



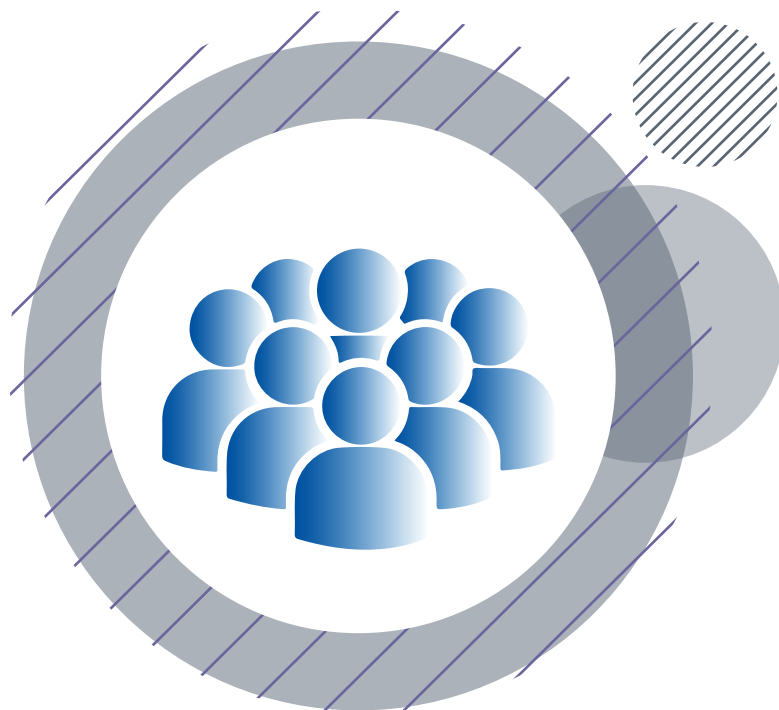
ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

1

SECUNDARIA

TEXTOS DE APRENDIZAJE 2023 - 2024



SECUNDARIA COMUNITARIA PRODUCTIVA
ÁREA

LENGUA EXTRANJERA

SUBSISTEMA DE EDUCACIÓN REGULAR



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

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COMUNIDAD Y SOCIEDAD



Lengua Extranjera

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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!

1

SECUNDARIA

ÁREA

LENGUA EXTRANJERA





COMUNIDAD Y SOCIEDAD

Lengua Extranjera

COMMUNITY AND CULTURAL DIVERSITY

LA COMUNIDAD Y DIVERSIDAD CULTURAL



¡INICIEMOS DESDE LA PRÁCTICA!

Greetings and farewells (formal and informal)

Personal information

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



Escanea el QR



Diccionario: inglés - español



¡CONTINUAMOS CON LA TEORÍA!

1. My personal information. (Mi información personal)

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

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

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

2. Personal pronouns. (Pronombres personales)

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

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

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

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



He



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

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

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

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

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

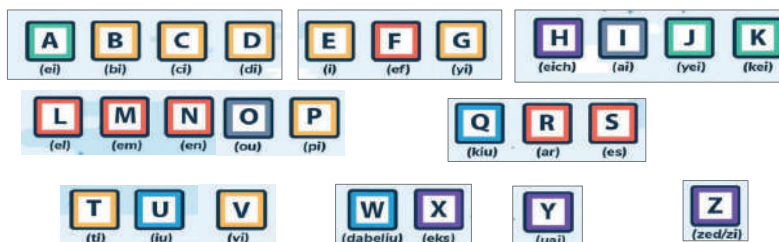
Let's sing the alphabeth song. (Cantamos la canción del alfabeto)



Escanea el QR



The ABC'S song



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

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

Example:

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

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

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



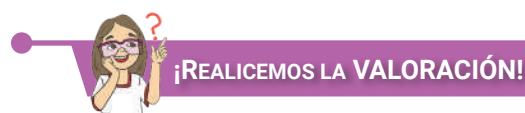
5. Question words: what – who – how old – where. (Palabras de pregunta: ¿Qué? – ¿Quién? – ¿Cuántos años? – ¿Dónde?)

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

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

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

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



¡REALICEMOS LA VALORACIÓN!

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

What? Where? Who? How old?



¡ES HORA DE LA PRODUCCIÓN!

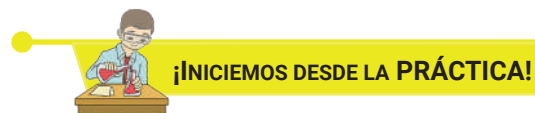
Let's practice this conversation in the class to complete your phone book. (Practicamos esta conversación en la clase para completar tu agenda telefónica)

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



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

MY FRIENDS



¡INICIEMOS DESDE LA PRÁCTICA!

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

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

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



¡CONTINUEMOS CON LA TEORÍA!

— 1. Verb “TO BE”: Affirmative and negative (long and short forms)

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

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

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

1. We _____ are _____ friends.
2. My family _____ small.
3. Jenny _____ my sister.



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

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

— 2. Possessive adjectives. (Adjetivos posesivos)

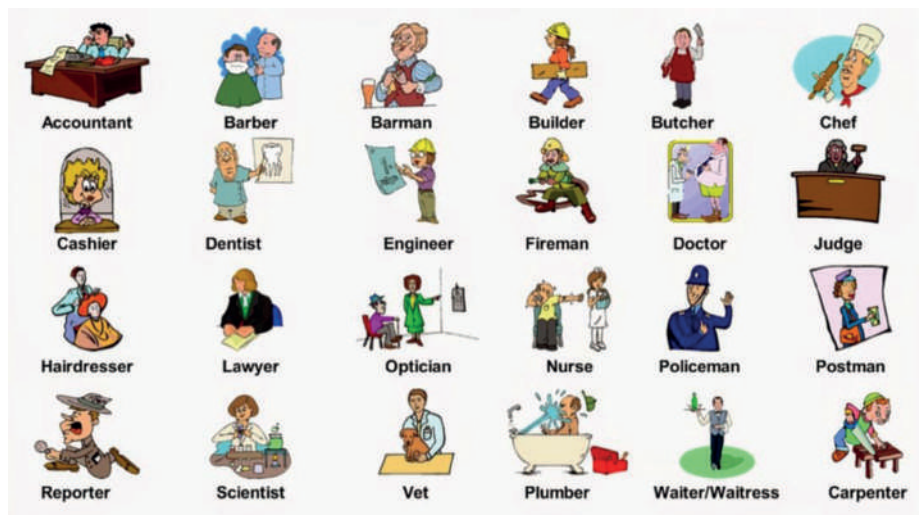
I	HE	SHE	IT	WE	YOU	THEY
MY	HIS	HER	ITS	OUR	YOUR	THEIR
mi	Su	su	su	Nuestro/a	tu su de ustedes	Su de ellos/ellas

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

1. I am Carmen. _____ **my** _____ hometown is Oruro.
2. She is a teacher. _____ students are good.
3. My father is at work. _____ name is Eddy.

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

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



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

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



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

* **BUILDER** * **DELIVERER** * **FARMER** * **STUDENT** * **TEACHER**

4. Countries and nationalities. (Países y nacionalidades)

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

Japan
Bolivia

Peru
Japanese

Mexico
Bolivian

France
Mexican

USA

French

Peruvian
American



Country:
Nationality:



Country:
Nationality:



Country:
Nationality:



Country:
Nationality:



Country:
Nationality:



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



¡REALICEMOS LA VALORACIÓN!

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



¡ES HORA DE LA PRODUCCIÓN!

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

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

MY SCHOOL



¡INICIEMOS DESDE LA PRÁCTICA!

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



¡CONTINUAMOS CON LA TEORÍA!

— 1. Class supplies. (Elementos de la clase)

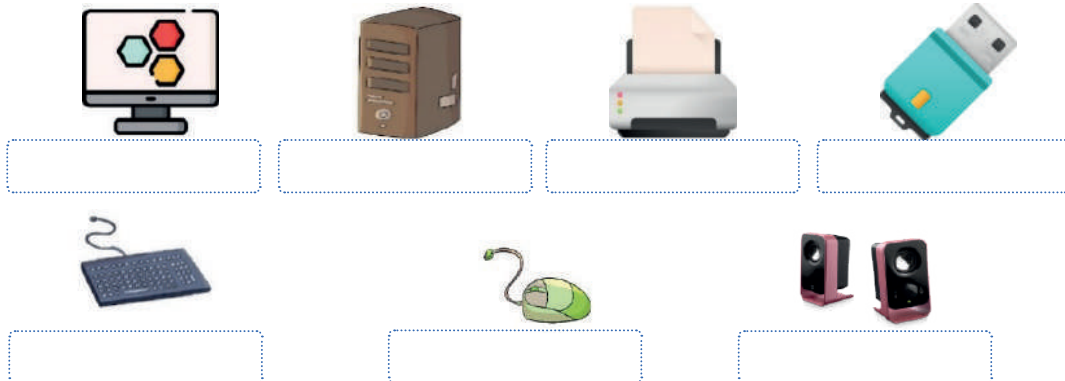
Let's practice the correct pronunciation of the class supplies. (Practicamos la pronunciación correcta de los útiles de clase)



— 2. Parts of the computer

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

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



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

DEFINITE ARTICLE

It is used with singular and plural nouns.

THE = EL - LA - LOS - LAS

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

INDEFINITE ARTICLE A/AN

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

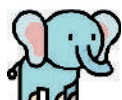
- A car = un Carro
- A computer = una computadora

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

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

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













4. Demonstratives. (Demostrativos)

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

DEMONSTRATIVE PRONOUN		
	Singular	Plural
Near	THIS  This is my schoolbag.	THESE  These are my pencils.
	THAT  That is my ruler.	THOSE  Those are my books.

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



¡REALICEMOS LA VALORACIÓN!

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



¡ES HORA DE LA PRODUCCIÓN!

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

Example:

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

MY FAMILY IN COMMUNITY. (MI FAMILIA EN COMUNIDAD)



¡INICIEMOS DESDE LA PRÁCTICA!

Number Challenge

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

Picture 1.



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

Picture 2.



Now complete according the picture.

- a) There are four people in the marker.
- b) There are _____ boxes of fruits.
- c) There are _____ sacks of cereals.
- d) How many fruits do you eat each day?



¡CONTINUEMOS CON LA TEORÍA!

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

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

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

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

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

Hi. What is your name?

My name is Daniel. What is your cellphone number?

What is your identity card?

Thanks. See you tomorrow.

Hello, my name is Isabel. And you?

It is 7-656-4890.

It is 4800340 LP.

See you, Daniel.

3. Pronunciation Tips

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

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



¡REALICEMOS LA VALORACIÓN!

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



¡ES HORA DE LA PRODUCCIÓN!

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

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

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

MY FAMILY



¡INICIEMOS DESDE LA PRÁCTICA!

1. Family Tree and Possessive Nouns

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

1



4



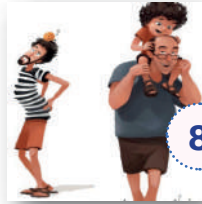
5



3



2



8



7

6

Match:

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



Glosario

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



Investiga

Possessives adjectives

My – Your- His – Her- Their
- Your



¡CONTINUAMOS CON LA TEORÍA!

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

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

Possessive nouns

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

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

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



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

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

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

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

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

+	-	?
I am	I am not	am I ?
You are	You are not	are You?
He is	He is not	is He ?
She is	She is not	is She ?
It is	It is not	is It ?
We are	We are not	are We?
You are	You are not	are You?
They are	They are not	are They?



Glosario

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

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

am

is

are

➔

1. I ___am___ fine.
2. He ___sad.
3. She ___angry.
4. You ___tired.
5. We ___happy:
6. They ___hungry.

3. Phrasal verbs with look

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

EXAMPLES WITH LOOK

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

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

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

Thin Fat Tall Violent Short Old Angry Fast Happy Slow























¡REALICEMOS LA VALORACIÓN!

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



¡ES HORA DE LA PRODUCCIÓN!

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

TYPICAL CLOTHES



¡INICIEMOS DESDE LA PRÁCTICA!

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

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



¡CONTINUAMOS CON LA TEORÍA!

1. Clothes and colors

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



Black

Pink

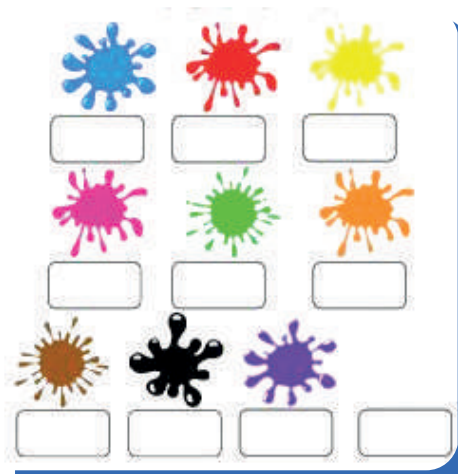
Orange

Green

Blue

Yellow

Red



2. Possessive pronouns

I
YOU
HE
SHE
IT
WE
THEY

MINE
YOURS
HIS
HERS
ITS
OURS
THEIRS

Let's practice these sentences, then complete the chart. (Practicemos estas oraciones, luego completamos el cuadro).

- This is my laptop. It's mine.
- These rulers are mine, not yours.
- This is sister's book. It's hers.
- Martha gives her camera for his.

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

3. Adjectives: big, small, etc.

Let's match the opposites. Emparejemos los opuestos.

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



Glosario

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

4. Imperatives (affirmative and negative sentences)

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



¡REALICEMOS LA VALORACIÓN!

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



¡ES HORA DE LA PRODUCCIÓN!

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

TYPICAL CLOTHES FROM MY REGION

The tipoy is one of the typical clothes of my region, it is a full colored dress, we use it for special parties, for example local celebrations, national parades or anniversaries of my region.

We are proud of our typical clothes; we respect it and we love it. What about you?



THE LANGUAGE AS A WAY OF EXPRESSION OF OUR COMMUNITY

(EL LENGUAJE COMO MEDIO DE EXPRESIÓN DE NUESTRA COMUNIDAD)



¡INICIEMOS DESDE LA PRÁCTICA!

My community. (Mi comunidad)

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



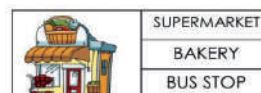
¡CONTINUEMOS CON LA TEORÍA!

1. Places around us (Lugares a nuestro alrededor)

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



THEATER
HOSPITAL
PARK



SUPERMARKET
BAKERY
BUS STOP



SCHOOL
LIBRARY
RESTAURANT



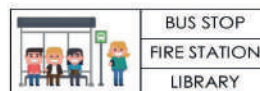
FIRE STATION
MUSEUM
BANK



MUSEUM
BANK
SUPERMARKET



PARK
BUS STOP
SCHOOL



BUS STOP
FIRE STATION
LIBRARY



HOSPITAL
PARK
FIRE STATION



BAKERY
MUSEUM
HOSPITAL

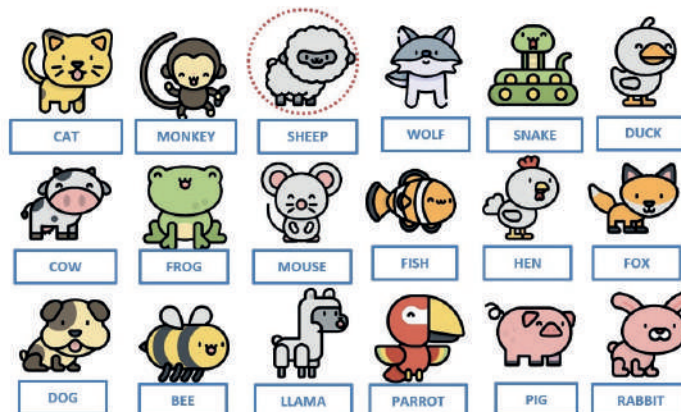


LIBRARY
SUPERMARKET
THEATER

2. Animals of my town

Let's look at all the animals in chart then choose the animals that live in your community with a circle.

(Miremos todos los animales en el cuadro y luego elija los animales que viven en su comunidad con un círculo)

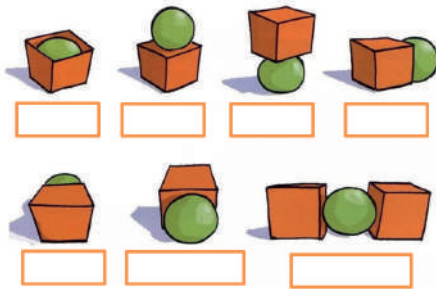


Let's classify according previous picture these animals in the box. (Clasifiquemos según la imagen anterior estos animales en el recuadro)

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

3. Prepositions of place:

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



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



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

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

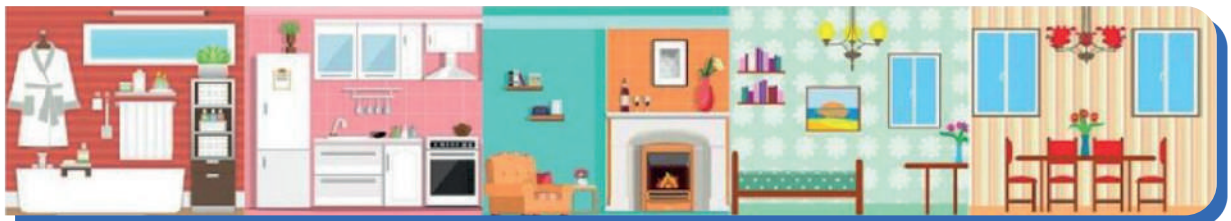
Let's write five sentences in our notebook about what objects are in the house. (Escribamos cinco oraciones en nuestro cuaderno sobre qué objetos hay en la casa)

5. My House

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



¡REALICEMOS LA VALORACIÓN!



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





¡ES HORA DE LA PRODUCCIÓN!

Let's draw the places of your community and make sentences using prepositions of place, the vocabulary, there is and there are.

For example: There is a bank in front of the cinema.

DAILY ACTIVITIES



¡INICIEMOS DESDE LA PRÁCTICA!

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

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

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



¡CONTINUAMOS CON LA TEORÍA!

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

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

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

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

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

1	My father plays soccer
2	
3	
4	

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



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

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



— 4. Verbs and short sentences to prevent violence

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

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

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



¡REALICEMOS LA VALORACIÓN!

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

• Get up at 7 or 8 in the morning. • Don't have an alarm. • Make an own schedule. • Drink a glass of water or milk. • Have a coffee. • Read the news or a book. • Listen to actual music. • Have breakfast. • Do homework. • Clean my bedroom • Help with housework • Study math.	MY DAILY ROUTINE (MI RUTINA DIARIA)
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¡ES HORA DE LA PRODUCCIÓN!

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

PHYSICAL ABUSE

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



3. English songs

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

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

REDUCE, REUSE, RECYCLE

Reduce, reuse, recycle. It's very easy to do.

It's simple to remember. Recycle what you use!

Separate glass and paper. Separate plastic and tin.

Then put them in their places, in the recycling bin!

plastic with plastic, paper with paper, tin with tin and glass with glass.

Reduce, reuse, recycle. It's very easy to do.

It's simple to remember. Recycle what you use!

Separate glass and paper. Separate, plastic and tin

Then put them in their places, in the recycling bin!

good for you.







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