the essay is written with motivation and not out of obligation. Make a list of the main, secondary or complementary ideas, even related topics.

- **Investigate (Deep Study Reading)**

For a research, essay or writing to be reliable, it is necessary to carry out an in-depth reading of all the existing sources associated with the same topic. It is not necessary the quantity but the quality present in the content of the source; remember to include highlighted ideas in a draft.



- **Start a draft (Includes all notes)**

The draft allows the essayist to include all incoherent or irrelevant thoughts, even making spelling mistakes; That is, the draft is the place where you can rewrite and/or make mistakes over and over again. The normal thing is that several successive drafts are required, it is not surprising that it is necessary to make major corrections, modifications of the order, deletions or extensions.

- **Write your point of view (your own words)**

Once most of the research has been addressed, in the draft you can write small paragraphs with your own ideas, thoughts, conclusions, doubts, opinions, questions, events, even criticisms of other authors' investigations. Having two or three clear reasons structures the basis of a good essay.

The ideas derived from different research sources can be very important to know/write about a topic; However, in an essay the essayist's own thoughts are more relevant to illustrate, contrast, compare or criticize the ideas of other authors.

- **Start the analysis (Optional: Synthetic scheme)**

Read the ideas expressed in the draft, if necessary, make a synthetic outline ordering the main and complementary points of the topic: 1. Theme – 2. Subtopic – 3. Detail – 4. Sub-detail. With this analysis, the thoughts that must be expressed in the final writing of the essay are arranged.

- **Create the structure of the essay**

It is still in the draft, but this time the structure of the essay begins with the analysis and ideas already obtained in the previous point.

- **Review the draft (Penultimate step)**

Read, reread, and reread the ideas expressed in the draft. Make the necessary corrections, eliminate what is unnecessary, organize the structure, start writing on another draft as if it were the final writing. Read again and make any final touches, revisions or modifications.

- **Final essay writing**

Finally, the final writing of the document begins. Transfer the draft to the final essay. As a final recommendation: Make sure that each paragraph supports your argument, and that all your ideas are clearly stated; Check very carefully that there are no grammatical errors or bad spelling.



Let's write an essay with the topic that you like the most.

TITLE:

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INTRODUCTION:

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DEVELOPMENT:

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CONCLUSIONS:

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Let's choose a topic you like and do an essay following the steps. Then you will share it in classes with your classmates.

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Por una EDUCACIÓN de CALIDAD
rumbo al BICENTENARIO



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