



ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

Lengua Extranjera

EDUCACIÓN SECUNDARIA COMUNITARIA PRODUCTIVA

SUBSISTEMA DE EDUCACIÓN REGULAR - SISTEMA EDUCATIVO PLURINACIONAL

6 **TO**
AÑO DE
ESCOLARIDAD

"2025 BICENTENARIO DE BOLIVIA"





ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

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ÍNDICE

Presentación.....	3
LENGUA EXTRANJERA	5
Primer trimestre	
Types of written texts in different languages	6
Environmental problems.....	12
Free time activities	18
Segundo trimestre	
Descriptive texts reflecting interculturality	24
How things are made?	32
Tercer trimestre	
Speeches with (emerging) topics related to different areas of expertise.....	42
Approach on translation.	48
How things are made?	50
The essay.....	54
Parts of an essay.....	55





PRESENTACIÓN

Uno de los derechos fundamentales de las niñas, niños y adolescentes, en el Estado Plurinacional de Bolivia, es el derecho a la educación, el cual se garantiza con el acceso a los recursos educativos que coadyuven con el proceso de adquisición de conocimientos.

El Ministerio de Educación, asegurando la calidad educativa, al iniciar la gestión 2025, pretende brindar un recurso educativo que apoye el desarrollo curricular, a través de la entrega gratuita de los “*Textos de aprendizaje 2025*”, para el nivel de Educación Secundaria Comunitaria Productiva.

Durante varios meses, maestras y maestros de todas las regiones de Bolivia, desde sus experiencias y vivencias educativas, han aportado con la construcción de estos textos, plasmando en sus letras la diversidad de Bolivia y la investigación científica en las diferentes áreas de saberes y conocimientos.

Los “*Textos de aprendizaje 2025*” tienen la misión de fortalecer los conocimientos de nuestros estudiantes, presentando contenidos actualizados y con bases científicas, planteando actividades que desarrollen su pensamiento crítico reflexivo, reforzando sus aprendizajes.

Por lo expuesto anteriormente, teniendo como objetivo trabajar conjuntamente con los actores educativos hacia una educación humanística, técnica, tecnológica productiva, dentro de un desarrollo integral de nuestros estudiantes; el Ministerio de Educación proporciona este accesible instrumento educativo, esperando que despierte en las niñas, niños y jóvenes la sed de conocimientos y los motive a conocer el mundo a través de la ciencia y la investigación.

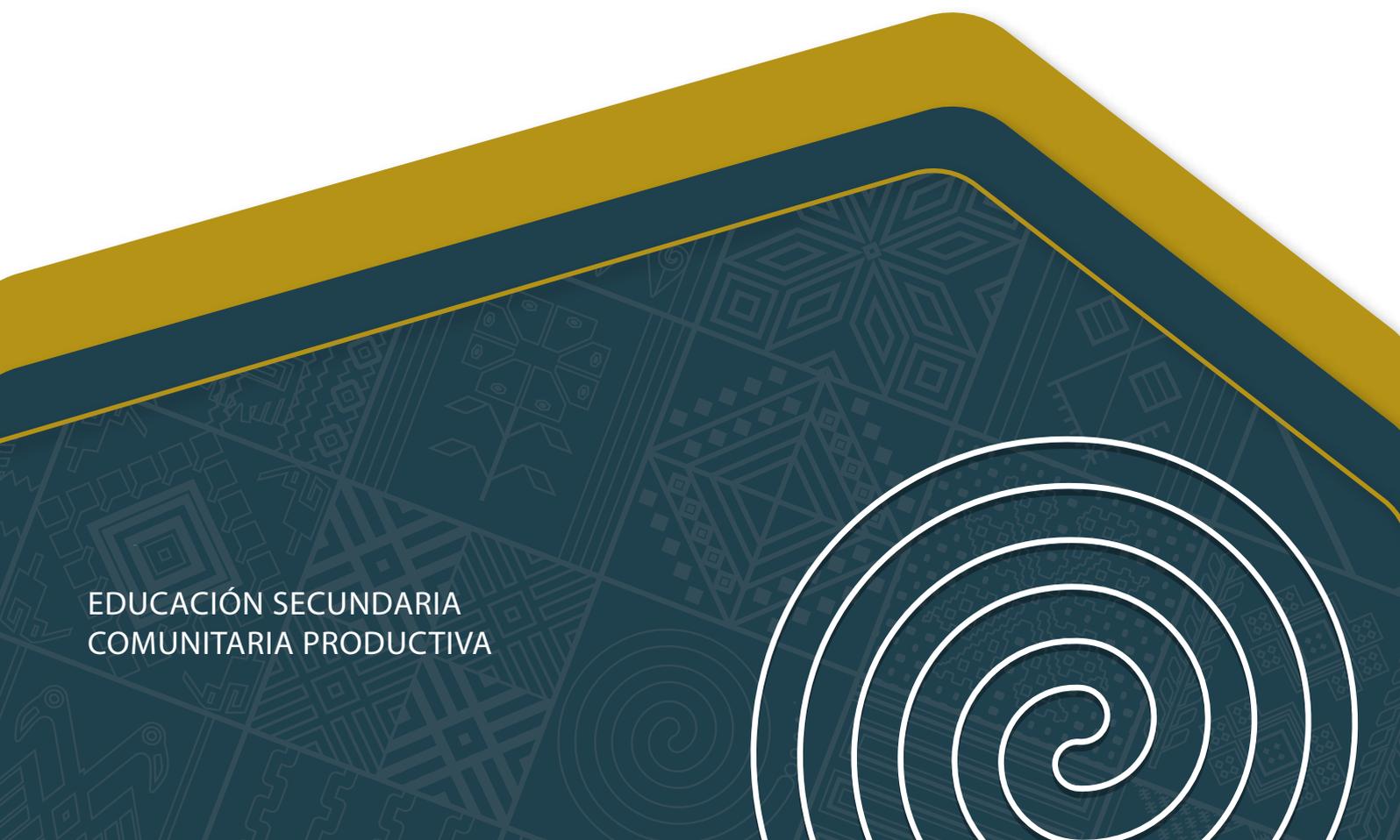
Omar Veliz Ramos
Ministro de Educación

An illustration of educational materials including a stack of books, one with a red cover labeled 'Lesson 3 practice', another with a blue cover labeled 'It's time to learn', and an open book with a fountain pen resting on it. The background is light yellow with decorative elements like a blue star and colorful dots.

**ÁREA DE SABERES Y
CONOCIMIENTOS**

Lengua Extranjera

SEXTO AÑO DE ESCOLARIDAD

A dark blue background with a complex, repeating geometric pattern of squares and lines. A large white spiral graphic is positioned in the bottom right corner.

EDUCACIÓN SECUNDARIA
COMUNITARIA PRODUCTIVA

TYPES OF WRITTEN TEXTS IN DIFFERENT LANGUAGES

PRÁCTICE

 Circle and find ten professions in the alphabet soup. Then complete the words bellow.

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

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

 Let's answer the following questions

1. What is your dream profession?

2. Why do you like that profession?



THEORY

1. Talking about plans “after school”

Draw a mind map about the plans you have after school

Mi plans after school
Name:

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

	USE	EXAMPLES
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.



Activity

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

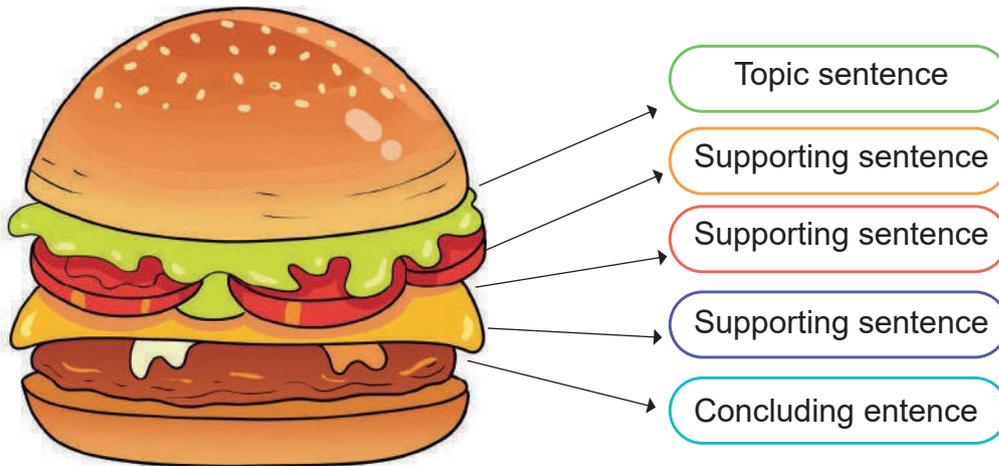
Secondly, I can say that being a politician can be a good way to change our world in a good way, and carry out new projects to help families and also the environment. Finally, teachers have an important role in our lives, because they teach and we learn many things that help us for the rest of our life. For me, those professions are the best. Nevertheless, all professions have important roles in the world and each one has its importance.

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



Fuente: <https://lc.cx/1HeX3L>

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.



Fuente: <https://lc.cx/JDUf8x>



Let's write a paragraph about the bicentennial of Bolivia. Use at least five connectors.

.....

.....

.....

.....

.....

.....

.....

.....

Activity



BICENTENARIO DE
BOLIVIA



Fuente: <https://lc.cx/JDUf8x>

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. Our country is really beautiful. This is a special year for us.

B: Yes! I am really excited to celebrate the bicentennial of Bolivia.

A: You are going to celebrate in La Paz, Aren't you?

B: Yes! I will celebrate the bicentennial with my family.

A: Me too. We will prepare a great celebration.

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

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

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

Activity

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?

Activity

 Let's complete the following sentences with tag questions.

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

APPRAISAL

A boy thinking about what to answer.



Fuente: <https://c.cx/K7ZJfH>

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

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

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.

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

PRÁCTICE

Vocabulary: Environmental problems

Match the pictures with their correct concept.



Fuente: <https://lc.cx/zQ1aQ5>



Fuente: <https://lc.cx/aEaljb>



Fuente: <https://lc.cx/BdlO4X>



Fuente: <https://lc.cx/wZZJYr>



Fuente: <https://lc.cx/LPAa-1>

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

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

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

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

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

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.



Fuente: <https://i.c.cx/0OM6zx>

1. 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!"

Add quotation marks where necessary to the sentences below

1. Camila said, I'll meet you at the park at 5 PM.
2. Our teacher said Practice makes perfect.
3. She asked. What time does the movie start?
4. Tomas said, I don't have any plans for the weekend.



Look at these sentences and identify the mistakes. Then rewrite the sentences

1. Alex said "It happens"
2. Diego said, I want to drink water
3. Veronica said, "today is a sunny day"
4. Rider said "my dog ate my homework"

Activity

 Let's write your own sentences in direct speech based on the following prompts

1. A conversation between two friends about the bicentennial of Bolivia.

.....

2. A teacher giving instructions to the class.

.....

3. A parent telling a child to clean their room.

.....

4. Someone asking for directions to the bank.

.....

5. A person expressing excitement about a recent event.

.....

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?

.....

2. 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.



Fuente: https://lc.cx/_ziSvy



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.

Change the following direct speech into reported speech

1. Angela said, "I'm going to the bus station.
2. Felipe said, "I have finish my homework"
3. Juliet said, "I will call you tomorrow.
4. He said, "I can't attend the meeting"
5. They said, "We are playing volleyball"

Change the following dialogues to reported speech

1. "Are you coming to the cinema?" he said.
2. "What time does the train arrive?" she said.....
3. "Can you pass me the salt?" he said.....
4. "Where are you going?" she said.
5. "Did you finish your homework?" I said.

Activity

 Let's write sentences in reported speech based on the following prompts:

1. A teacher tells the class they need to study harder.

.....

2. Your friend tells you he is moving to a new city.

.....

3. A parent tells their child to clean his/her room.

.....

4. A partner tells you he has to completed the homework.

.....

5. A stranger asks you for directions to the nearest supermarket.

.....



Read and write sentences reporting what Luke says in the box bellow. 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.



Fuente: https://lc.cx/_ziSvy

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 below.

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?



Fuente: <https://lc.cx/KESBTB>

PRODUCTION

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.

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

PRÁCTICE

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://lc.cx/ldU8AY</p>	 <p>Fuente: https://lc.cx/zQET9P</p>	 <p>Fuente: https://lc.cx/h-zFIY</p>
<p>a) go swimming b) play the piano c) go dancing</p>	<p>d) go dancing e) go swimming f) read books</p>	<p>g) watch TV h) go shopping i) go dancing</p>
 <p>Fuente: https://lc.cx/mrwdhY</p>	 <p>Fuente: https://lc.cx/2LF0lc</p>	 <p>Fuente: https://lc.cx/6AX345</p>
<p>a) go shopping b) read books c) go fishing</p>	<p>d) play the piano e) watch TV f) go camping</p>	<p>g) watch TV h) go camping i) read books</p>
 <p>Fuente: https://lc.cx/PTG4VF</p>	 <p>Fuente: https://lc.cx/faRXSL</p>	 <p>Fuente: https://lc.cx/P6T2Hm</p>
<p>a) go swimming b) play soccer c) listen to music</p>	<p>d) listen to music e) play soccer f) surf on the Internet</p>	<p>g) surf on the Internet h) listen to music i) 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?



👉 Match each activity with the correct description

- | | |
|---------------------|--|
| 1. Go dancing – | a) You do this in a pool, and it's a great exercise. |
| 2. Playing soccer – | b) You need a pencil or brush, and you create pictures on paper. |
| 3. Cycling – | c) You ride a bike. |
| 4. Drawing – | d) You go to the field to kick a ball with friends |
| 5. Swimming – | e) You do this when you listen to music. |

👉 Write a sentence about what you do after school using the following prompts.

1. An outdoor activity you enjoy doing after school.
2. A creative activity you like to do in your free time.
3. An activity you do alone to relax.
4. An activity you do with friends.
5. An activity you do to stay fit.

👉 Answer the following questions based on your after – school activities.

1. How often do you hang out with friends after school?
.....
2. Do you prefer outdoor or indoor activities after school? Explain your preference
.....
.....
3. What is one new activity you would like to try after school?
.....
4. How do your after school activities help you relax or stay healthy?
.....

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
CHRISTMAS	I go shopping with my family to buy gifts.
	My family and I sing and dance Christmas carols.
	My father plays the guitar.
CARNIVAL	
AUGUST 6TH	

Write all the holidays we have in our country.

.....

.....

.....

.....

.....

.....

.....

.....

THEORY

Don't forget ADJECTIVES

Adjectives are words that describe nouns.

Example:

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

1. 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.

✍️ Fill in the blanks with "too" or "enough"

1. The water is hot to drink
2. He isn't old to drive a car.
3. This bag is heavy for me to carry.
4. Our room is big for all of us.
5. The movie was long for me to stay awake.

✍️ Some of the following sentences are incorrect. Rewrite the incorrect sentences.

1. He is too young to vote
2. The coffee is enough hot to drink
3. The book was too interesting to put down.
4. The car isn't fast enough to win the race.
5. The problem is too easy to solve.

✍️ Write your own sentences using "too" or "enough" with the following adjectives

1. Expensive
2. Bright
3. Small
4. Hot
5. Difficult



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.

2. 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.



Fuente: <https://lc.cx/LuB3EJ>

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

 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.



Fuente: <https://lc.cx/XmYcvJ>

Activity

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

APPRAISAL



Fuente: <https://lc.cx/Z6Pgmn>

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

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.

PRODUCTION

Writing Argumentative texts

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

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:

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

PRÁCTICE



Reading

If I were the president

Fuente: <https://i.c.xx/tt7a3A>

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.



Read each statement carefully and decide whether it is True (T) or False (F) based on the reading.

- | | | |
|---|---|---|
| 1. The author dreams of becoming the President of Peru. | T | F |
| 2. The author envisions a future full of positive change and progress for Bolivia | T | F |
| 3. Protecting Bolivia's natural beauty is not a priority for the author. | T | F |
| 4. The author would promote sustainable practices to preserve the environment. | T | F |
| 5. Improving access to healthcare for all Bolivians is one of the author's goals. | T | F |
| 6. The author believes that financial situation shouldn't determine access to medical care. | T | F |
| 7. As president, the author would ignore Bolivia's multicultural diversity. | T | F |
| 8. The author would strive to create economic opportunities for marginalized communities. | T | F |
| 9. The author believes that students cannot contribute to the future of Bolivia. | T | F |
| 10. The author's vision is a country where every citizen has the chance to thrive. | T | F |



1. Conditionals, affirmative and negative form

Conditionals help us to talk about things that might happen, could have happened, or will definitely happen.

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.

Zero Conditional (Real Conditional - General Truths):

Zero Conditional (Real Conditional - General Truths):

Examples:

1. If the sun goes down, it gets dark.
2. If you press the switch, the light turns on.

Complete the sentences using the correct form of the verbs in parentheses

1. If you (heat) water to 100°C, it (boil)
2. Plants..... (die) if they (not/get) enough water.
3. If you (mix) red and blue, you (get) purple.
4. If you (touch) a fire, you (burn) yourself.

Match the beginning of each sentence (Column A) with the correct ending (Column B)

COLUMN A	COLUMN B
1. If you put sugar in tea	- you get green.
2. If it rains,	- people take shelter.
3. If you mix yellow and blue ,	- it turns sweet.
4. If you study hard,	- it rusts over time.
5. If iron is exposed to water	- you get better scores.

Zero Conditional (Real Conditional - General Truths):

If + Simple present + future simple (will /won't)

Examples:

1. If it rains, we will stay indoors.
2. If she passes the exam, she will be very happy.



Complete the sentences with the correct form of the verb in parentheses.

1. If she (study) hard, she (pass) the exam.
2. If it (rain) tomorrow, I (take) an umbrella.
3. They (not / go) to the beach if it (be) too windy.
4. If we (leave) now, we (arrive) on time.
5. If you (eat) too much, you (feel) sick.



Read the sentences and decide if they are True (T) or False (F)

- | | | |
|--|---|---|
| 1. If I eat too much candy, I will feel sick | T | F |
| 2. If we miss the bus, we will fly to school. | T | F |
| 3. If she studies hard, she will fail the exam. | T | F |
| 4. If he doesn't sleep early, he will be tired tomorrow. | T | F |
| 5. If I don't charge my phone, the battery will die. | T | F |

Second Conditional (Unreal Conditional - Present/Future):

if + Simple past + would / wouldn't.

Examples:

1. If I won the lottery, I would buy a new house.
2. If he had more time, he would travel the world.

Fill in the blanks with the correct form of the verb.

1. If I (be) you, I (talk) to the teacher.
2. She (buy) a new car if she (have) more money.
3. If we (know) the answer, we (tell) you.
4. They (come) to the party if they (be) invited.
5. If you (study) harder, you (be) better grades.



Complete the following sentences in a way that makes sense using the Second Conditional

1. If They were older, they would
2. She would be very happy, if
3. If I lived in a different country, I would
4. We would go out more often if
5. If I knew how to play an instrument, I would

Third Conditional (Unreal Conditional - Past):

if + past perfect + would / wouldn't have.

Examples:

1. If I won the lottery, I would buy a new house.
2. If he had more time, he would travel the world.



Fill in the blanks with the correct form of the verbs in parentheses.

1. If she (feel) felt sick, she (see) the doctor.
2. They (arrive) on time if they (leave) earlier.
3. If I(know) about the party, I (go).
4. He (not /miss) the bus if he (wake up) on time.
5. If we (bring) an umbrella, we (not / get) wet.

Match the first part of the sentence (Column A) with the correct second part (Column B) to form Third Conditional sentences.

COLUMN A	COLUMN B
1. If I had known you were coming,	a) they wouldn't have gotten lost.
2. She would have gone to the concert	b) we would have stayed inside.
3. If we had checked the weather forecast,	c) he wouldn't have been so tired.
4. If they had brought a map,	d) I would have made more food.
5. If he had gone to bed earlier,	e) if she had bought a ticket.

2. 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.

Exercises using "IF"

Let's fill in the blanks with "If". Then practice the pronunciation

1. you work hard, you will achieve your goals.
2. Maria will be surprised she doesn't come to the party.
3. We can go to the park the weather is good.
4. you need help, don't hesitate to ask me.
5. Ivan will pass the exam he studies enough.



Let's read the following sentences and decide if they are logically true or false

- | | | |
|--|------|-------|
| 1. If I eat too much, I will feel full. | True | False |
| 2. If it's raining, the ground will be dry. | True | False |
| 3. If you don't sleep, you'll feel refreshed. | True | False |
| 4. If he practices every day, he will improve. | True | False |
| 5. If you study, you will fail the test. | True | False |

 Let's create a conditional sentence using "if" with the prompts given.

1. (you / be happy)
2. (it / snow tomorrow)
3. (they / finish the project)
4. (I / not find my keys)
5. (she / ask for help)

Exercises using "UNLESS"

 Let's fill in the blanks with "unless". Then practice the pronunciation

1. I won't go you come with me.
2. You can't get into the concert you have a ticket.
3. Lucia won't pass the course she studies more.
4. we leave now, we'll miss the train.
5. They won't forgive you you apologize.

 Let's match the sentences to create logical sentences using "unless"

- | | |
|------------------------|--|
| 1. I won't believe it | a) unless you work hard. |
| 2. You won't succeed | b) unless I see it with your own eyes. |
| 3. Don't go out | c) unless you are absolutely sure. |
| 4. The car won't start | d) unless you accept my advice. |
| 5. I can't help you | e) unless you fill it with gas. |

3. 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.	I wish you would listen to me.
	We want someone to stop doing something that annoys us.	I wish you wouldn't use my cell phone.





3.1 Using “I wish + Past Simple” (Present Unreal Wishes)

We use “wish” + past simple to talk about situations in the present that would like to be different.

Examples:

<p>Fuente: https://lc.cx/O6jvkV</p>	<p>Fuente: https://lc.cx/OxVrFW</p>
<p>I wish I had a better job (I don't have a better job now)</p>	<p>We wish we lived in a bigger house. (We don't live in a bigger house now)</p>

Activity

Let's fill in the blanks with the correct form of the verb using wish + past simple.

- I (wish / be) taller.
- Lucas (wish / not live) so far away.
- They (wish / have) more free time.
- Martha (wish / can) play the guitar.
- We (wish / not have to) work tomorrow.

3.2 Using “I wish + Past Perfect” (Past Unreal Wishes)

We use “wish” + past perfect to talk about past situations that we regret or would to have been different.

Examples:

<p>Fuente: https://lc.cx/tt7a3A</p>	<p>Fuente: https://lc.cx/dKDz-w</p>
<p>I wish I had studied harder for the exam. (I didn't study hard enough)</p>	<p>Lupita wishes she had gone to the party. (She didn't go to the party)</p>

Activity

Let's rewrite the following sentences using wish + past perfect

- I didn't go to college
I wish
- He didn't tell the truth
He wishes
- They didn't arrive on time.
They wish
- Marcos didn't take the job offer.
Marcos wishes
- We didn't travel more when we were younger.
We wish

3.3 Using “I wish + would” (Future wishes or complaints)

We use “wish” + past perfect to talk about past situations that we regret or would to have been different.

Examples:

 <p style="text-align: center;"><small>Fuente: https://lc.cx/lsWLIR</small></p>	 <p style="text-align: center;"><small>Fuente: https://lc.cx/Jr43zz</small></p>
<p>I wish you would stop smoking. (I want you to stop smoking)</p>	<p>Laura wishes it would stop raining. (She wants it to stop raining)</p>

Activity

 **Let's complete the sentences by choosing the correct verb form using wish + would**

- I (wish / would / stop) talking so loudly.
- We (wish / would / arrive) on time.
- She (wish / would / clean) his room more often.
- They (wish / would / fix) the broken window.
- Roberto (wish / would / not / interrupt) me all the time.

3.4 Using “I wish + infinitive” (Wishing to do something):

We can use “wish” + infinitive (or wish + to + verb) when we want to express a desire to do something in a polite or formal way.

Examples:

 <p style="text-align: center;"><small>Fuente: https://lc.cx/vs56KC</small></p>	 <p style="text-align: center;"><small>Fuente: https://lc.cx/n4OFYP</small></p>
<p>She wishes to leave now. (She wants to leave now)</p>	<p>I wish to speak with the manager. (He want to make a complaint)</p>

Activity

 **Let's fill in the blanks with the correct form using wish + infinitive.**

- I (wish / speak) to the teacher.
- Mireya (wish / make) a reservation.
- My family and I (wish / discuss) the project further.
- He (wish / not / participate) in the event.
- They (wish / leave) as soon as possible.

APPRAISAL

✍️ Let's reflect about the problems and write a description of each one.

Here are some problems that usually our country has:

1. **Poverty:**
2. **Education:**
3. **Healthcare:**
4. **Infrastructure:**
5. **Environmental Issues:**
6. **Political Instability:**
7. **Indigenous Rights:**
8. **Crime and Security:**
9. **Economic Disparities:**

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

Why do you think is important to learn the conditionals in English?

Where can you use "if" and "unless"? Give an example.

Do you have wishes for your future??



Fuente: <https://lc.cx/rEuFFp>

PRODUCTION

Writing: Expository text

✍️ Choose a problem of our country and write a paragraph according to the characteristics of an expository text. Don't forget to use the conditional, if, unless, and wish.

.....

.....

.....

.....

.....

.....

.....

Expository text

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.

HOW THINGS ARE MADE?

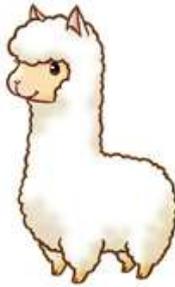
PRÁCTICE

Adjectives (review)

 Let's write all the adjectives you remember

Tall				

 Let's describe in three words the pictures bellow.

		
<p>Fuente: https://lc.cx/CElg6A</p>	<p>Fuente: https://lc.cx/r6DYM0</p>	<p>Fuente: https://lc.cx/MKjbPr</p>

THEORY

1. Adjective order

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

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

Adjective order								
1	2	3	4	5	6	7	8	9
Quantity	Opinion	Size	Shape	Age	Color	Origin	Material	Purpose
One Two Several Many	Beautiful Amazing Wonderfull Boring Annoying Unusual	Small Gigantic Big Long Short Tiny	Round Square Triangule Flat Rectangular Oval	New Old Antique Young	Red Blue Green Black White Pink	Bolivian French American Chinese Japanese Canadian	Natural Synthetic Gold Glass Wooden Metal	Shooping Riding Sleeping Cooking Gardening Fishing



Examples:

- Three (quantity) beautiful (opinion) large (size) old (age) rectangular (shape) blue (color) Italian (origin) leather (material) sleeping (purpose) bags.
- Several (quantity) ugly (opinion) tiny (size) ancient (age) round (shape) green (color) Mexican (origin) clay (material) cooking (purpose) pots.
- Two (quantity) adorable (opinion) small (size) young (age) oval (shape) red (color) French (origin) wool (material) knitting (purpose) scarves.
- Many (quantity) strange (opinion) huge (size) new (age) square (shape) black (color) Chinese (origin) metal (material) training (purpose) manuals.

Let's practice

Let's put the adjectives in the correct order

- 1. Gustavo bought a (Italian / small / wooden / beautiful) table
.....
- 2. She wore (wool / grey / old / large) sweater.
.....
- 3. My family and I stayed in a (round / French / little / antique) house.
.....
- 4. They found a (metal / large / new / cooking) pot.
.....
- 5. She has a (young / American / talented / violinist) friend.
.....



Let's fill in the blanks with the correct adjective order

1. I have a (blue/ rectangular / old / leather / large) suitcase.
2. They own a (German / new / small / black / electric) car.
3. She gave me a (cute / tiny / young / Spanish) puppy.
4. He showed us a (ancient / Chinese / heavy / stone) statue.
5. We found a (white / cotton / soft / sleeping) blanket.

Let's choose the sentence with the correct order.

- | | |
|--|---|
| 1. (a) He has a beautiful big new German car. | (b) He has a big new beautiful German car. |
| 2. (a) She found an old small French coin. | (b) She found a small old French coin. |
| 3. (a) I bought a new wooden brown desk. | (b) I bought a brown wooden new desk. |
| 4. (a) They gave me two large round black wooden tables. | (b) They gave me two round large black wooden tables. |
| 5. (a) He's wearing a big red wool sweater. | (b) He's wearing a wool red big sweater. |

 Describe the following tourist places using the order of the adjectives.

 <p>Fuente: https://lc.cx/OpRSXY</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	--

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	 <p>Fuente: https://lc.cx/glwRbl</p>
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 <p>Fuente: https://lc.cx/-a_zP4</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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2. How plastic is made?



Plastic is one of the most widely used materials in the world. The polymer is used in various applications, ranging from food packaging to construction. Synthetic plastic is made from natural gas, which can be found in abundance around the world.

(El plástico es uno de los materiales más utilizados en el mundo. El polímero se utiliza en diversas aplicaciones, desde el envasado de alimentos hasta la construcción. El plástico sintético está hecho de gas natural, que se puede encontrar en abundancia en todo el mundo.)

Fuente: <https://lc.cx/ypUj9l>



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.

 **Let's draw the things you use that are made of plastic**

3. Passive voice

The passive voice is a grammatical construction where the focus is on the action being done to the subject, rather than in who or what is performing the action.

The object of an active sentence becomes the subject of a passive sentence.

This construction is useful when the performer of the action is unknown, unimportant or implied.

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

PASSIVE VOICE IN ENGLISH		
TENSE	ACTIVE	PASSIVE
Simple present	I do 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 done my homework	My homework was being done
Present perfect	I have done my homework	My homework has been done
Past perfect	I had done homework	My homework had been done

Structure of the Passive Voice:

Subject + verb to be+ past participle (of the main verb) + (by agent, optional)

Examples:

1. **Active voice:** The chef cooked the meal.

Passive voice: The meal was cooked by the chef

2. **Active voice:** My friends and I will finish the project tomorrow

Passive voice: The project will be finished by my friends and I tomorrow.

3. **Active voice:** Martina is typing the letter

Passive voice: The letter is being typed by Martina.

4. **Active Voice:** My students have read the book.

Passive voice: The book has been read by my students.

5. **Active voice:** The hurricane destroyed the school.

Passive voice: The school was destroyed by the hurricane.

**PASSIVE
VOICE**



Let's practice the use of passive voice

Let's change the sentences from active to passive

1. The company launched a new product yesterday.
.....
2. The teacher will explain the lesson tomorrow.
.....
3. The students are cleaning the classroom.
.....
4. Someone has stolen my phone.
.....
5. The chef prepares the meal.
.....



Fuente: <https://lc.cx/8B1UB5>

Let's complete the sentences with the correct passive form of the verb in parentheses.

1. The cake (bake) by my grandmother yesterday.
2. A new bridge (build) in the city right now.
3. These books (read) by millions of people every year.
4. The results (not/announce) until next week.
5. The movie (release) in 2022.

Let's choose the correct passive form.

1. The documents (was / were) signed by the manager.
2. This song (was / were) written by a famous artist.
3. The photos (is / are) being edited by a professional.
4. The letter (will / would) be delivered tomorrow.
5. The book (has / have) been translated onto several languages.



Fuente: <https://lc.cx/8B1UB5>

Let's identify whether the sentences are in the active or passive voice.

1. The report was written by the manager.
2. Juan and Marcos will hold a meeting next Monday.
3. The flowers were watered by Omar.
4. A new shopping mall is being constructed downtown.
5. Scientists have discovered a new species.

Reading: Bolivia's Bicentennial Celebration (2025)



This year, Bolivia will celebrate its 200th anniversary of independence. Many events are being organized by the government and local communities to commemorate this important milestone. The country was liberated from Spanish rule in 1825, and since then, Bolivia's rich culture and history have been preserved by its people.

As part of the bicentennial celebration, historical landmarks will be restored across the country, including the famous Casa de la Libertad in Sucre, where Bolivia's Declaration of Independence was signed. Cultural festivals are being planned, and traditional music and dances will be performed throughout the year. Additionally, new museums are being built to showcase Bolivia's history, and a series of exhibitions will be held to educate people about the country's independence movement.

Special educational programs have been launched in schools to teach younger generations about the struggles and achievements of the country's heroes. A national competition has been organized to encourage students to create art and essays about Bolivia's independence.

By the time the bicentennial arrives, Bolivia's story of resilience and pride will have been told around the world.

 **Let's read the text again and underline the passive voice sentences. Write down the verb tense used in each sentence.**

Nº	PASSIVE VOICE	VERB TENSE
1	are being organized	Present continuous
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

 **Let's rewrite the following sentences from active to passive voice based on the information in the reading.**

1. The government will organize many events for the bicentennial.

.....

2. Bolivia's people have preserved its rich culture and history.

.....

3. Schools have launched special educational programs.

.....



Let's complete the sentences using the correct passive form of the verbs in parentheses.

1. Historical landmarks (restore) to celebrate Bolivia's bicentennial.
2. Traditional music and dances (perform) throughout the year.
3. The Casa de la Libertad(sign) the Declaration of Independence in 1825.
4. New museums (build) to showcse Bolivia's history.
5. A national competition (organize) fro students.

Activity

Let's write a short paragraph about another important celebration or event of our country using at least five passive voice.

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

Both expressions, "it is said that" and "it is believed that," are commonly used to introduce information that is based on general opinion, hearsay, or beliefs without specifying the source.

"It is said that"	"It is believed that"
This expression is used to present information that people commonly talk about or claim. It emphasizes hearsay or rumors, often without confirming whether the information is true or not. Example: "It is said that the old house is haunted."	This phrase is used when referring to a common belief or assumption. It introduces something that many people accept as true or likely to be true, even if it's not proven. Example: "It is believed that exercise helps improve mental health."

Let's complete the sentences using "it is said that" or "it is believed that"

1. the Great Wall of China can be seen from space.
2. ancient civilizations built the pyramids with the help of advanced technology.
3. the famous actor will retire next year.
4. the treasure is buried somewhere on the island.
5. regular medication improves concentration and reduces stress.

 Let's rewrite the following sentences using either "it is said that" or "it is believed that"

1. Many people think that honey can cure a sore throat.

.....

2. There are rumors that the company is going to close down.

.....

3. Some studies suggest that eating breakfast boosts productivity.

.....

4. People often talk about how the castle is haunted.

.....

5. People often talk about how the castle is haunted.

.....

5. Manufactures in our country

Here's an overview of the manufacturing sector in Bolivia:

Food and Beverage Industry

One of Bolivia's most significant manufacturing sectors, producing processed foods, beverages, and agricultural products. Bolivia is rich in natural resources such as soybeans, quinoa, corn, and sugarcane, which are used to produce oils, cereals, and various processed foods.



Fuente: <https://lc.cx/nA7lxG>

Textile and Clothing Industry

Bolivia has a long tradition of textile production, including clothing made from alpaca, llama, and vicuña wool. These natural fibers are highly sought after in global markets due to their softness and warmth.

Mining and Metallurgy

Bolivia has historically been one of the leading producers of minerals, including silver, tin, and zinc. The processing and smelting of these metals form an important part of the manufacturing sector.

Chemical and Pharmaceutical Industry

The chemical industry in Bolivia produces fertilizers, insecticides, and other agricultural products, catering to the country's vast agricultural sector.

Cement and Construction Material

Bolivia's construction boom in recent years has spurred growth in the manufacturing of construction materials, including cement, bricks, and prefabricated structures.

 Let's write a short paragraph about another important celebration or event of our country using at least five passive voice.

Activity

.....

.....

.....

.....

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.....



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

Let’s answer the following questions:

Do you know what other technical careers there are at BTH?

.....

What technical career do you like the most?

.....



Let’s read and practice the pronunciation. Then create a similar conversation on your notebook.

Ana (from Sucre): Hi, Jorge! Did you hear about the bicentennial celebration plans?

Jorge (from La Paz): Yes! A lot of events are being organized across Bolivia. In La Paz, a huge parade will be held next month. How about Sucre?

Ana: Oh, Sucre is really busy too! The Casa de la Libertad is being restored right now. The Declaration of Independence was signed there, so it's a big deal for us.

Jorge: That’s amazing! I heard some new museums are being built for the bicentennial as well.

Ana: Yes, and a series of cultural exhibitions will be held in many cities. In Sucre, traditional dances and music will be performed in the main plaza.

Jorge: I think something similar is being planned in La Paz. Also, a documentary about Bolivia’s independence is going to be released soon. I’m really excited about it!

Ana: Me too! And did you know special programs have been launched in schools to teach more about the independence movement?

Jorge: Yes! My cousin told me students are being encouraged to participate in competitions about Bolivia's history. It’s great to see how much effort is being put into this celebration.

Ana: Definitely! So many things have been done already, and there's still more to come.



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, talking about a company of our country

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.....

.....

.....

.....

.....

.....

.....

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

PRÁCTICE

Famous people in Bolivia



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



Fuente: <https://i.c.x/bw-gjJ>

Conversation:

- A: Who was she?
 B: She was Adela Zamudio, a renowned Bolivian figure.
- A: What did she do?
 B: She was a highly respected teacher, poet, and writer, but she's most famous for her role as an early feminist in Bolivia.
- A: When was she born?
 B: She was born on October 11, 1854
- A: Where was she from?
 B: She was from Cochabamba, Bolivia, where she spent much of her life advocating for social change.
- A: Was she a pioneer of feminism?
 B: Yes, she was. In fact, Adela Zamudio is considered one of the first and most important voices for women's rights in Bolivia. Her poetry often challenged traditional gender roles and critiqued the social norms of her time.
- A: Can you give an example of her work?
 B: One of her most famous poems is "Nacer Hombre", which criticizes the privileges men have simply by being born male. It's a powerful critique of gender inequality.

Remember the past form of verb TO BE

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?

Best Bolivian soccer

Let's write the biography of the following famous people from Bolivia using the past tense of verb to be.

1. Tupac Katari

.....

.....

.....

2. Jaime Escalante

.....

.....

.....

3. Karen Torrez

.....

.....

.....

Activity

THEORY

1. Conditionals interrogative form

1.1 Zero conditional

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.

If + subject + simple present + does/do + subject + present simple?

Examples:

- Q: If you mix blue and yellow, do you get green?
- A: Yes, if you mix blue and yellow, you get green.
- Q: If it rains, does the ground get wet?
- A: Yes, if it rains, the ground gets wet.
- Q: If you press this button, does the machine start?
- A: No, if you press this button, the machine doesn't start.

Let's create interrogative sentences using the zero conditional based on following affirmative sentences.

1. If you put sugar in tea, it dissolves.
.....
2. If metal gets hot, it expands.
.....
3. If the plants don't get sunlight, they die.
.....
4. If you touch fire, it burns.
.....
5. If the temperature drops below 0°C, water freezes.
.....



Fuente: <https://lc.cx/DKV7pt>

Let's answer the following zero conditional questions

1. If you boil water, does it evaporate?
.....
2. If you eat too much sugar, do you get cavities?
.....
3. If you leave ice in the sun, does it melt?
.....
4. If it snows, do you wear warm clothes?
.....
5. If you don't water a plant, does it die?
.....



Fuente: https://lc.cx/S45_xh

1.2 First conditional

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.).

If + subject + simple present + will + subject + base verb?

Examples:

- Q: If you study hard, will you pass the test?
- A: Yes, if I study hard, I will pass the test.
- Q: If they don't arrive on time, will you wait for them?
- A: No, if they don't arrive on time, I won't wait for them.
- Q: If she invites you, will you go to the party?
- A: Yes, if she invites me, I will go to the party.
- Q: If it rains tomorrow, will you cancel the trip?
- A: Yes, if it rains tomorrow, I will cancel the party.



Fuente: <https://lc.cx/QtRvWa>

✍️ Let's create first conditional questions based on the statements provided.

1. If it gets cold, we will turn on the heater.

.....

2. If they work hard, they will finish the project on time.

.....

3. If I see my boss, I will ask about the meeting.

.....

4. If you go to the store, I will give you some money.

.....

5. If Juan takes the job, he will move to another city.

.....

✍️ Let's answer the following first conditional questions

1. If you win the lottery, will you buy a new house?

A:

2. If it's sunny tomorrow, will you buy a new house?

A:

3. If Alejandra doesn't come, will you still go to the party?

A:

4. If they offer you the job, will you accept it?

A:

5. If we miss the bus, will we be late for the meeting?

A:



1.3 Second conditional

The second conditional is used to talk about hypothetical or unreal situations in the present or future. It images what would happen if something unlikely or impossible happened.

Examples:

if + subject + past simple, + would + subject + base verb?

- Q: If you won the lottery, would you quit your job?
- A: Yes, if I won the lottery, I would quit my job.
- Q: If she were famous, would she still live in this town?
- A: No, if she were famous, she wouldn't live in this town.
- Q: If they had more money, would they buy a bigger house?
- A: Yes, if they had more money, they would buy a bigger house.
- Q: If you were the president, would you change the education system?
- A: Yes, if I were the president, I would change the education system.

Let's fill in the blanks with the correct form of the verb to create second conditional questions.

1. If you (win) the lottery, what (you / buy)?
2. Would you (go) to the concert if you (get) free tickets?
3. If they (know) the truth, how (they / react)?
4. What (you / do) if you (find) a lost wallet on the street?
5. If she (be) in charge, what changes (she / make)?

Let's rewrite the following sentences in the second conditional interrogative form.

1. If you had more time, you would travel more.
.....
2. If you asked him, he would help you.
.....
3. If they lived in a different city, they would be happier.
.....
4. If it was a better job, she would accept the offer.
.....
5. If I had enough money, I would buy a new car.
.....

Let's form second conditional questions based on the prompts given.

1. You find a time machine
.....
2. You have the option to live anywhere in the world.
.....
3. You are offered a job in a different country.
.....

1.4 Third conditional

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

Examples:

If + subject + past perfect, + would + subject + past participle?

- Q: If they had left earlier, would they have caught the train?
- A: Yes, if they had left earlier, they would have caught the train.
- Q: If I had remembered her birthday, would I have bought a gift?
- A: Yes, if you had remembered her birthday, you would have bought a gift.
- Q: Would they have moved to a new city if they had received a better job offer?
- A: Yes, they would have moved to a new city if they had received a better job offer.
- Q: If he had studied more, would he have passed the exam?
- A: Yes, if he had studied more, he would have passed the exam.

 **Let's fill in the blanks with correct form of the verb to create third conditional questions.**

1. If she (study) harder, she (pass) the exam.
2. If Lourdes (leave) earlier, she(catch) the train.
3. If I (know) about the party, I (attend).
4. If he(listen) to the advice, he (avoid) the problem.
5. If we (book) the tickets in advance, we (get) better seats.

 **Let's create third conditional questions based on the following statements.**

1. She didn't see the movie because she was busy.
.....
2. They missed the flight because they arrived late at the airport.
.....
3. He didn't go to the concert because he had no tickets.
.....
4. We didn't visit the museum because we forgot about it.
.....
5. She didn't get the job because she didn't prepare well for the interview.
.....

 **Let's answer the following third conditional questions.**

1. If you had studied more, would you passed the test?
A:
2. Would they have gone to the beach if it had been sunny?
A:
3. If he had known about the meeting, would he have attended?
A:
4. If she had asked for help, would she have finished the project on time?
A:
5. Would we have won the game if we had practiced more?
A:



2. Indefinite pronouns

Indefinite pronouns don't refer to any specific person, place, or thing. They are "indefinite" because they leave the identity of their referent open or vague.

	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

Examples:

- Someone left their phone on the table.
- Nobody is at home right now.
- Something smells good in the kitchen.
- Nothing is wrong with the car.

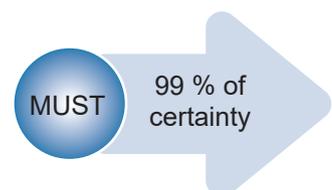
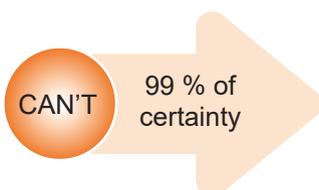
Activity

Let's fill in the blanks with the correct indefinite pronoun.

1. Left a message for you on the table.
2. I need to help me with the homework.
3. likes chocolate cake, so it will be perfect for the party.
4. Do you know who can fix this computer?
5. was at the meeting last night. It was completely empty.
6. Knows the answer to the question; it is really hard.
7. The storm destroyed in its path.
8. is welcome to join the class. It's open for everyone.

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

Modals verbs of certainty express how confident or certain we are about something. They help us convey different degrees of certainty, from being sure something is true to expressing doubt or possibility.



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.

Activity

Let's choose the correct modal verb to complete the sentences.

1. You've been working all day. You be tired!
2. She come to the meeting tomorrow, but she's not sure yet.
3. I go to the gym later, but I haven't decided yet.
4. This be the right answer; it fits the clues perfectly.
5. You be joking! There's no way she would say something like that.

APPRAISAL

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

Why do you think is important to learn the indefinite pronouns?

How can you use the conditional questions? Give an example.

Write a sentence using a modal verb of certainty.



Fuente: <https://lc.cx/JgNzqn>

PRODUCTION

Let's make your own sentences using the following indefinite pronouns.

Somebody:

.....

Something:

.....

Anybody:

.....

No one:

.....

Everywhere:

.....

Let's make your sentences using the following modal verbs.

Must:

.....

Can't:

.....

May:

.....

Might:

.....

Could:

.....

APPROACH ON TRANSLATION.

PRÁCTICE

Activity

 Let's find the words in the word search.

K	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 oneself our ours ourselves she
theirs them themselves they we your yourself

 Let's write three sentences using the words you found in the word search.

.....

.....

.....

.....

1. Reflexive pronouns.

Reflexive pronouns are used when the subject and the object of a sentence are the same person or thing. They are used to refer back to the subject of the sentence and indicate that the action is being done by the subject to itself.



Fuente: <https://lc.cx/JgNzqn>

She wrote this letter by **herself**.



Fuente: <https://lc.cx/5OwukT>

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.

Uses and examples of the reflexive pronouns

1. **When the subject and the object are the same**, reflexive pronouns are used when the person doing the action and the person receiving the action are the same.

Examples:

- I cut myself. (subject: "I"; object: "myself"—the action is done to "me")
- She taught herself how to play the piano.



Fuente: <https://lc.cx/UQTCY7>

2. **For emphasis**, reflexive pronouns can be used to emphasize the subject of the sentence. This is also called the emphatic use of reflexive pronouns.

Examples:

- I'll do it myself. (emphasizing that I)



Fuente: <https://lc.cx/QkeuSo>

3. **Idiomatic Expressions**, reflexive pronouns are used in many idiomatic expressions, such as:

Examples:

- Help yourself to some coffee.
- Enjoy yourself at the party.
- Take care of yourself.



Fuente: Open IA, 2024



HOW THINGS ARE MADE?

✎ Let's fill in the blanks with the correct reflexive pronoun

1. I looked at in the mirror before leaving the house.
2. He hurt while playing soccer yesterday.
3. They enjoyed at the party last night. She prepared a nice breakfast this morning.
4. We should always take care of
5. Did you guys do the project by?
6. The dog chased around the yard for hours,
7. You should give more time to finish the assignment.
8. The children dressed for school today.
9. She taught how to play the violin.



Fuente: <https://lc.cx/QkeuSo>

✎ Let's choose the correct reflexive pronoun.

1. The students organized the event by himself / ourselves / themselves.
2. I accidentally spilled coffee on yourself / myself / itself.
3. He was talking to himself / herself / ourselves in the mirror.
4. Did you finish the homework by themselves / yourself / itself?
5. We bought ourselves / yourselves / himself a new car last week.



Fuente: <https://lc.cx/519pQ1>

✎ Some of these sentences are incorrect. Identify and correct them

1. He looked himself in the mirror before going out.
2. We need to remind ourselves to pack our bags.
3. She congratulated myself on finishing the project. The cat cleaned himself after eating.
4. They should be proud of yourself for winning the competition.



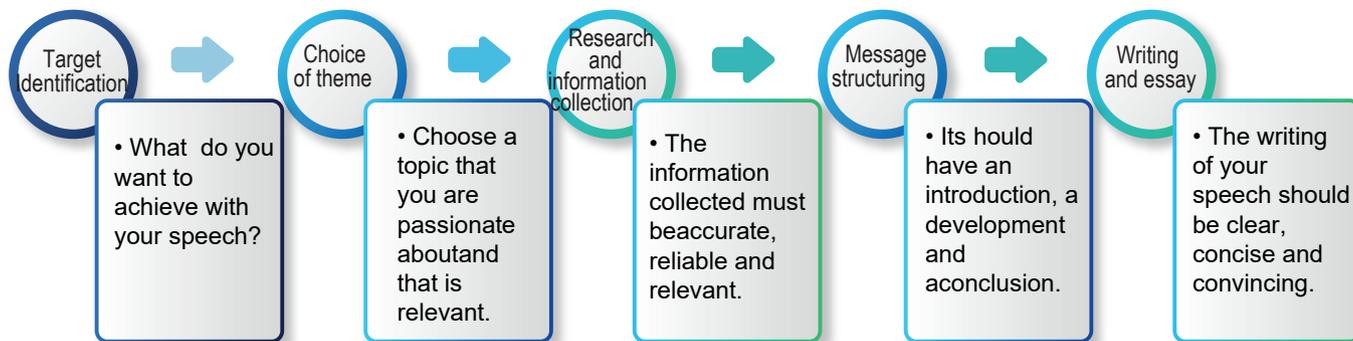
Fuente: <https://lc.cx/gTU7y>

✎ Let's rewrite the sentences using reflexive pronouns

1. She cleaned the house all by her.
.....
2. I can do this job without anyone's help.
.....
3. They built the house with their own hands.
.....
4. You need to introduce you to the new teacher.
.....

2. Speech: Prepare a dissertation.

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



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.

 **Let's read and practice the following conversation.**

Sofia: Hey Carlos, we need to prepare our speech about Bolivia. Where should we start?

Carlos: Let's start with a brief history, like our independence and the cultural mix. Then, we can talk about our diverse geography, like the Andes, Amazon, and Uyuni Salt Flats.

Sofia: Good idea! We should also mention our traditions, like Diablada dance and festivals like Carnaval de Oruro. Maybe include a short video?

Carlos: Definitely! And let's talk about our languages—Spanish, Quechua, and Aymara. We can finish with food like salteñas and pique macho.

Sofia: Perfect! We'll keep it simple and practice to stay within the time limit.

Carlos: Agreed. Let's meet this weekend to finalize everything and rehearse. We'll make it great!

Sofia: Sounds good! Bolivia has so much to show. Let's do our best!



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

Translate the following texts into Spanish and answer the comprehension questions.

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.

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Answer the questions.

What profession are we reading about?

Where does he work?

What does he do for work?

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Activity

Exercise 1: News Article translation

1. Choose a News Article: Select a short news article from a newspaper or online news source in your target language.
2. Read for comprehension: Read the article carefully to understand the main idea and key details.
3. Translate into your native language: Translate the article, paying attention to nuances and context. Try to convey the meaning as naturally as possible.
4. Compare translations: If possible, compare your translation with an official translated version of the article. Note any differences in word choice or phrasing.



Fuente: <https://lc.cx/57qoWI>

Activity

Exercise 2: Magazine Feature Analysis and Summary

- 1. Select a Magazine Feature:** Pick a feature article or interview from a magazine in the target language.
- 2. Identify key Points:** Identify the main argument or focus of the feature, and list the supporting points.
- 3. Write a Summary:** Write a brief summary of the article in your native language, covering the main idea and key points.

Activity

Exercise 3: Advertisement translation

- 1. Find Advertisements:** Look for advertisements in the target language.
- 2. Translate for impact:** Translate the ad's text, keeping in mind the cultural context and the intended emotional impact.
- 3. Create a Local Version:** Adapt the translated advertisement to make it more appealing or relevant to your native audience, modifying words, phrases, and references as necessary.

3. Target language



Let's read and translate the following reading about Christmas in Bolivia

Christmas in Bolivia is a festive celebration deeply rooted in both Catholic traditions and indigenous culture. The holiday season is marked by vibrant nativity scenes, called "pesebres," which are central to family gatherings. In many Bolivian towns, there are processions and masses, with the "Misa de Gallo" (Midnight Mass) on Christmas Eve being one of the most significant events. In rural areas, indigenous customs blend with Christian beliefs, incorporating traditional dances and offerings. Families come together to share meals that often include local dishes like picana, a spiced stew. The spirit of Christmas in Bolivia is a blend of faith, community, and cultural heritage.

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Activity



Let's write a paragraph about how you celebrate the Christmas day.

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4. How to write an essay?

THE ESSAY

An essay is a short piece of writing that explores, analyzes, or argues a particular subject or idea. It presents the author's perspective, backed by evidence, reasoning, and examples, while maintaining a structured and coherent format.

Essays are commonly used in academic, personal, and professional settings to communicate ideas, reflect on experiences, or persuade the reader on a particular issue.

Characteristics of an essay

1. Clear Purpose and Focus

- Thesis Statement: The essay should have a clear main idea or argument, usually presented in the thesis statement, which is often found at the end of the introduction.
- Focused Topic: Each essay should stay focused on the topic, avoiding unnecessary information that strays from the main argument.

2. Structured format

- Introduction: Introduces the topic, provides background information, and states the thesis.
- Body Paragraphs: Each paragraph addresses a single point supporting the thesis. Transitions between paragraphs ensure smooth flow.
- Conclusion: Summarizes the argument, reinforces the thesis, and may offer final thoughts or implications.

3. Logical flow and coherence

- Transitions: Good essays use linking words or phrases to ensure a logical progression between ideas.
- Coherence: The essay should be easy to follow, with each idea building upon the previous one to create a cohesive argument.

4. Evidence and support

- Examples and Data: To substantiate the argument, essays often include facts, statistics, quotes, and examples.
- Analysis: Beyond presenting evidence, an essay explains how the evidence supports the thesis.

5. Formal tone and style

- Academic Language: Essays typically use a formal tone, avoiding slang, casual language, or overly personal expressions (unless it's a personal essay).
- Objective Perspective: Even in opinion essays, arguments are supported by evidence and sound reasoning rather than just personal feelings.



<https://es.pinterest.com/pin/952229914949721034/>

6. Length a depth

- Essays vary in length but should be long enough to explore the topic in depth while remaining concise and to the point.
- Depth of Analysis: Essays often involve critical thinking and a deeper exploration of the subject rather than just surface-level information.

7. Personal insight (in Some Essays)

- Some types, like personal or reflective essays, include the writer's thoughts, experiences, and reflections, while maintaining a structure.

8. Conclusion and restatement of thesis

- The conclusion ties the essay together by summarizing the main points and reasserting the thesis in light of the evidence presented.

PARTS OF AN ESSAY

An essay typically consists of three main parts: Introduction, Body, and Conclusion. Each section serves a distinct purpose in shaping the argument or exploration of the topic. Here's a breakdown of each part:

1. Introduction

The introduction sets the stage for the essay, capturing the reader's interest and outlining the central argument or purpose.

- Hook: A compelling opening sentence that grabs the reader's attention. This could be a quote, question, statistic, or a thought-provoking statement.
- Background Information: Brief context or background on the topic to help the reader understand the focus of the essay.
- Thesis Statement: A concise statement that presents the main argument or claim of the essay. This is the core of the essay and will guide the content of the body paragraphs.
- Overview of Structure (Optional): A brief outline of what the reader can expect in the body of the essay.

2. Body paragraphs

The body forms the main content of the essay, where the thesis is developed and supported with evidence and examples. Each paragraph usually follows a similar structure:

- Topic Sentence: A sentence that introduces the main idea or point of the paragraph, connecting it to the thesis statement.
- Explanation and Analysis: Elaborates on the topic sentence by explaining why the point is relevant and how it relates to the thesis.
- Evidence: Concrete examples, data, quotes, or facts to support the point being made. This strengthens the argument and makes it credible.
- Linking Sentence: A sentence that connects the current paragraph to the next one or to the overall argument, ensuring a smooth flow of ideas.

Note: The number of body paragraphs depends on the length and complexity of the essay. For a standard essay, there are typically 3-5 body paragraphs.

3. Conclusion

The conclusion wraps up the essay by summarizing the main points and providing final thoughts. It should not introduce any new information.

- Restatement of Thesis: Reiterate the thesis statement in different words to reinforce the argument.
- Summary of Main Points: Briefly summarize the key arguments or points made in the body paragraphs.
- Closing Remarks: End with a final thought, insight, or call to action that leaves a lasting impression on the reader. This could also reflect the broader implications of the topic.



STEPS TO WRITE AN ESSAY

Writing an essay can be a structured process, and following clear steps can help produce a well-organized, coherent, and persuasive piece of writing. Here are the key steps to guide you through writing an effective essay:

1. Understand the assignment

- Clarify the Purpose: Determine what kind of essay you're writing (e.g., argumentative, descriptive, expository, or narrative).
- Understand the Requirements: Take note of the essay's length, structure, formatting, and any specific instructions provided by your teacher or professor.

2. Choose a topic

- Select a Topic: Pick a topic that interests you and fits the assignment. If the topic is assigned, ensure you understand it thoroughly.
- Narrow the Focus: Refine your topic to something specific that can be addressed effectively within the essay's length.

3. Research and gather information

- Conduct Research: Gather relevant information from credible sources such as books, articles, websites, and journals.
- Take Notes: Organize your research by taking notes and tracking key points, quotes, or examples that support your topic.
- Evaluate Sources: Make sure your sources are credible, especially if you're writing an academic essay. Avoid using unreliable sources.

4. Develop a thesis statement

- Craft a Thesis: The thesis is a concise statement that expresses the main argument or purpose of your essay.
- Make It Specific: Your thesis should clearly present your position or point of view on the topic and give the reader a roadmap of what to expect.
- Example: "Social media has transformed communication by fostering connectivity but also contributing to misinformation."

5. Create an outline

- Organize Ideas: Create an outline that organizes your main points in a logical order. This will serve as a blueprint for your essay.
- Structure: Divide your outline into the Introduction, Body Paragraphs, and Conclusion, with subpoints under each section.
- Example Outline:
 - Introduction: Hook, background, thesis statement.
 - Body Paragraph 1: Topic sentence, evidence, analysis.
 - Body Paragraph 2: Topic sentence, evidence, analysis.
 - Conclusion: Restate thesis, summarize points, final thoughts.

6. Write the First Draft

- Follow the outline: Use your outline to start writing your essay. Don't worry about perfection in the first draft; focus on getting your ideas down.
- Develop the body first: Some writers find it helpful to write the body paragraphs first and then go back to write the introduction and conclusion.
- Stay Focused: Stick to your thesis, and ensure each paragraph contributes to the overall argument or purpose of your essay.

7. Write the introduction

- Hook the reader: Start with an interesting statement, question, or fact to engage your reader.
- Provide background information: Give some context to help the reader understand the topic.
- State Your Thesis: End the introduction with your thesis statement, which should clearly state your main argument.

8. Write the body paragraphs

- Topic Sentences: Begin each paragraph with a topic sentence that introduces the main idea.
- Support with Evidence: Use facts, examples, quotes, or data to support your points.
- Analyze and Explain: Explain how the evidence connects to your thesis. Make sure each point builds your argument.

9. Write the conclusion

- Restate the Thesis: Summarize the argument you made in the essay by rephrasing your thesis statement.
- Summarize Key Points: Highlight the main points or findings of your essay.
- Closing Remarks: End with a strong final statement, thought-provoking question, or call to action.

10. Revise and edit

- Review Content: Reread your essay to ensure the argument is clear, coherent, and logical.
- Check Structure: Make sure your paragraphs flow smoothly and transition well between ideas.
- Improve Word Choice: Refine your language to make it more precise, varied, and engaging.
- Check for Consistency: Ensure the tone, style, and formatting are consistent throughout the essay.

11. Proofread

- Check Grammar and Spelling: Correct any errors in grammar, punctuation, and spelling.
- Read Aloud: Reading your essay aloud can help catch awkward phrasing or errors you might have missed.
- Get Feedback: Consider asking a friend, teacher, or peer to review your essay and provide feedback.

12. Finalize and Submit

- Make Final Adjustments: Incorporate any final feedback and ensure your essay meets all assignment requirements.
- Format the Essay: Ensure it is properly formatted according to the guidelines (e.g., MLA, APA, etc.).
- Submit: Once satisfied with your work, submit your essay on time.

APPRAISAL



Fuente: https://lc.cx/MD25_P

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

What did you learn this trimester?

Do you like to translate English texts into your native language?

What are the parts of an essay?

PRODUCTION



Let's choose a topic about a city of our country and write an essay following the steps. Write here a brief summary of you essay

Title:

Introduction

.....

Body

.....

Conclusion

.....

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