



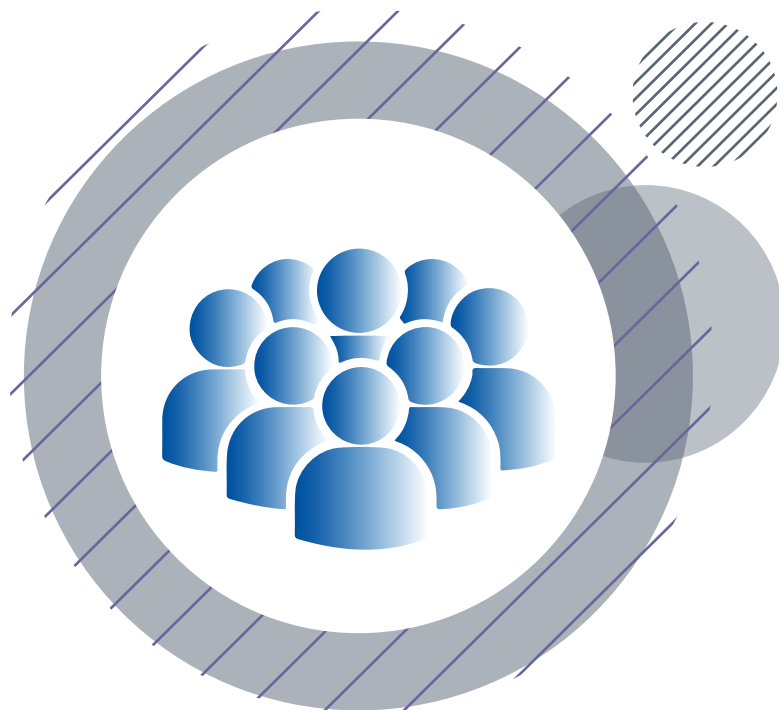
ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

2

SECUNDARIA

TEXTOS DE APRENDIZAJE 2023 - 2024



SECUNDARIA COMUNITARIA PRODUCTIVA
ÁREA

LENGUA EXTRANJERA

SUBSISTEMA DE EDUCACIÓN REGULAR



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

Edgar Pary Chambi
MINISTRO DE EDUCACIÓN

Bartolomé Puma Velásquez
VICEMINISTRO DE EDUCACIÓN REGULAR

María Salomé Mamani Quispe
DIRECTORA GENERAL DE EDUCACIÓN SECUNDARIA

Equipo de redacción
Dirección General de Educación Secundaria

Coordinación general
Instituto de Investigaciones Pedagógicas Plurinacional

Índice

PRESENTACIÓN	1
CONOCE TU TEXTO	3

COMUNIDAD Y SOCIEDAD



Lengua Extranjera

Segundo año

Convivencia con eventos que suceden en el contexto	163
The school.....	166
Community work.....	167
The weather in Bolivia.....	170
Food.....	173
Likes and dislikes	175
Convivencia intercultural a través del uso de la tecnología.....	177
Feelings and emotions.....	178



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

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

Para ampliar el contenido

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.

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

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.

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



¡Taller de Ortografía!



¡Taller de Caligrafía!



¡Razonamiento Verbal!

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?



¡CONTINUAMOS CON LA TEORÍA!

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

SIMPLE PRESENT			
AFFIRMATIVE	NEGATIVE	INTERROGATIVE	
S + V + C <i>Juana and Alison talk about movies every day.</i> (Juana y Alison hablan sobre películas cada día) En presente simple utilizamos en tercera persona : - He plays - She studies - He watches - She sings	S + DO / DOES + NOT + V + C <i>Daniel does not play soccer.</i> (Daniel no juega futbol) <i>You do not play soccer.</i> (Tu no juegas futbol)	Auxiliary: DO Do + (I, You, We, They) + verb (forma base) Do the students listen to the teacher? (¿Los estudiantes escuchan al Maestro?) Do you play guitar? <i>Yes, I do/ no, I do not. (no, I don't)</i> Do we eat bread? <i>Yes, we do/ no, we do not. (no, we don't)</i> Do they play soccer? <i>Yes, they do/ no, they do not. (no, they don't)</i>	Auxiliary: DOES Does + (He, She, It) + verb (forma base) Does Maria read a book? <i>Yes, she does/ no, she does not. (no, she doesn't)</i> Does Hector eat bread? <i>Yes, he does/ no, he does not. (no, he doesn't)</i> Does the cat eat mouse? <i>Yes, it does/ no, it does not. (no, it doesn't)</i>

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

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.	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: _____
--	--

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
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. 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. 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.	Daniel: Hello my Friend! What's up Fatima? Fatima: Everything ok, and you? Daniel: Here just playing video games, today we have free time. Fatima: No, Today is Friday and we have English exam! Daniel: Really? I forgot it. Bye bye. I have to study my lesson.
1. This text is about: a) Books in the new school. b) Computers in the new school. c) Anne's new school. 2. There are about six hundred students. a) True b) False	1. Who does talk with Fatima? a) Ana. b) Manuel. c) Daniel. 2. Does Fatima play games? a) Yes, he does. b) No, she doesn't. c) no, it do 3. Circle the adjectives: Ambitious book angry big book busy fat funny dog Hungry jealous computer bad marker bed crazy

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

Where	Refers to places	This is the house where my son is happy.
When	Refers to time	The day when the year finishes is December.
Why	Refers to reason	Do you know why the school is closed today?
How many	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.)

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



¡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 dramatizamos este diálogo con tu compañero en clase).

1. Excuse me. Where is the church?

2. Can you tell me the way to the Isla Del Sol?

3. Excuse me. Is there a kiosk around here?

4. Excuse me. Where is the Hospital?



Go straight along the central avenue, past the traffic lights; turn right, it is on your left, next to the bus station.

1.

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.

2.

3.

Yes, past the school Naval and there you are. It is on your left.

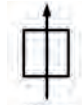
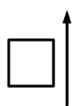
4.

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
Where is the (nearest)...? ¿Dónde está...(más cercano)?	 Turn left Gire a la izquierda	 Turn right Gire a la derecha	AT: - night. - 10:30 - noon / midday - midnight
	 Go straight on Vaya recto	 Go cross the street Cruce la calle	

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

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 en los espacios con la preposición correcta).

- My brother has a new job. He works _____ the evening.
- We have a picnic _____ Saturday afternoon.
- When is the meeting? Is it _____ 2:00?
- Tom's birthday is next week, _____ January 14.
- 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 desplace.)

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

COBIZA	COCHABAMBA	LA PAZ
35° MAX. 23° MIN.	28° MAX. 15° MIN.	18° MAX. 5° MIN.
ORURO	POTOSÍ	SANTA CRUZ
22° MAX. 6° MIN.	19° MAX. 5° MIN.	25° MAX. 20° MIN.
SUCRE	TARIJA	TRINIDAD
19° MAX. 11° MIN.	19° MAX. 13° MIN.	31° MAX. 21° MIN.

How is the weather like in Tarija?

How is the weather like in Cobiza?



¡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. JANUARY	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.

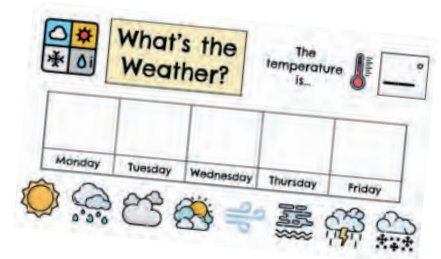
- a) Is the weather changing?
 b) How is the weather where you live?
 c) What do you do to take care of mother nature?
 d) What do your community do to take care of mother nature?



¡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?



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

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)	U	Sugar azucar		Bread (pan)	C	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)

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

Luis

Likes

Dislikes

Belén

Likes

Dislikes

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

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.	ALWAYS	Siempre	I am always on time for school	
	SOMETIMES	Algunas veces	We sometimes watch TV	
	NEVER	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)

- Do you like playing soccer? _____
- Do you dance salsa? _____
- 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.

- _____ she like dancing? (Would/Do/Does)
- _____ you like some apples? (Would/Do)
- _____ 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.

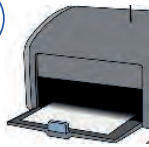
4. What does Magaly's brother love to do in the computer?

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



¡CONTINUAMOS 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.



1. Can Maria know La Paz and Uyuni?

- a) Yes, she can.
- b) No, he cannot.
- c) No she cannot.

3. Where can you eat something?

- a) You can eat in the Isla del Sol.
- b) You can eat in local trout.
- c) You can eat pique macho.

2. What can you see?

- a) You can see the lake Titicaca and Isla del Sol.
- b) You can see a giraffe.
- c) You can see Toro Toro mountain.

4. What can you do to travel Lake Titicaca?

- a) You can fly into La Paz to take a bus.
- b) You can walk.
- c) You can swim to Copacabana.



¡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





ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN



www.minedu.gob.bo



[@minedubol](https://www.facebook.com/minedubol)



[@minedubol](https://twitter.com/minedubol)



[@minedu_bol](https://www.instagram.com/minedu_bol)



Ministerio de Educación - Oficial



MinEduBol



informacion@minedu.gob.bo



(591) 71550970 - 71530671



[@minedu_bolivia](https://www.tiktok.com/@minedu_bolivia)