



ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

3

SECUNDARIA

TEXTOS DE APRENDIZAJE 2023 - 2024



SECUNDARIA COMUNITARIA PRODUCTIVA
ÁREA

LENGUA EXTRANJERA

SUBSISTEMA DE EDUCACIÓN REGULAR



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

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

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

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

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

Edgar Pary Chambi
MINISTRO DE EDUCACIÓN

CONOCE TU TEXTO

En la organización de los contenidos encontraremos la siguiente iconografía:



Glosario

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

Glosario

Investiga

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



Investiga



¿Sabías que...?

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

¿Sabías que...?

Noticiencia

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



Noticiencia



Escanea el QR



Para ampliar el contenido

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

Aprende haciendo

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



Aprende haciendo



Desafío

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

Desafío

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



¡Taller de Ortografía!



¡Taller de Caligrafía!



¡Razonamiento Verbal!

3

SECUNDARIA

ÁREA

LENGUA EXTRANJERA





LIFE STORIES



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

CONVERSATION

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

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

Marcos: WERE you alone?

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

Marcos: wow, I think that's nice.

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

Marcos: Oh! That sounds great!



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

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

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

1.3. YES/NO questions

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

1. Who was the president of Bolivia in 1967?
2. Was Adela Zamudio a poet in Bolivia?
3. Who was a famous writer in Bolivia?

1.4. Past time expressions

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

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

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

I Was in Cochabamba last spring.

We at school last Saturday.

Matilde at home yesterday.

He happy.

Roberto and Luis Marco's friends.

You very busy on Friday.

They in front of the supermarket.

I in the museum.

She in Santa Cruz last month.

Gisel and Mabel late for school.

TIME EXPRESSIONS

LAST

- Night
- Saturday
- Week
- Month
- Year

YESTERDAY

- Morning
- Afternoon
- Evening

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

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



¡REALICEMOS LA VALORACIÓN!

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



¡ES HORA DE LA PRODUCCIÓN!

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

were were was were were were was was was was

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

TALKING ABOUT FAMOUS PEOPLE



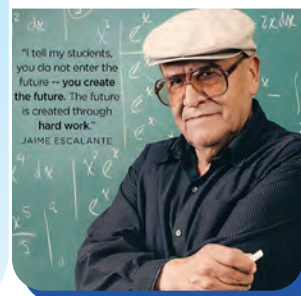
¡INICIEMOS DESDE LA PRÁCTICA!

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

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

- Jaime Escalante
- Teacher

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



- Marcelo Martins Moreno
- Soccer player

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

- Adela Zamudio
- Poet

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



- Domitila Barrios de Chungara
- Labor leader

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

- Luzmila Carpio
- Singer

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



- Simón Iturri Patiño
- Businessman

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

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

NAME		NATIONALITY	
BIRTHDAY:		GOAL	
OCCUPATION:		OTHER	



¡CONTINUAMOS CON LA TEORÍA!

2.2. Adjectives that describe people

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

quiet reliable
ruthless kind hesitant
modest patient
generous neat
naughty
easy_going lazy
absent



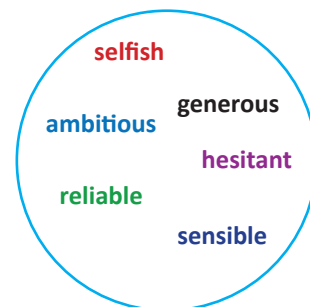
cheerful brave selfish
greedy
possessive witty
clumsy boastful sensible
jealous touchy
minded

POSITIVE

NEGATIVE

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

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



2.3. Irregular verbs

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

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



¡REALICEMOS LA VALORACIÓN!

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



¡ES HORA DE LA PRODUCCIÓN!

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

WHEN WERE YOU BORN? WHERE WERE YOU YESTERDAY?



¡INICIEMOS DESDE LA PRÁCTICA!

3.1. Past time expressions

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

Yesterday

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

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

PAST TIME EXPRESSIONS

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

TRUE OR FALSE

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

When were you born?



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



I played basketball with my friends _____

- a) last weekend
- b) at weekends
- c) today
- d) tomorrow



Pamela and Harry went to a nice restaurant _____

- a) twice a day
- b) at weekends
- c) yesterday
- d) tomorrow



The clerk hasn't slept _____ because he has lot of work.

- a) 24 hours ago
- b) 24 hours later
- c) for 24 hours
- d) since 24 hours



My uncle saw a doctor at the city hospital _____.

- last 5 years
- 5 years later
- 5 years ago
- for 5 years



The tourist saw an antique statue _____

- a) right now
- b) Tuesday
- c) tomorrow
- d) two hours ago



¡CONTINUAMOS CON LA TEORÍA!

3.2. Transitive phrasal verbs

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

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

carried out
Held up
called off
look into
back up

3.3. Prepositions of time and place

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



PREPOSITIONS OF TIME AND PLACE

AT	ON	IN
We use "at" to express a precise Time. <ul style="list-style-type: none"> - at 5 o'clock - at 11:30 pm - at lunchtime - at the moment - at midnight - at sunrise - at sunset 	We use "on" before days and dates. <ul style="list-style-type: none"> - on Friday - on Mondays - on 4 July - on 17 March 1966 on Children's Day - on his birthday on Mother's Day 	We use "in" before months, years, centuries and long period of time. <ul style="list-style-type: none"> - in November - in winter - in 2001 - in the 20th century - in Stone Age



Noticiencia

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

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

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



¡REALICEMOS LA VALORACIÓN!

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

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



¡ES HORA DE LA PRODUCCIÓN!

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

START 	When did you last watch a film? What was it about?	When did you last go shopping? What did you buy?	Talk about a party you went to . When did you go?
When did you last make an important decision?	TIME EXPRESSIONS Talk about the topics in the boxes. Use time expressions with the correct prepositions:		Talk about what you did yesterday . Use time expressions!
When did you last cook a three course meal? Who did you cook it for?	<div style="border: 1px solid black; padding: 5px;"> IN 1970 the evening April summer the 1960s </div>		When was your best friend born ? When did you meet ?
When did you last play a sport ? What kind of sport did you play?	<div style="border: 1px solid black; padding: 5px;"> AT six o'clock the weekend noon night </div>		When was the last time you were really excited ? Why ?
When did you last make someone angry? Why?	<div style="border: 1px solid black; padding: 5px;"> ON 18 January Saturday Friday morning Sunday night </div>		When is your birthday ?
When did you last have a good time ?	<div style="border: 1px solid black; padding: 5px;"> YESTERDAY morning afternoon evening </div>		When did you go out the most ? (decade)
When did you last get a present ? What did you get?	<div style="border: 1px solid black; padding: 5px;"> LAST night winter year week </div>		When did you last have a holiday ? Where did you go ?
Talk about what you did last week . Use time expressions	<div style="border: 1px solid black; padding: 5px;"> AGO two weeks a few days a long time a year </div>		START
When did you last use a computer?	When do you usually go on holidays?		

REDACCIÓN DESCRIPTIVA DE SUCESOS PASADOS TALKING ABOUT VACATION



¡INICIEMOS DESDE LA PRÁCTICA!

How was your last vacation?

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



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



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



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



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



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



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



¡CONTINUAMOS CON LA TEORÍA!

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

Use of past simple

To talk about completed actions in the past.

Ex.: I finished my homework.

Key words
Yesterday; years, weeks, months, days, hours ago;
in (past year); last (month, week, year)

The past tense of the verb to be is was or were.
I / he / she / it => was
We / you / they => were

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

Put the words in the correct order

a) WENT – morning – I – to – school – yesterday.

b) TV – a – new – BOUGHT – sister – yesterday – My.

c) game – WATCHED – the – soccer – Cesar – Adriel – and.

Change these sentences in affirmative, negative or interrogative form.

Juan José brushed his teeth after lunch.

(Neg) _____

(Int) _____

Carmen and Stely didn't play soccer yesterday.

(Aff) _____

(Int) _____

**Noticiencia**

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



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

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

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

/t/

Verbos que terminan en sonido sordo
(p- f-k-ss-sh-ch-th-c-x)

Helped, looked, washed, watched, breathed,
kissed, danced, fixed

/d/

Verbos que terminan en
(b-g-l-m-n-r-v-z - y-s vocal)

damaged, called, cleaned, offered, loved,
amazed, enjoyed, followed, used.

/id/

Verbos que terminen en
"ted" o "ded"

wanted, visited, needed, wanted, started.

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

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

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

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

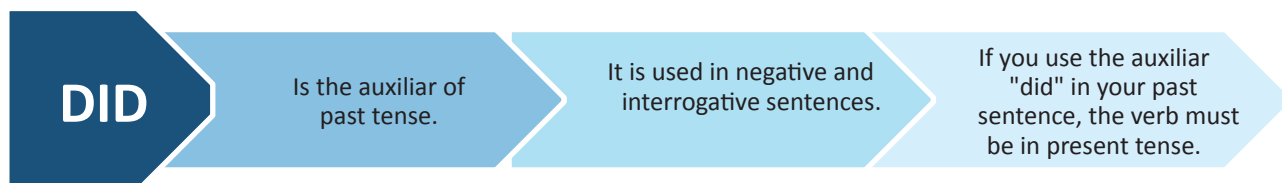
Let's write the Past Simple form of the following verbs. (Escribamos el Pasado Simple de los siguientes verbos)

be _____
can _____
give _____
meet _____

find _____ found _____
wear _____
do _____
see _____

hit _____
teach _____
tell _____

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



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

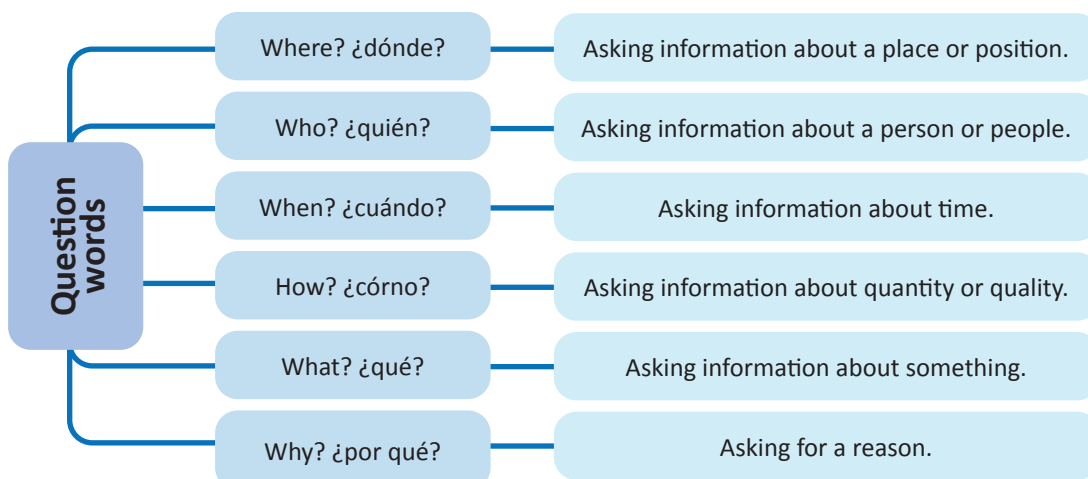
Did he enjoy the lunch?
Did you close the door?
Did we dance at school?
Did they watch the game?
Did your friend sing yesterday?

Short Answers

Yes, + subject + did -Se traduce como: "SI" Example: Yes, I did.

No, + subject + didn't -Se traduce como: "NO" Example: No, I didn't.

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

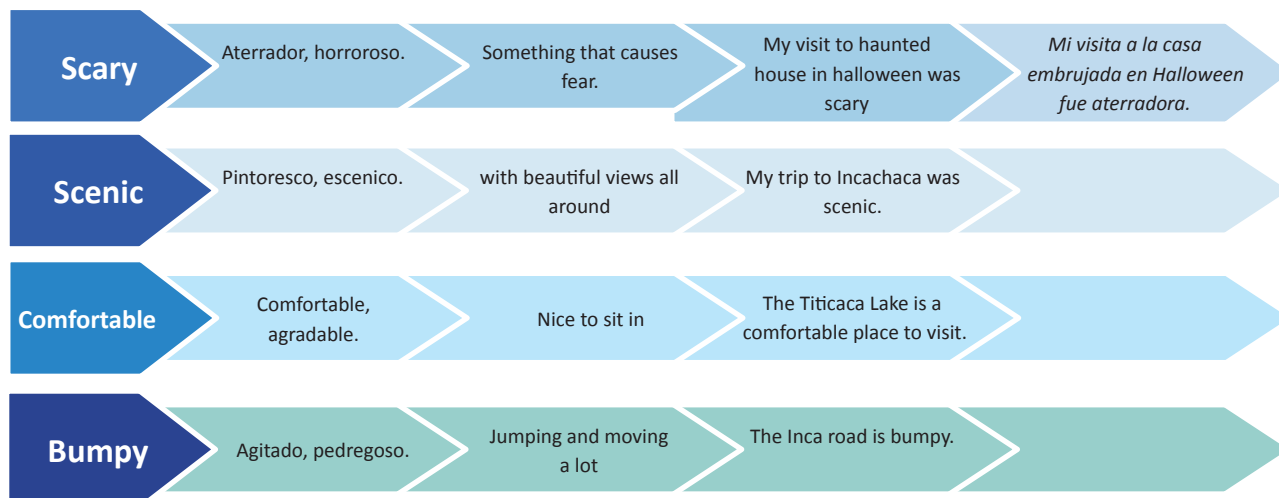


Let's answer these questions in our notebook. (Respondemos estas preguntas en nuestro cuaderno)

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

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

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



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

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

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



¡REALICEMOS LA VALORACIÓN!

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

.....

.....



¡ES HORA DE LA PRODUCCIÓN!

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

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

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

ABILITIES AND POSSIBILITIES (habilidades y posibilidades)



¡INICIEMOS DESDE LA PRÁCTICA!

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

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



¡CONTINUAMOS CON LA TEORÍA!

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

WOMEN'S RIGHTS EVOLUTION IN BOLIVIA



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

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

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

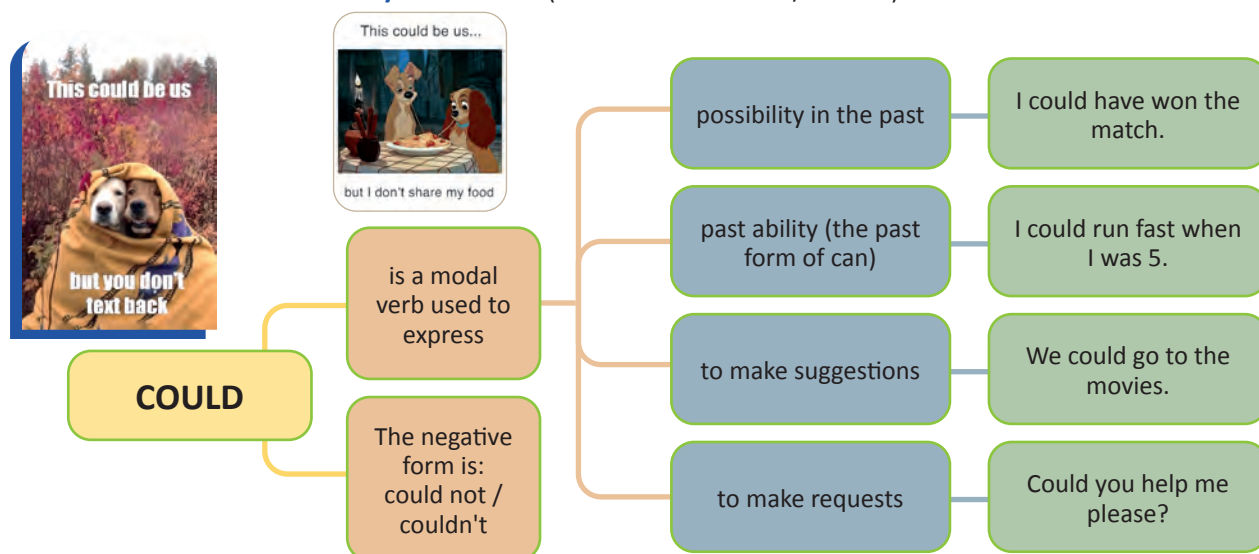
- Woman can also have family allowances (prenatal, breastfeeding, birth and burial allowances)
- Woman can't be removed from work for pregnancy until the child reaches one (1) year of age
- Women have the right to holidays in Mother's Day, Bolivian woman, health checks, as well as permission for accidents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

Circle true or false about the reading.

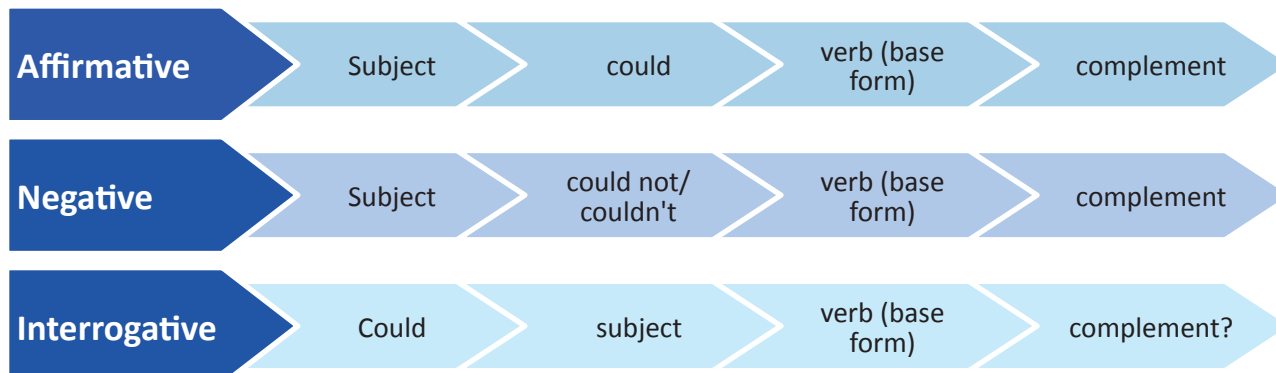
1. Women could study at university in the 19th century.
2. A woman can't work now.
3. Women can have family allowances.
4. In 19th century women couldn't vote.
5. Women could vote in the president's election in 1945.

T	F
T	F
T	F
T	F
T	F

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



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



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

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



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

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

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

3. Vocabulary. (Vocabulario)

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

Be quiet =
Stand up =
Sit down =
Ask =

Look at =
Read =
Raise your hand =
Choose =

Think of =
Say/speak =
Point at =
Sing =



¡REALICEMOS LA VALORACIÓN!

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

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



¡ES HORA DE LA PRODUCCIÓN!

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

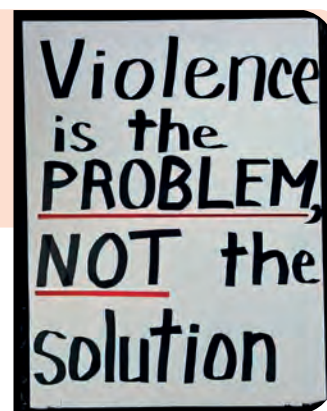
(Hagamos un cuadro y mensajes sobre diez cosas que puedes hacer para prevenir la violencia en tu comunidad escolar)

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

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

Examples:

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



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



¡INICIEMOS DESDE LA PRÁCTICA!



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

What was happening on May 25th in 1809?

.....

.....

.....

.....

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



What was happening on September 14th, 1810?

.....

.....

.....



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

What was happening the 27th of May in 1812 in Cochabamba?

.....

.....

.....

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



What was the role of women during these events?

.....

.....

.....



¡CONTINUAMOS CON LA TEORÍA!

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

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

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

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

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

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

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

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

AFFIRMATIVE			
We - you - they	were	verb + ing	complement

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

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

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



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

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Remember the "ing" rules



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

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

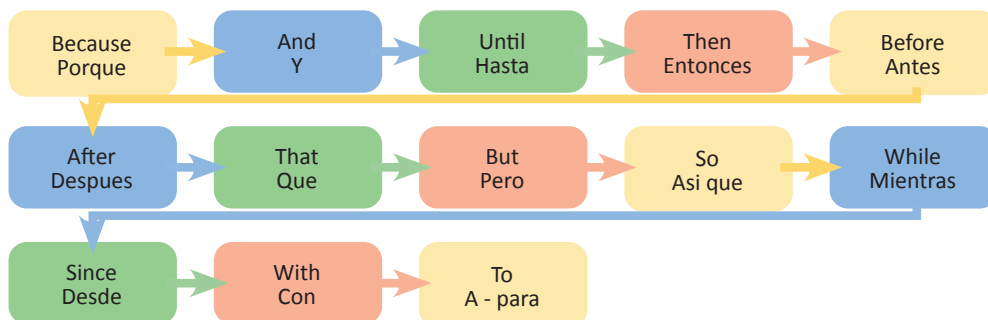
Let's make questions in past continuous using "was" or "were" and the verb in the "ING" form. (Hagamos preguntas en pasado continuo usando "Was" o "Were" y el verbo con "ING")

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

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



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



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



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

1.4. Creating a podcast. (Creando un Podcast)

Let's complete the vocabulary box.

(Completemos el cuadro de vocabulario)

VOCABULARY

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

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

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

PODCAST PLANNER	
Title : _____	Date Recorded: ____/____/____ Date Published: ____/____/____ Episode #: _____ Episode length: _____ min
Guest : _____	
Topic : _____	
Recording checklist <input type="checkbox"/> Guest intro and Greetings <input type="checkbox"/> Intro to the topic <input type="checkbox"/> Topic 1 <input type="checkbox"/> Topic 2 <input type="checkbox"/> _____	
Editing checklist <input type="checkbox"/> Remove audio distractions <input type="checkbox"/> Music <input type="checkbox"/> Ads <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Publishing Checklist <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Intro _____ _____ Topic 1 _____ _____ Topic 2 _____ _____ Other _____ _____ Notes _____ _____ _____	

1.5. Pronunciation tips. (Consejos de pronunciación)

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

oo = u Good	ee = i Tree	ir = er First
aw = o Law	ph = f Photo	ou = au Mouse
ay = ei Say	ea = i Ear	th = d This

Couch	Draw
Loud	Sleep
Look	Week
Foot	Stay
Phone	Okey
Pharmacy	Tea
Saw	Sea
Third	That
Bird	Those



¡REALICEMOS LA VALORACIÓN!

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

What Were You Doing When...?

Argentina won the world cup?

Bolivia was in quarantine due to Covid 19?

Your school was celebrating its last anniversary?



¡ES HORA DE LA PRODUCCIÓN!

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

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

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

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



FAMILY ACTIVITIES



¡INICIEMOS DESDE LA PRÁCTICA!

Tick the activities you do with your family.

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

May 15th
International Day of Families



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



¡CONTINUAMOS CON LA TEORÍA!

2.1. Reading: The Family through time.

(Lectura: La Familia a través del tiempo)

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



Nuclear families
familia nuclear



Childless families



Single-parent families



Grandparent families



Extended families

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



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

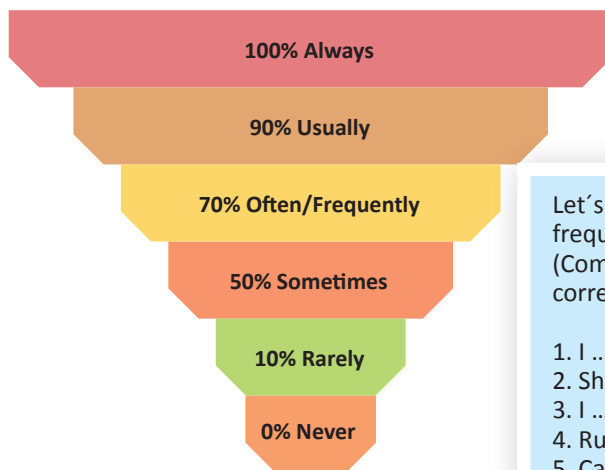
1. Abrigo = Coat
2. Blusa = Blouse
3. Botas = Boots
4. Camisa = Shirt
5. Chaleco = Vest

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

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



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



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

I always go to the doctor.



Let's complete the sentences with the correct adverb of frequency.

(Completemos las oraciones con el adverbio de frecuencia correcto)

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

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



When can refer to actions that take place at the same time or an action that immediately follows another

While can refer to actions or situations that take place at the same time

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

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

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

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

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

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



¡REALICEMOS LA VALORACIÓN!

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

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



¡ES HORA DE LA PRODUCCIÓN!

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



MY CLOTHES

.....

.....

.....

.....

.....







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