



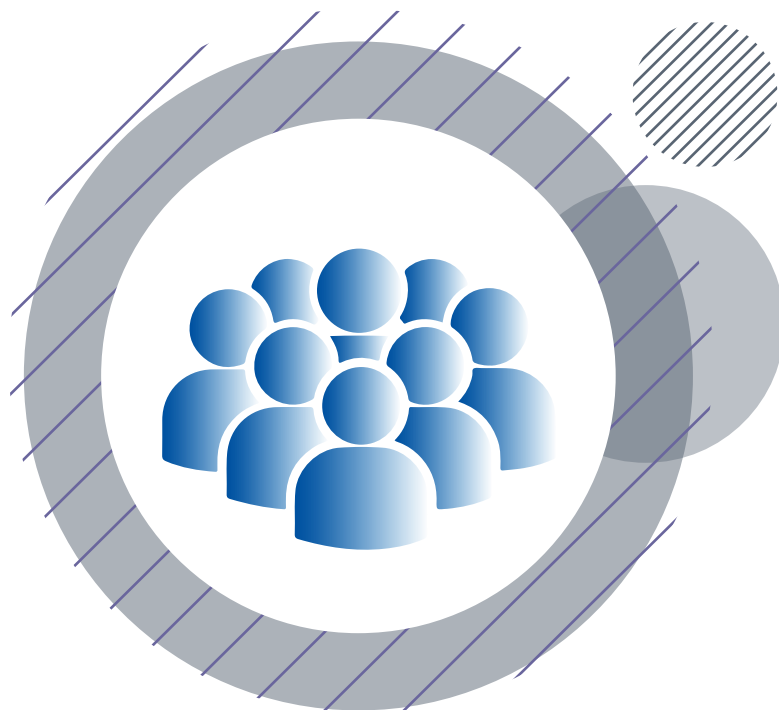
ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

4

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!

4

SECUNDARIA

ÁREA

LENGUA EXTRANJERA





COMUNIDAD Y SOCIEDAD

Lengua Extranjera



¡INICIEMOS DESDE LA PRÁCTICA!

EDUCATIVE AND SOCIAL CONTEXT

Anniversary at school

1. What activities do you do every day?

Every day I get up at 6:00. I take a shower. I get dressed, I have a breakfast. Then I go to school and I have different classes until 12:00. After that I come back home. I have a lunch and I do my homework in the afternoons. And at evening, I chat with my friends or I play videogames in my cellphone for one hour then I go to sleep because I have to get up early. I do all these things in a week.

Answer the questions

1. At what time do you get up?
3. What do you do in the school?

2. Do you go to school?
4. Do you chat with your Friends?



¡CONTINUAMOS CON LA TEORÍA!

We use the simple present tense for things that are true in general, or for things that happen sometimes or all the time about everyday activities.

Let's see the following chart and analyse the structure of present

POSITIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS	
I play.	I do not play. I don't play.	Do I play?	Yes, I do.	No, I do not. No, I don't.
You play.	You do not play. You don't play.	Do you play?	Yes, you do.	No, you do not. No, you don't.
He/She/ It plays.	He/She/ It does not play. He/She/ It doesn't play.	Does he/she/ it play?	Yes, he/she/ it does.	No, he/she/ it does not. No, he/she/ it doesn't.
We play.	We do not play. We don't play.	Do we play?	Yes, we do.	No, we do not. No, we don't.
They play.	They do not play. They don't play.	Do they play?	Yes, they do.	No, they do not. No, they don't.

1.1. Activities that take place in the school. (Actividades que tienen lugar en la escuela)

SIMPLE PAST			
POSITIVE	NEGATIVE	QUESTIONS	SHORT ANSWERS
I played	I didn't play	Did I play?	Yes, I did / No, I didn't
You played	You didn't play	Did you play?	Yes, you did / No, you didn't
He/She/It played	He/She/It didn't play	Did he/she/it play?	Yes, he/she/it did/ No, he/she/it didn't
We played	We didn't play	Did we play?	Yes, we did / No, we didn't
They played	They didn't play	Did they play?	Yes, they did / No, I didn't

			
Mother's day	Father's day	Children's day	Teacher's day

1.2. Future tense: Will affirmative, negative and interrogative form. (Tiempo futuro: Will afirmativo, negativo e interrogativo)

AFFIRMATIVE	NEGATIVE	INTERROGATIVE	SHORT ANSWER
I will buy a car	I won't buy a car	Will I buy a car?	Yes, I will
You will buy a car	You won't buy a car	Will you buy a car?	Yes, you will
He will buy a car	He won't buy a car	Will he buy a car?	No, he won't
She will buy a car	She won't buy a car	Will she buy a car?	No, she won't
It will buy a car	It won't buy a car	Will it buy a car?	No, it won't
We will buy a car	We won't buy a car	Will we buy a car?	Yes, we will
You will buy a car	You won't buy a car	Will you buy a car?	Yes, you will
They will buy a car	They won't buy a car	Will they buy a car?	Yes, they will

Future will expresses a spontaneous decision, an assumption with regard to the future or an action in the future that cannot be influenced.

1.3. Future time expressions. (Expresiones en tiempo futuro)

next week / month / year / April, June, etc.

- There will be plenty of snow in the mountains **next month**.
- They are going to make a large investment in research and development **next June**

in + year / month

- Peter will find out **in March**.
- Jane is going to leave for Miami **in January**.

on + day of the week

- It will rain **on Saturday**. I just know it!
- They are going to celebrate their anniversary **on Saturday**.

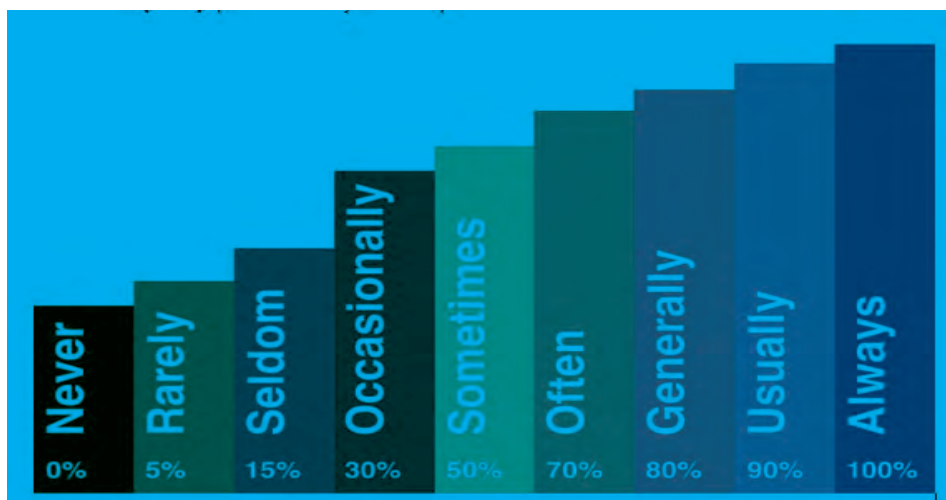
tomorrow / tomorrow afternoon / tomorrow evening / tomorrow morning / tomorrow night / the day after tomorrow

- We will know the answer **tomorrow**.
- Henry is going to make his decision **the day after tomorrow**.

in + period of time + (time)

- The senate will probably decide **in three weeks time**.
- Sam is going to study Russian at college **in four months**.

1. He play soccer. **(Affirmative)**
2. We go to the school. **(Negative)**
3. they eat Majadito? Yes, they will. / No, they won't. **(Interrogative)**



POSITIVE	SUBJECT	FREQUENCY ADVERBS	VERB	He often cooks pasta.
QUESTION	SUBJECT	BE	FREQUENCY ADVERBS	You are always late.
	AUXILIARY	SUBJECT	FREQUENCY ADVERBS	Are you always late?
				Does he often cook?

Let's complete the sentences with the words in the parenthesis (Completamos las oraciones con las palabras en el parentesis)

1. She usually(play) in the school.
2. We (not get up) early.
3. he often have breakfast?



¡REALICEMOS LA VALORACIÓN!

Let's listen and analyse the following paragraph

WOMEN'S HUMAN RIGHT IN BOLIVIA

The constitutionalization of women's rights (2009), and the general development of the new legal system that has incorporated a focus on gender and a greater presence of women in public office are amongst the principal achievements reached by Bolivian women in recent years. However, there are institutional weaknesses, limited scope of public policies and patriarchal structures in the State, society and the family in force today that makes difficult a greater achievement.

Let's reflect about the reading and answer the question in your notebook, using the Simple Present. (Reflexionamos sobre la lectura y respondemos las preguntas en nuestro cuaderno, utilizando el Presente Simple.)

-What kind of expressions about discrimination did you hear in your context?



¡ES HORA DE LA PRODUCCIÓN!

Let's write a list of your plans in our notebook (Escribimos una lista sobre nuestros planes en nuestro cuaderno)

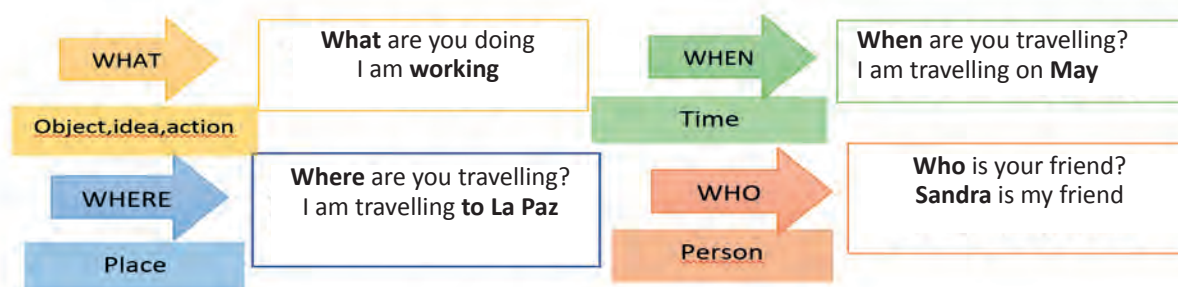
RELEVANT PLACES IN MY COMMUNITY LUGARES RELEVANTES EN MI COMUNIDAD

				
Hospital (Hospital)	Restaurant (Restaurante)	Auto repair shop (Taller de reparación de automóviles)	Drug store (Farmacia)	Gas station (Gasolinera)
				
Police station (Estación de policía)	Fire station (estación de Bomberos)	Library (Biblioteca)	Gym (Gimnasio)	Park (Parque)
				
Bank (Banco)	Museum (Museo)	School (Escuela)	Bankery (panadería)	Church (Iglesia)



¡CONTINUAMOS CON LA TEORÍA!

2.2.. Use of Wh - questions: What, When, Where, Who. (Uso de preguntas: qué, cuándo, dónde, quién)



2.3. Use of technology. (Uso de la tecnología)

Let's look at the following pictures (Observemos las siguientes imágenes)

			
Cellphone	Laptop	Smartwatch	Tablet

What of these technological gadgets are you using now? _____

2.4. Intransitive Phasal verbs. (Verbos intransitivos)

Let's learn the rules of the intransitive verbs (Aprendemos las reglas de los verbos intransitivos)

Intransitive: They do NOT need an object and the verb and the particle are always inseparable.

verb + preposition or adverb

examples: **Calm down** = relajarse

Woke up = despertarse

Go back = volver

2.5. Present Continuous: affirmative, negative and interrogative forms. (Presente Continuo: forma afirmativa, negativa e interrogativa)

Let's analyze the chart and review the structure of Present Continuous (Analicemos el cuadro y repasamos la estructura de Presente Continuo)

PRESENT CONTINUOUS			
	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I	am playing	am not playing	Am I playing?
You	are playing	aren't playing	Are you playing?
He/She/It	is playing	isn't playing	Is he playing?
We	are playing	aren't playing	Are we playing?
You	are playing	aren't playing	Are you playing?
They	are playing	aren't playing	Are they playing?

Note: We use the present continuous to talk about the actions that are happening right now.



¡REALICEMOS LA VALORACIÓN!

Let's reflect

How can you raise awareness in your school community or town about human trafficking and smuggling?

Find out about human **trafficking** and smuggling and write a short paragraph.



¡ES HORA DE LA PRODUCCIÓN!

Let's make violence prevention posters and socialize in our community (Elaboremos carteles de prevención de la violencia y socialicemos en nuestra comunidad)



STRENGTHENING OF OUR CULTURE, CUSTOMS, TRADITIONS AND THE PRODUCTIVE CAPACITY OF OUR COUNTRY (FORTALECIENDO NUESTRA CULTURA, COSTUMBRES, TRADICIONES Y CAPACIDAD PRODUCTIVA DEL PAÍS)



¡INICIEMOS DESDE LA PRÁCTICA!

1. My best trip in Bolivia (Mi mejor viaje en Bolivia)

Let's read this text (Leamos este texto)

Our hundreds of Bolivian traditions would be difficult to summarize on a single page. Bolivian culture has been influenced by more than 30 native ethnic groups and numerous immigrant (foreign) cultures, each contributing their own beliefs and lifestyles to Bolivian customs and traditions. This is precisely what makes Bolivia one of the most diverse nations in South America.



Let's answer the following questions in our notebook (Respondamos las siguientes preguntas en nuestro cuaderno)

- What traditions are there in your community?
- Do you practice any tradition?



¡CONTINUAMOS CON LA TEORÍA!

Affirmative	Negative	Interrogative	Answers
I am going to visit	I am not going to visit	Am I going to visit?	Yes, you are / No you aren't
You are going to visit	You aren't going to visit	Are you going to visit?	Yes, I am / No, I am not
He is going to visit	He isn't going to visit	Is he going to visit?	Yes, he is / No, he isn't
She is going to visit	She isn't going to visit	Is she going to visit?	Yes, she is / No, she isn't
It is going to visit	It isn't going to visit	Is it going to visit?	Yes, it is / No, it isn't
We are going to visit	We aren't going to visit	Are we going to visit?	Yes, you are / No, you aren't
You are going to visit	You aren't going to visit	Are you going to visit?	Yes, we are / No, we aren't
They are going to visit	They aren't going to visit	Are they going to visit?	Yes, they are / No, they aren't



Note:

Going to is used to express a future idea, an intention or prediction.

Let's complete the following sentences, applying the future tense "Be going to". (Completemos las siguientes oraciones, aplicando el tiempo futuro "Be going to")

1	My parents <i>are going to</i> go shopping on Sunday.
2	I play tennis the next weekend.
3	Marta travel to Coroico tomorrow.
4	My son study at UMSA.
5	Children visit their grandparents.

1.2. Interviews about future plans (Entrevistas sobre planes futuros)

Let's ask and answer the questions with our classmates. (Preguntemos y respondamos las preguntas con nuestros compañeros de clase)

What plans do you have for your future?

.....

What are you going to study when you finish the school?

.....

Where are you going to study or work?

.....

Where would you like to travel in the future?

.....

1.3. Traditions of our country (Tradiciones de nuestro país)

Let's describe the tradition of the Oruro's Carnival. (Describamos la tradición del Carnaval de Oruro)

ORURO'S CARNIVAL



1.4. Adjectives and Adverbs: Well, fest, late, hard/hardly.

(Adjectives and Adverbs: Well, fest, late, hard/hardly)

ADJECTIVES	ADVERBS
Good	Well
Clear	Clearly
Most	Mostly
Real	Really
Late	Lately
Hard	Hardly
Easy	Easily
Quick	Quickly
Slow	Slowly

Let's write sentences using the following adverbs and adjectives. (Escribamos oraciones usando los siguientes adverbios y adjetivos)

Slow

The snail is very slow.

Clearly

Easily

Late

1.5. Planning after school: show our culture and costumes (Planificación después de la escuela: mostrar nuestra cultura y costumbres)

Let's read and expose these traditions in class in groups. (Leamos y exponamos estas tradiciones en clase en grupos)

ALL SAINT'S DAY

It is a combination of indigenous tradition and Catholic beliefs; the November first is celebrated on All Saints' Day. On this day the town prepares tables with all the food and drink that death used to eat. The next day, people pray and take all the food to the cemetery to pray and give them.



ALASITAS FAIR

The Alasitas Fair is a month-long festival where locals buy miniature items to give to Ekeko, the Aymara god of abundance who will bring luck and happiness into their lives.



AYMARA NEW YEAR

One of the most important events in the Bolivian calendar is the Aymara New Year, which is celebrated on June 21 and coincides with the winter solstice. In this celebration people receive the first ray of sun to renew energy.





¡REALICEMOS LA VALORACIÓN!

Let's reflect about traditions of our community given our opinion in class. (Reflexionemos sobre las tradiciones de nuestra comunidad dando nuestra opinión en clase)



Let's think of a tradition our family performs and how we participate. Share this experience with our partners.

(Pensemos en una tradición que realiza nuestra familia y cómo participamos. Comparte esta experiencia con nuestros compañeros)



¡ES HORA DE LA PRODUCCIÓN!

Let's make a triptych about traditions of our community and socialize with our partners.

(Hagamos un tríptico sobre las tradiciones de nuestra comunidad y socialicemos con nuestros compañeros)



¡INICIEMOS DESDE LA PRÁCTICA!

BOLIVIA

Let's read this text. (Leamos el texto)

Urmiri is located in the municipality of Pazña, Poopó province of the department of Oruro. It is known for its hot springs and buildings from the colonial era that are still preserved. The historic town of Urmiri was created on October 16, 1903, but its colonial church, which stands out among the houses, dates from 1798 and is one of its relics. The hot springs in the town of Urmiri have healing properties for various diseases.



Let's answer the following questions in our notebook. (Respondamos las siguientes preguntas en nuestro cuaderno)

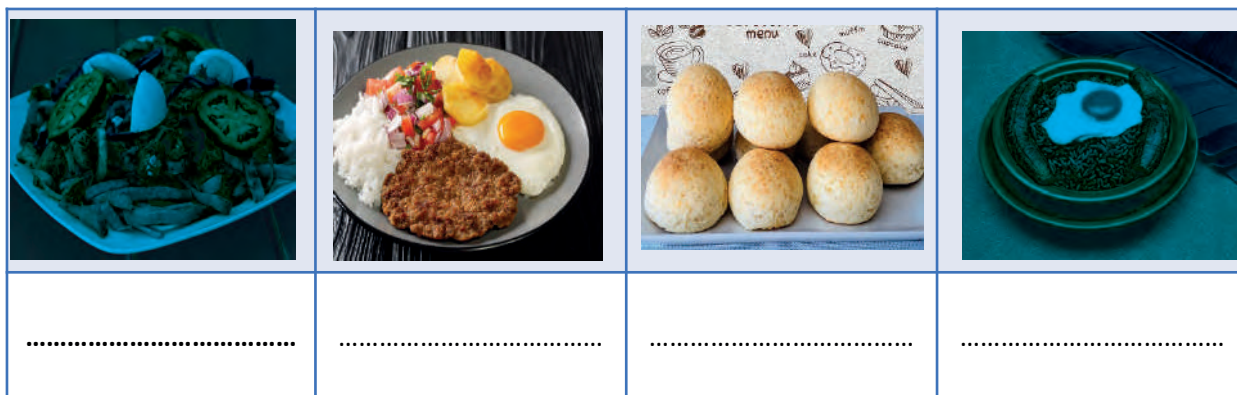
- What Bolivian places would you recommend to tourists to visit?
- Would you like to know this place?



¡CONTINUAMOS CON LA TEORÍA!

2.1. Bolivia gastronomy (Gastronomía Boliviana)

Let's see the typical dishes and write the names of them. (Observemos los platos típicos y anotemos los nombres de los mismos)



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

Bolivian cuisine arises from the combination of Spanish cuisine with indigenous ingredients and Aymara traditions, among others, with later influences from Germans, Italians, French, and Arabs due to the arrival of immigrants from those countries. The traditional staples of Bolivian cuisine are corns, potatoes, quinoa and beans. These ingredients have been combined with a number of staples brought by the Spanish, such as rice, wheat, and meat, including beef, pork and chicken.

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

1. What combinations do the Bolivian dishes have?

.....

2. Which is your favorite dish? and why?

.....



2.2. Intensifiers: Too, really and very. (Intensificadores: Demasiado, realmente y muy)

INTENSIFIERS	
Intensifiers are adverbs or adverbial phrases that strengthen the meaning of other expressions and show emphasis. Words that we commonly use as intensifiers include absolutely, completely, extremely, highly, rather, really, so, too, totally, utterly, very and at all:	Examples: - It's a very interesting story. - It's really interesting story. - Everyone was extremely excited. - She was so upset.



Let's write ten sentences using the intensifiers in our notebook.

(Escribamos diez oraciones usando los intensificadores en nuestro cuaderno)



2.3. Touristic places: Titicaca, Cristo de la Concordia, Chiquitania (other places). [Lugares turísticos: Titicaca, Cristo de la Concordia, Chiquitania (otros lugares)]

Let's look, read and write the numbers in each picture. (Miremos, leamos y escribamos los números en cada imagen)



Let's describe one of the following tourist places: Lake Titicaca, Cristo de la Concordia and Chiquitania in our notebook. (Describamos uno de los siguientes lugares turísticos: El Lago Titicaca, el Cristo de la Concordia y la Chiquitania en nuestro cuaderno).



SOME TOURISTIC PLACES OF BOLIVA

1. The Toro Toro National Park is located north of Potosí, in the province of Charcas. It is a true paradise for lovers of geology and paleontology since here you can find traces of large reptiles from the Mesozoic era and deep caverns of karstic origin.
2. Bolivia's Uyuni Salt Flats is considered one of the most extreme and remarkable places in all of South America, an on Earth. With more than 4,050 square miles of the Altiplano, it is the world's largest salt flat.
3. The city of La Paz, is the highest political capital in the world, with its 3,200 meters of altitude, is located in a particularly rich geographical area. His natural environment is of an impressive beauty; The city is literally surrounded by snowy and cloudy spikes, large plains that extend as far as the view.
4. The Amboro National Park and Integrated Management Natural Area is a protected area in Bolivia and one of the world's most biodiverse reserves, since 3 different ecosystems converge on its surface. To the south of the protected area are the pre-Columbian ruins of the Fort of Samaipata and the pictographs in the El Tunal community.

2.4. Action Verbs: Visit, Go, Eat, Drink, Take a picture, Buy, etc. (Verbos de acción: visitar, ir, comer, beber, tomar una foto, comprar, etc.)

VOCABULARY

TO VISIT = VISITAR
TO GO = IR
TO EAT = COMER
TO DRINK = BEBER
TO TAKE = TOMAR
TO BUY = COMPRAR
TO COME = VENIR
TO TRAVEL = VIAJAR
TO FLY = VOLAR
TO CLIMB = ESCALAR
TO DANCE = BAILAR
TO RUN = CORRER

Let's describe what the people do in the pictures. (Describamos lo que hacen las personas en las imágenes.)



They take photos in Uyuni.



2.5. Comparative and Superlative adjectives. (Adjetivos comparativos y superlativos)

Comparative adjectives are used to compare differences between two objects.

Superlative adjectives are used to compare three or more objects

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
One syllable	strong	stronger	strongest
Consonant + Short Vowel + Consonant	big	bigger	biggest
Ends in -e	large	larger	largest
Ends in -y	happy	happier	happiest
Two syllables	gentle	gentler	gentlest
		more gentle	most gentle
Three or more syllables	expensive	more expensive	most expensive
Irregular form	good	better	best

Let's write the following adjectives in their comparative and superlative form in our notebook. (Escribamos los siguientes adjetivos en su forma comparativa y superlativa en nuestro cuaderno)

bad intelligent cheap old small thin young famous dirty beautiful



¡REALICEMOS LA VALORACIÓN!

Let's read the text and answer the question. (Leamos el texto y respondamos la pregunta)

COMMUNITY-BASED TOURISM

It is a type of tourism where local communities invite tourists into their communities, giving them insight into their culture and daily lives. It is a form of sustainable tourism that allows travelers to connect closely to the local community they visit. Travelers are able to experience the diversity and customs of another culture and to interact with the local community.



What do you think about Community-based tourism?

.....



¡ES HORA DE LA PRODUCCIÓN!

Let's make a brochure with the potential touristic places in our region. Why should people visit our region? (Hagamos un folleto con los lugares turísticos potenciales de nuestra región. ¿Por qué la gente debería visitar nuestra región?)



SORATA

There are many tourist attractions in Sorata, including: the Grotto of San Pedro, the suspension bridge and the Chilata lagoon, among others ...

Let's record an audio of an interview about the touristic places in Bolivia. (Grabemos un audio de una entrevista sobre los lugares turísticos de Bolivia)

OUR ANCESTRAL MEDICINE (NUESTRA MEDICINA ANCESTRAL)



¡INICIEMOS DESDE LA PRÁCTICA!

1. I have to go to the doctor! (¡Tengo que ir al doctor!)

Let's practice this dialogue. (Practicamos este dialogo)

A: Hi, Ana. How are you?
B: Hi, Silvia. I am sick.
A: What's the matter?
B: I have stomachache.
A: Oh! You should drink a chamomile mate.
B: Great idea, I will do it. Thank you.



Let's answer the following questions in our notebook. (Respondamos las siguientes preguntas en nuestro cuaderno)

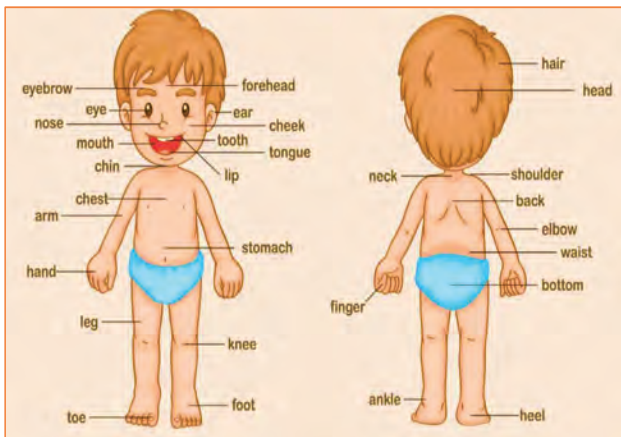
- What do you do when you are sick?
- Do you use traditional medicine?



¡CONTINUAMOS CON LA TEORÍA!

1.1. Vocabulary of health and parts of body. (Vocabulario de la salud y las partes del cuerpo)

Let's find ten vocabulary words. (Encontremos diez palabras del vocabulario)



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

IMPERATIVES

1	We use it to give orders. (Lo usamos para dar órdenes)	Example: - Stop talking! - Sit dow!
2	We use it to give instructions. (Lo usamos para dar instrucciones)	Example: - Press the red buttom. - Take one pill every 12 hours.
3	We use it to give warnings. (Lo usamos para dar advertencias)	Example: - Don't touch that cable! - Watch out!
4	We use it to give advice. (Lo usamos para dar consejos)	Example: - Don't drink alcohol! - Go home and get some sleep.
5	We use it to make requests. (Lo usamos para dar solicitudes)	Example: - Please, help me. - Lend me your book.

IMPERATIVE**AFFIRMATIVE FORM**

The affirmative imperative is formed with the verb without a subject.

Example:

- Be quiet.
- Open the door.

NEGATIVE FORM

The negative imperative is formed with "Do not / Don't" and the verb.

Example:

- Don't smoke
- Don't shout.

Let's complete the conversation with these imperatives.
(Completemos la conversacion con estos imperativos)

~~Come here, Dad.~~

Don't shout!

Look!

Don't go near it.

Helen: Come here, Dad.

Dad: What is it, Helen?

Helen: It is a snake.

Dad: Shh! It is asleep.

Helen: I want to see it closely.

Dad: Let's go.



Let's write a similar conversation with these imperative sentences. (Escribamos una conversacion similar con estas oraciones imperativas)

Be careful!

Don't move.

Don't touch it.

Be quiet!

A:

B:

A:

B:

A:

B:



1.3. Modal verb "should". (Verbo modal "Should")

MODAL VERB "SHOULD"		
SUBJECT + SHOULD / SHOULDN'T + VERB + COMPLEMENT		
1	ADVICE (Consejo)	Example: ➤ You should eat more fruits and vegetables. ➤ You shouldn't smoke.
2	OBLIGATION (Obligación)	Example: ➤ You should go to class every day. ➤ You should do your homework on time.
3	PROBABILITY / EXPECTATION (Probabilidad / Expectativa)	Example: ➤ A ticket to Oruro shouldn't cost a lot. ➤ It's almost time for class. Our teacher should arrive soon.

1.4.. Suggestions to care their health. (Sugerencias para cuidar su salud)

Let's write what they should do. (Escribamos que deberían hacer ellos)



She has a cold.

She should stay in bed



He has a toothache.

He should



He has a headache.

He should

Let's put the following sentences in order. (Pongamos en orden las siguientes oraciones)

1	You/drink/ water/ should	You should drink water.
2	eat/ Don't/ food/ junk	
3	You/drink/coca/should/tea	
4	He/smoke/shouldn't/and/alcohol/drink	
5	Children/eat/healthy/should/food	

1.5. Pronunciation Tips. (Consejos de pronunciación)



TIPS TO IMPROVE OUR ENGLISH

1. Listen to yourself.
2. Copy the experts.
3. Practice English alone.
4. Find a language buddy.
5. Pay attention to intonation.
6. Sing a song or watch a movie.



¡REALICEMOS LA VALORACIÓN!



Let's reflect. (Reflexionemos)

Let's look at the picture and read the text, then complete some tips for good health. (Miremos la imagen y leamos el texto, luego escribamos algunos consejos para tener una buena salud)

- Be the best example you can.
- Choose nutritious food in your diet, such as fresh fruits and vegetables.
- Encourage physical activity.
- Promote sufficient sleep.
- Refrain from speaking negatively about your weight or that of others.

.....



¡ES HORA DE LA PRODUCCIÓN!

Let's write some suggestions to prevent diseases. Use **should** and **shouldn't**. (Escribamos algunas sugerencias para prevenir enfermedades. Usa debería y no debería)



1. We should wash our hands.

- 2.....
- 3.....
- 4.....
- 5.....

DISEASES (ENFERMEDADES)



¡INICIEMOS DESDE LA PRÁCTICA!

Let's see the imagen and read the information. (Veamos la imagen y leamos la información)



Traditional medicine

Bolivian Ancestral Traditional Medicine includes all those millenary ancestral knowledge and practices of indigenous, native and peasant peoples, based on the use of material and spiritual resources that help fight diseases.

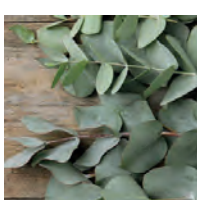
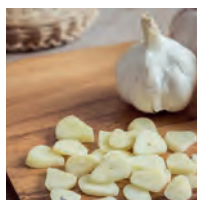
There are some plants that could help prevent some diseases such as Mint, Eucalyptus, Guava, Paquió, Thyme, Muña, Basil, Balsam, the latter that can be used as an antiviral

Let's answer the following questions in our notebook. (Respondamos las siguientes preguntas en nuestro cuaderno)

- Do you use any plant for cold or flu?
- What medicinal plants do you know or use commonly?



¡CONTINUEMOS CON LA TEORÍA!

				
COCA	MANZANILLA	EUCALIPTO	JENGIBRE	AJO
coca	chamomile			

Let's draw and write about another plant or food that is used as traditional medicine in Bolivia.

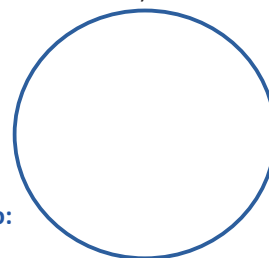
(Dibujemos y escribamos sobre otra planta o alimento que se usa como medicina tradicional en Bolivia)

.....

.....

.....

.....



2.2. Future Continuous Tense: Affirmative, negative and interrogative. (Futuro continuo: afirmativo, negativo e interrogativo)

FUTURE CONTINUOUS TENSE		USAGE	EXAMPLE
Affirmative form	Subject + Will + Be + Verb-ing + Complement	To describe interrupted action in the future.	When you come tomorrow, they will be playing tennis.
	Example: I will be dancing in the theater tomorrow.	To express actions in progress at a specific time in the future.	At 12 o'clock tomorrow, we will be having lunch at school.
Negative form	Subject + Will + Not + Be + Verb-ing + Complement	To refer to actions that are happening now and expected to continue in the future.	Unfortunately, sea levels will still be rising in 20 years.
	Example: I will not be singing in the concert the next week.	To ask a question politely about the future	Will you be bringing your friend to the party tonight?
Interrogative form	Will + Subject + Be + Verb-ing + Complement?	To emphasize future plans and intentions.	He will be coming to visit us next week.
	Example: Will you be playing soccer on the weekend?	To describe atmosphere in the future.	When I arrive at the party everybody will be celebrating.
		To express parallel actions or series of parallel actions in the future.	She will be watching TV and he will be cooking dinner.

Let's write five sentences about what you will be doing the following week. (Escribamos cinco oraciones sobre lo que estaras haciendo la próxima semana)

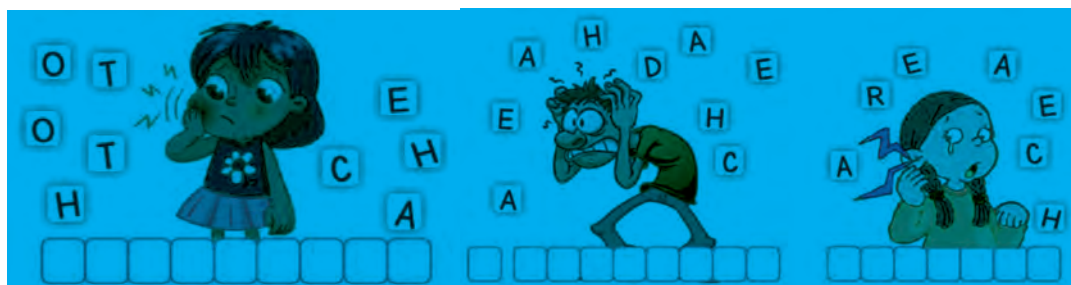
Example: I will be travelling to Santa Cruz the next Monday.

1	
2	
3	
4	
5	

2.3. Illness vocabulary. (Vocabulario de enfermedades)



Let's put the following vocabulary words in order. (Pongamos las siguientes palabras de vocabulario en orden)



2.4. Qualifying adjectives: (Hot, Cold, A lot of, etc.) (Adjetivos calificativos: (Caliente, Frío, Mucho, etc.)

Vocabulary

Hot =
 Cold =
 A lot of =
 Old =
 New =
 Long =
 Short =

Let's complete the following sentences with the correct qualifying adjective. (Completemos las siguientes oraciones con el adjetivo calificativo correcto)

- I am thirsty, the weather is today.
- My aunt has debts.
- My sister has a car.
- Her hair is Yesterday, she went to the hairdresser.
- His wallet is It has many holes.

2.5. Someone – Anyone. (Alguien – Nadie)

SOMEONE	ANYONE
Is usually with positive statements or with question with positive answer.	Is used with negative statements and questions.
Examples: Someone ate the cake. Does someone want pizza?	Examples: I can't see anyone here. Can anyone speak French?



¡REALICEMOS LA VALORACIÓN!

Let's reflect and answer the following questions. (Reflexionemos y respondamos las siguientes preguntas)

How can we prevent the COVID-19?

.....

Do you have the vaccine to prevent COVID-19?

.....

What plants can you use for COVID-19?

.....

Do you prefer to use traditional or conventional medicines?



¡ES HORA DE LA PRODUCCIÓN!

**CHAMOMILE**

Drinking chamomile tea is a traditional treatment to relieve digestive disorders, including indigestion, nausea, vomiting, loss of appetite, and gas.





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