



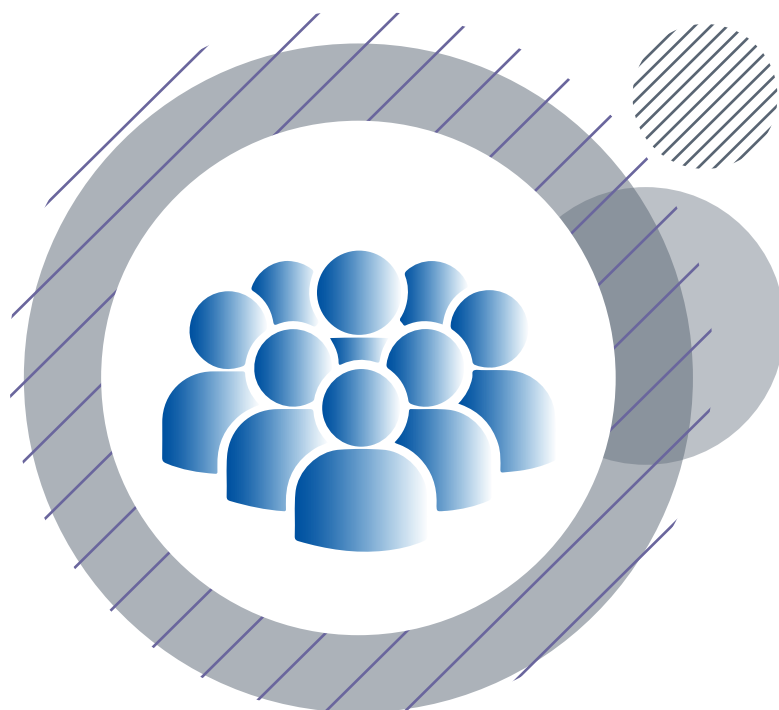
ESTADO PLURINACIONAL DE
BOLIVIA

MINISTERIO
DE EDUCACIÓN

6

SECUNDARIA

TEXTOS DE APRENDIZAJE 2023 - 2024



SECUNDARIA COMUNITARIA PRODUCTIVA
ÁREA

LENGUA EXTRANJERA

SUBSISTEMA DE EDUCACIÓN REGULAR



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

Edgar Pary Chambi
MINISTRO DE EDUCACIÓN

Bartolomé Puma Velásquez
VICEMINISTRO DE EDUCACIÓN REGULAR

María Salomé Mamani Quispe
DIRECTORA GENERAL DE EDUCACIÓN SECUNDARIA

Equipo de redacción
Dirección General de Educación Secundaria

Coordinación general
Instituto de Investigaciones Pedagógicas Plurinacional

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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...?

¿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.

Noticiencia

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



Noticiencia



Escanea el QR

Para ampliar el contenido

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

Aprende haciendo

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



Aprende haciendo



Desafío

Desafío

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

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



¡Taller de Ortografía!



¡Taller de Caligrafía!



¡Razonamiento Verbal!

6

SECUNDARIA

ÁREA

LENGUA EXTRANJERA





COMUNIDAD Y SOCIEDAD

Lengua Extranjera

TYPES OF WRITTEN TEXTS IN DIFFERENT LANGUAGES



¡INICIEMOS DESDE LA PRÁCTICA!

1. Talking about plans after school. (Hablamos de los planes para después de la clase)

Let's look at the pictures and describe in our notebook what is he doing? (Miremos las imágenes y describamos en nuestro cuaderno ¿qué está haciendo?)



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

- What do you do after school?
- What subject do you like?

- Do you study any career or work?
- Do you prefer study or work?



¡CONTINUEMOS CON LA TEORÍA!

1.1.The Simple Present, Past and Future (Review). El presente simple, pasado y futuro (repaso).

Present is used to express daily activities, routines and scientific events.	Past is used to express actions done in the past. Used to show the duration of the past action.		Actions to be done in Future. To show when an action will take place in the future. To show the duration of the future action.
SIMPLE PRESENT	SIMPLE PAST		FUTURE (WILL)
Affirmative I work. You study. He travels.	Regular Verbs Affirmative I worked. You studied. He traveled.	Irregular verbs Affirmative I went to the park. You bought a card. He had a pet.	Affirmative I will travel. You will study. He will work on vacation.
Negative I don't work. You don't study. He doesn't travel.	Negative I didn't work. You didn't study. He didn't travel.	Negative I didn't go to the park. You didn't buy a card. He didn't have a pet.	Negative I won't travel. You won't study. He won't work on vacation.
Interrogative Do you work? Yes, I do. / No, I don't. Does he travel? Yes, he does. / No, he doesn't.	Interrogative Did you work? Yes, I did. / No, I didn't. Did he travel? Yes, he did. / No, he didn't.	Interrogative Did you go to the park? Yes, he did. / No, he didn't. Did he have a pet? Yes, he did. / No, he didn't.	Interrogative Will you travel? Yes, I will. / No, I won't. Will he work on vacation? Yes, he will. / No, he won't.

1.2. Sequence connectors. (Conectores de secuencia).

Let's analyze "The connectors" of the table to understand their functions. (Analicemos "Los conectores" de la tabla para comprender sus funciones.)

CONNECTORS	EXAMPLES	CONNECTORS	EXAMPLES
First of all	First of all, I'd like to sleep a lot.	In conclusion	In conclusion, nobody is perfect.
Then	First, I brush my teeth, then I go to the park.	At last	At last, she passed the math test.
Next	Next, leave it for 5-10 minutes, depending on the tea.	In the end	She studied hard, and in the end, she passed the test.
Later	They'll call you later today.	All in all	My son may not be brilliant, but all in all, as far as I know, he did quite well in his tests.
Eventually	Swimming might take her five weeks but she will do it eventually.	In addition	Pablo writes short stories, in addition, he writes articles for a book.

Let's look at and learn about the essay's structure. (Observamos y aprendamos sobre la estructura del ensayo)

What is an essay? An essay is a piece of writing that usually has five or more paragraphs. An essay is written about one topic that has several main points. The main points are introduced in an introductory paragraph and supported in body paragraphs. The conclusion is the last paragraph.



GENERAL ESSAY STRUCTURE	
STRUCTURE	COMMENT
Introduction	It tells what your topic and main ideas are.
Topic 1	- State your points/arguments. - Explore both sides of debate (in a better answer).
Topic 2	- State your points/arguments. - Explore both sides of debate (in a better answer).
Topic 3	- State your points/arguments. - Explore both sides of debate (in a better answer).
Conclusion	It gives the same information that the introductory paragraph gives, but it is written from a different perspective and ideas.



¡REALICEMOS LA VALORACIÓN!

1.3. Writing: argumentative texts. (Escritura: textos argumentativos)

Let's read the following text to reflect on its content. (Leamos el siguiente texto para reflexionar sobre su contenido.)

LET'S COMPARE UNIVERSITIES AND CAREERS

Some universities offer a lot of careers in different areas, we have the option to choose between public and private universities. Bolivian universities, military institutions, superior school for teachers and institutes give you the chance to get a profession in four or five years. After that you may continue studying for higher degrees, of course if you get a higher degree in your area, you are going to have a better opportunity of job that means maybe a good level of life for you and your future family. Now the questions would be: what career should I study? How should I choose the best option of universities? Is it a good option to study a technic career? Is it difficult to be a military?

Just let me suggest you my dear student, you should study the career you like, that's why you should think about your favorite subjects at school, talk and get information with your relatives or profesional people about the option you are thinking of.

Before you choose the university, check the real information about them, because they say they are the best, but sometimes they do not have their documents or licenses in order. So, it is important to verify on line or personally before registering in one. Anyway, you should study what you like no matter if you study a technic career or if you want to be a military.



¡ES HORA DE LA PRODUCCIÓN!

Let's write a paragraph according to these questions, using the connectors.

(Escribamos un párrafo de acuerdo a las siguientes preguntas, utilizando conectores)

- Are the careers offer by the universities in your context?
- Do they respond the productive capacities of your region?

Let's write an essay in our notebook about "how to choose a career". (Escribamos un ensayo en nuestro cuaderno sobre "cómo elegir una carrera")

1.4. Tag questions

Let's analyze this table of "tag questions" to understand the difference between them. (Analicemos la tabla de "tag questions" para comprender la diferencia entre ellos).

We use tag questions to confirm information that you already think is true.			
It's a beautiful day, isn't it?			
The statement can be affirmative and negative.			
AFFIRMATIVE		NEGATIVE	
You're Luis,	aren't you?	You're not Luis,	are you?
He speaks Quechua,	doesn't he?	He doesn't speak Quechua,	does he?
He's going to study,	isn't he?	He's not going to study,	is he?
You were at the party,	weren't you?	You were not at the party,	were you?
They went to Beni,	didn't they?	They didn't go to Beni,	did they?
It has been a great year,	hasn't it?	It has not been a great year,	has it?
You can hear me,	can't you?	You can't hear me,	can you?

ENVIROMENTAL PROBLEMS



¡INICIEMOS DESDE LA PRÁCTICA!

1.1. Reading: Don't waste water!

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

Water pollution is increasing throughout the water cycle. Due to population growth, accelerated urbanization and economic development, the quantity of wastewater being generated and its overall pollution load are increasing globally.

Industry and agriculture are often big water polluters. Increased usage of chemical fertilizers, pesticides, and untreated wastewater in irrigation, pollutes groundwater and surface water. Industry in many areas still discharges waste directly into water courses.

Wastewater management is being seriously neglected. Across the world, safely reused wastewater is grossly undervalued as a potentially affordable and sustainable source of water, energy, nutrients and other recoverable materials.

Untreated wastewater in cities is a major issue. In poorer urban areas, a large proportion of wastewater is discharged untreated directly into the closest drainage channel or water body. Household effluent, human waste, toxic chemicals and medical waste are exposed to the air, contaminating the environment in often densely-populated residential zones.

Let's discuss these questions with our classmate. (Discutamos estas preguntas con nuestro compañero de clase.)

- Do you agree that industry and agriculture are often big water polluters?
- How can we help solve these environmental problems?

Let's look at the pictures and answer the following questions. (Observemos las imágenes y respondemos las siguientes preguntas)

-What kind of environmental problems do you have in your context?

-What do you do to prevent these environmental problems?



¡CONTINUAMOS CON LA TEORÍA!

1.2. Direct speech – reported speech.

Let's learn about the function of Direct and Indirect Speech. (Aprendamos sobre las funciones del reporte directo e indirecto.)

TENSE	DIRECT SPEECH	INDIRECT SPEECH
Simple Present	I like ice cream a lot.	He said that he liked ice cream a lot.
Present Continuous	I am living in Bolivia.	He said that he was living in Bolivia.
Past Simple	I bought a laptop.	He said he bought a laptop.
Past Continuous	I was walking a long the Street.	He said he had been walking along the Street.
Present Perfect	I haven't seen Marie.	He said he hadn't seen Marie.
Past Perfect	I had taken Aymara lessons before.	He said he had taken Aymara lessons before.
Will	I'll see you later.	He said he would see me later.
Would	I would help, but I have to buy fruits.	He said he would help, but he has to buy fruits.
Can	I can speak perfect Guaraní.	He said he could speak perfect Guaraní.
Could	I could swim when I was four.	He said he could swim when he was four.
Should	I should call my mother.	He said he should call his mother.
Might	I might be late.	He said he might be late.

1.3. Verbs: Tell, say, add, point out, remark, whisper, yell, order, and ask.

Let's learn new verbs. (Aprendamos nuevos verbos.)

Tell (decir, contar, narrar)	Say (decir)	Add = añadir	Yell = gritar
Point out = indicar, señalar	Remark = comentar	Whisper = susurrar	Order = ordenar, pedir



¡REALICEMOS LA VALORACIÓN!

Let's reflect about the following text and write a list of suggestions of how to prevent forest fire in Bolivia. (Reflexionemos sobre el siguiente texto y escribamos una lista de sugerencias de cómo prevenir los incendios forestales en Bolivia)

Forest fire causes in Bolivia

NASA satellite images show unusual forest fires in the landlocked Andean nation, with meteorologists saying the blazes are a consequence of extreme drought, delayed rainfall and deforestation for farmland. "It is due to the burning of plant biomass, what we call in Bolivia 'chaqueos'," said Marcos Andrade, director of the Laboratory for Atmospheric Physics, referring to slash-and-burn practices to clear land for farming. "Satellite images show a lot of smoke all over Bolivia, especially in the lowlands. But it is not only in Bolivia. There is also deforestation in Peru and Argentina, so it is a regional phenomenon. "Around the Andean region farmers have been praying for rains, with a third straight La Niña weather pattern leading to drier conditions that have ravaged crops. "The delay in rainfall is because circulation patterns are not normalized," said meteorologist Marison Portuacal.



¡ES HORA DE LA PRODUCCIÓN!

1.4. Writing: expositive texts or paragraphs:

Let's write a paragraph about the forest fire in Bolivia and the consequences in our notebook. (Escribamos un párrafo sobre el incendio forestal en Bolivia y las consecuencias en nuestro cuaderno)

FREE TIME ACTIVITIES



¡INICIEMOS DESDE LA PRÁCTICA!

1.1. Holiday activities in our community. (Actividades vacacionales en nuestra comunidad.)

Let's read the paragraph, then answer the following questions in our notebook. (Leamos el párrafo, luego respondamos las siguientes preguntas en nuestro cuaderno).



In Bolivia there are many activities to do on holidays. Most families use these dates to spend time with their loved ones. They can visit many places such as Salar de Uyuni, Copacabana city, Visit the Casa de la Moneda in Potosi, The Zoo in Santa Cruz, Carnival in Oruro is the most popular festivity and visiting Cochabamba the capital of gastronomy where you can find all kind of delicious food. Besides, you can enjoy the beautiful landscapes around Bolivia.

- What places do you recommend to visit in your community?
- What do you do on holidays?

Let's learn new vocabulary of "holiday activities". (Aprendamos nuevo vocabulario de "Actividades vacacionales")

FREE TIME ACTIVITIES				
				
Go fishing	Listen to music	Internet	Read books	Watch TV

				
Go swimming	Play video games	Go shopping	Play sports	Play an instrument



¡CONTINUAMOS CON LA TEORÍA!

1.2. Adjectives: enough and too

Let's learn about the rules of **VERY**, **TOO** and **ENOUGH**. (Aprendamos sobre las reglas de MUY, DEMASIADO y SUFICIENTE)

TOO	We use too when something is not satisfactory:
	- That cell phone is too expensive - That bag of potatoes is too heavy.
	Makes the meaning of adjectives stronger. But too expresses the idea of "more than enough."
	- That movie is too long, because it lasts for three hours.
ENOUGH	We use enough when something is satisfactory:
	- This laptop is cheap enough. I will take it.

1.3. Non separable Phrasal Verbs

Let's learn the phrasal verbs, then notice the difference between them. (Aprendamos los phrasal verbs y observemos las diferencias entre ellos.)

INSEPARABLE PHRASAL VERBS		
back out of	Fail to keep a promise	He backed out of the agreement.
come across	Find accidentally	I came across an old photo while cleaning.
come down with	Become ill with a cold	She came down with a cold.
face up to	Accept that a difficult situation exists	He needs to face up to his mistakes.
get around	Evade; avoid	How can you get around this problem?
get in	Enter (a vehicle)	Please get in the taxi.
go over	Review	Let's go over this again.
hang around	Stay in a place without a specific purpose	We're hanging around town too much.
hear about	Learn about, sometimes, accidentally	She hears about your new house.
keep up with	Maintain the pace of	She's fast! I can't keep up with her.
look after	Take care of	Will you look after my iguana next week?
look forward to	Anticipate something with pleasure	He's looking forward to seeing his girlfriend.



¡REALICEMOS LA VALORACIÓN!

Let's reflect about the questions, then answer the following questions in our notebook. (Reflexionemos sobre las preguntas y respondamos las siguientes preguntas en nuestro cuaderno.)

- What kind of activities do you do with your family on holidays?
- Do you think it is important to share time with your family?



¡ES HORA DE LA PRODUCCIÓN!

Let's write an essay about holidays' activities using vocabulary and grammatical structure in our notebook. (Escribamos un ensayo sobre las actividades de las vacaciones usando vocabulario y estructura gramatical en nuestro cuaderno.)



DESCRIPTIVE TEXTS REFLECTING INTERCULTURALITY



¡INICIEMOS DESDE LA PRÁCTICA!

1. WHAT WOULD YOU DO? (¿Qué harías?)

1.1. We take responsibility for our decisions

Let's read the following text to reflect, then answer the questions. (Leamos el siguiente texto para reflexionar, luego respondamos las preguntas.)



If I ruled the world, I would erase the borders! We would live in a world without countries. If we don't have any countries, we won't have any wars. If I had enough money, I would spend it on education and new technologies. People would live in a better world if every child could go to the university and learn about other cultures and traditions. I would finance new scientific projects to take care our health.

- What would you do if you were president of Bolivia?
- What changes would you do in our country?



¡CONTINUAMOS CON LA TEORÍA!

1.2. Conditionals: Affirmative and Negative form

Let's learn the difference between these conditionals. (Aprendamos la diferencia entre estos condicionales).

CONDITIONALS	STRUCTURE	EXAMPLE
ZERO CONDITIONAL	Simple Present + Simple Present	If I get sick, I go to the doctor.
	Express the present or future results of real conditionals.	
FIRST CONDITIONAL	Simple Present + will/won't	If it rains, we will cancel the trip.
	Express a posible situation in the future.	
SECOND CONDITIONAL	Simple Past + Would/ Would not	If I had a lot of money, I would buy a new car.
	Express an hypothetical or unlikely situations.	
THIRD CONDITIONAL	Past Perfect + Would have /has	If I had studied, I would have passed the test.
	When we imagine a different past that did not happen.	

1.3. If, unless

Let's analyze the conditional "If, unless" to understand the difference between them. (Analicemos el condicional "si, a menos que" para entender la diferencia entre ellos.)

WORD	FUNCTION	EXAMPLE
Unless	We use “unless” in place of “if + not” in negative form.	Unless they buy a freezer, they’ll have to go shopping every day.
If	We use for a scientific or general truth.	If I have time, I study English.

1.4. Verb forms: following wish

Let’s study the different functions of the Verb “WISH”. (Estudiemos las distintas funciones del verbo “DESEAR”.)

HOW TO EXPRESS WISHES IN ENGLISH		
We use WISH to express that we regret something or we would like something to be different than the way it is.		
WISH + Simple Past	We want a situation in the present (or future) to be different.	I wish I ate more vegetables. (but I don’t) 
WISH + Past Continuous	We want to be doing a different activity in the present (or the future).	I wish it weren’t raining now. (It is raining now.) 
WISH + Past Perfect	We want to be able to change a situation in the past.	I wish I hadn’t done it. (I did it.) 
WISH + Would	We want something to happen.	I wish the lesson would end. 
	We want someone to start doing something.	I wish you would listen to me! 
	We want someone to stop doing something which annoys us.	I wish you wouldn’t borrow my clothes! 
WISH + to infinitive	We can also use “wish” to express “want” in a formal situation.	I wish to make a complaint and would like to see the boss. 

1.5. Using “Would” to make wishes about the future

Let’s analyze the rules of the verb “wish”. (Analicemos las reglas del verbo “desear”)

We use “wish” with “would” to say how we would like somebody to behave in the future.
- I wish you would stop yelling. - I wish this lesson would end, because I want to play soccer.
We can also use this pattern in situations that do not involve people:
- I wish this car would go faster.

1.6. Frequency words: once a day – twice a day – three times a day

FREQUENCY WORDS			
We use frequency words to say how often we do something.			
Number + Times +	a	+ time period	Example: I eat my breakfast once a day . My friend drinks water three times a day . My brother brushes his teeth three times .
Once	a	day	
Twice	a	day	
Three times	a	day	

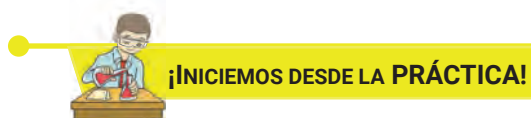


Let’s reflect, what would you do to save our planet? (Reflexionemos: ¿qué haría usted para salvar nuestro planeta?)
Let’s write our reflection in our notebook. (Escribamos nuestra reflexión en nuestro cuaderno).



Let's make a comic according the environmental problems and use the structure grammatical "Conditions" or "Verb - wish." (Hagamos un cómic sobre los problemas medioambientales y utilicemos la estructura gramatical "Condiciones" o "Verbo - deseo")

HOW ARE THINGS MADE?



Let's read the following conversation. (Leemos la siguiente conversación)

TALK ABOUT WHAT DO YOU DO

(Habla sobre lo que haces.)

Rosa: What do you do?

(¿A qué te dedicas?)

Jairo: I'm a carpenter. And you?

(Yo soy un carpintero. ¿Y tú?)

Rosa: I'm a mechanic. What do you need to do your job?

(Yo soy una mecánica. Qué necesitas para realizar tu trabajo?)

Jairo: I start my work looking for a good wood.

(Yo empiezo mi trabajo buscando una buena madera.)

Rosa: How beautiful job.

(Que bonito trabajo.)

Jairo: Thank you.



1. Adjective order (Orden de los adjetivos)

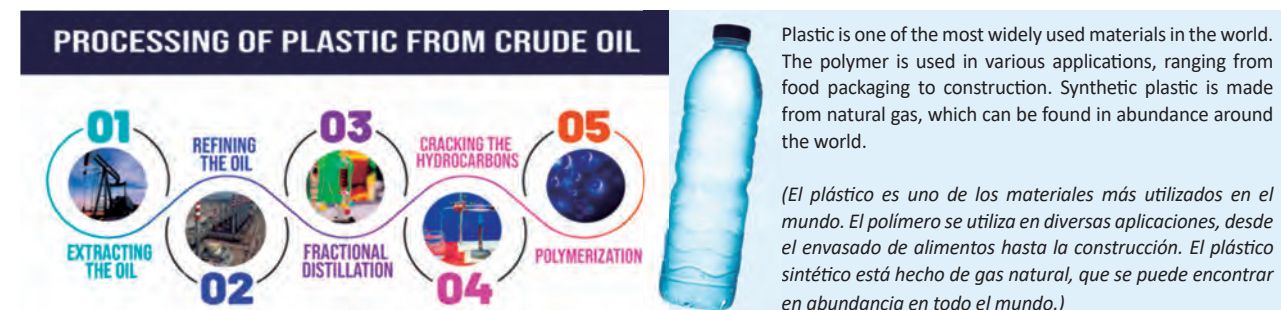
ADJECTIVE ORDER							
Quantity/ Number	Quality	Size	Shape	Age	Color	Nationality	Material
One	Best	Small	Straight	Old	Red	American	American
Three	Good	Big	Round	Young	Yellow	Bolivian	Bolivian
Twenty	Bad	Tall	Square	New	Black	Japanese	Japanese

Adjectives have an order of use, here are some examples:

- There are 2, bad, small, old, red, American, plastic shoes.
- Hay dos zapatos, malos, pequeños, viejos, rojos, Americanos, de plástico.
- There is a tall, black dog.
- Hay un perro alto negro.



2. How is plastic made? Step by step (¿Cómo está hecho el plástico? Paso a paso)



2.1. Manufactures in our country. (Fábricas en nuestro país)

STEP TO COFFEE

COPACABANA COFFEE

Esta industria boliviana nace el 8 de abril de 1957; los fundadores Don José Camacho y su esposa Doña Martha García, cuando tenían alrededor de 20 años de edad.

CONSUME LO NUESTRO • EMPLEA A LOS NUESTROS

Consume ours, employ ours!
Consume lo nuestro, emplea a los nuestros!

2.2. Expression: It is said that... it is believed that... (Expresión: Se dice que... se cree que...)

It is said that this year there will be a drought. (Se dice que este año habrá una sequía.)	It is said that this year there will be no double Christmas bonus in Bolivia. (Se dice que este año no habrá doble aguinaldo en Bolivia.)	It is believed that the year 2023 will be very successful. (Se cree que el año 2023 será de mucho éxito.)
--	--	--

2.3. The passive voice (La voz pasiva)

The passive voice is a grammatical structure that is used when you do not want to emphasize who or what performs the action, but rather who or what receives it.



PASSIVE VOICE IN ENGLISH		
TENSE	ACTIVE	PASSIVE
Simple Present	I do my homework.	My homework is done.
Present Continuous	I am doing my homework.	My homework is being done.
Simple Past	I did my homework.	My homework was done.
Past Continuous	I was doing my homework.	My homework was being done.
Present Perfect	I have done my homework.	My homework has been done.
Past Perfect	I had done my homework	My homework had been done.

Let's talk about the specific careers of the "BTH". (Hablemos de las carreras específicas del "BTH".)

THE ACCOUNTING – LA CONTABILIDAD

Accounting is the system for recording and managing all financial transactions in your business, which may include operations, such as, purchases, sales, and payments. Accountants oversee all costs and revenues.





¡REALICEMOS LA VALORACIÓN!

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

1. What is your favorite subject in your school?
2. Is Math an important subject? And why?
3. Do you think English subject is an important subject for your professional life? And why?
4. Do you know the meaning of "BTH"? And what do you think about "BTH"?



¡ES HORA DE LA PRODUCCIÓN!

Let's read the article and write our opinion in the notebook. (Leamos lectura y escribamos nuestra opinión en el cuaderno.)

THE POLLUTION

Plastic pollution can alter habitats and natural processes, reducing ecosystems' ability to adapt to climate change, directly affecting the livelihoods of millions of people, their food production capacity and their social well-being.

La contaminación por plástico puede alterar los hábitats y los procesos naturales, reduciendo la capacidad de los ecosistemas para adaptarse al cambio climático, afectando directamente a los medios de vida de millones de personas, a su capacidad de producción de alimentos y a su bienestar social.



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



¡INICIEMOS DESDE LA PRÁCTICA!

1. FAMOUS PEOPLE IN BOLIVIA. (Personas famosas en Bolivia)

Let's read and listen to the following conversation. (Leamos y escuchemos la siguiente conversación.)

Conversation:

- Cecilia:** Do you have an athlete who inspires you?
Tienes algún deportista que te inspira?
- Antonio:** Yes, I do. Marco Etcheverry inspires me.
Sí. Marco Etcheverry me inspira.
- Cecilia:** Why he inspires you?
Por qué él te inspira?
- Antonio:** Because, he took Bolivia to a World Cup.
Porque él llevó a Bolivia a un Mundial.
- Cecilia:** That explains why you play soccer?
Eso explica porque tú juegas fútbol.
- Antonio:** Yes, I do.





¡CONTINUEMOS CON LA TEORÍA!

1.1. Biography of famous people in our community

(Biografía de los personajes famosos de nuestra comunidad.)

Let's learn about the biography of some famous people who were part of the history of our country. (Aprendamos sobre la biografía de algunos famosos personajes que formaron parte de la historia de nuestro país.)



This is Avelino Siñani. He was born in 1881. He was the first teacher of the indigenous. Siñani lived in Llajma Warisata, in La Paz city. He was the fundator of the indigenous education in Bolivia.



Meet Víctor Paz Estenssoro. He was born in Tarija Bolivia in October 2 of 1907. He died in 2001. Paz was a lawyer, statesman and Bolivian politician. He decreed the Agrarian Reform and the nationalization.



This is Bartolina Sisa. She was born in 1750 and she died in 1782. Sisa was declared a national Aymara heroine. She fought with her husband against the Spanish. She was hanged.



Meet Franz Tamayo. He was born in La Paz in 1879. He was a poet, politician and intellectual. He founded the Partido Radical. Tamayo studied in La Sorbona, France. His face was on the 200 Bills. Tamayo died in 1956.

**Lidia Gueller Tejada**

The congress elected Gueiler as interim constitutional president of the Republic, after the flight of Alberto Natush Busch. On July 17, 1980, the democratic process was again interrupted, when Lidia Gueiler was overthrown and exiled by Luis García Meza in a new bloody coup.

1.2. Best Bolivian soccer player. (Mejores futbolistas bolivianos)

Let's learn about the biography of some soccer players who were part of the history of our country. (Aprendamos sobre la biografía de algunos futbolistas que formaron parte de la historia de nuestro país.)



This is Marco Antonio Etcheverry. He was born in Santa Cruz, in 1970. He has been recognized as the "best Bolivian soccer player of all time." He took Bolivia to a World Cup.



Meet Carlos Emilio Lampe. He was born in Santa Cruz in 1983. He is a Bolivian nationalized Argentine professional soccer player. Lampe plays as goalkeeper in Club Bolívar.



This is Marcelo Martins. He was born in Santa Cruz in 1987. His nick name is "flecheiro". He plays as a striker in Cerro Porteño in Paraguay. He is the captain of the Bolivian team.



Meet Alejandro Chumacero. He was born in La Paz in 1991. He plays as a midfielder. His measurement is 1.63 m and he weighs 60 kg. He started playing on "The Strongest" in April 2007 until 2013.

1.3. Conditional: Interrogative form. (Condicional: Forma Interrogativa)

Let's learn the grammatical structure of conditional in interrogative form. (Estudiemos la estructura gramatical de condicional en forma interrogativa).

We use the conditional in English to form hypotheses about any topic and describe its consequences. First the sentence in the future tense, then the comma and then the sentence with "if".



What will he do if he runs out of time?	¿Qué hará (él) si se le acaba el tiempo?
Who'll be my manager if you resign?	¿Quién será mi jefe si tú dimites?
Where will we live if we have to move?	¿Dónde viviremos si tenemos que mudarnos?

1.4. Indefinite pronouns (Pronombres indefinidos)

Let's analyze these "Indefinite pronouns" to understand the difference between them. (Analicemos "Pronombres indefinidos." para comprender la diferencia entre ellos).

	Body	One	Thing	Where
Some	Somebody (Alguien)	Someone (Alguien)	Something (Algo)	Somewhere (En cualquier lugar)
Any	Anybody (Cualquiera)	Anyone (Nadie)	Anything (Cualquier Cosa)	Anywhere (En cualquier lugar)
No	Nobody (Nadie)	No One (Nadie)	Nothing (Nada)	Nowhere (En ninguna parte)
Every	Everybody (Todo El Mundo)	Everyone (Todos)	Everything (Todo)	Everywhere (En todas partes)



1.5. Modal verbs: Ought, May and Might (Verbos modales: Ought, May y Might)

Let's learn the different functions of the verb "Ought, May and Might". (Aprendamos las distintas funciones del verbo "Debería, puede y podría".)

OUGHT: Úsalo más una forma base de algún verbo para expresar una opinión o dar un consejo, debemos recordar que debe ir acompañado con la palabra to entre el verbo modal y el verbo principal de la oración. También podemos usarlo para decir algo que es normalmente correcto o es deber de alguien.

- You **ought to** return that to its owner.
Tú debes regresar eso a su dueño.
- He **ought to** care of his son.
Él debe cuidar de su hijo.
- I **ought to** respect you.
Yo debo respetarte

- Mario **may be** coming to see us tomorrow.
Mario puede venir a vernos mañana.
- She **may be** tired.
Ella debe estar cansada.
- **May** you lend me the car tomorrow?
Podrías prestarme el coche mañana?

MAY: Es usado cuando no estamos seguros de algo en el presente o pasado, también puede ser usado para pedir permiso en una manera formal. El may not puede ser usado para rechazar un permiso o para denegar un permiso.

MIGHT: Se usa cuando deseas sugerir una situación o explicación posible, aunque no afirmamos que sea cierta al 100 % o bien cuando no estamos seguros de lo que ocurrirá. El might have es usado para hacer conjeturas en tiempo pasado.

- I **might** see you tomorrow.
Podría verte mañana.
- It looks nice, but it **might** be very expensive.
Se ve bien, pero puede ser muy caro.
- **Might** we ask you a question?
Podemos hacerte una pregunta?



¡REALICEMOS LA VALORACIÓN!

Let's remember the famous people of the readings, then answer the questions in our notebook. (Recordemos los personajes famosos de las lecturas y respondamos las preguntas en nuestro cuaderno.)

1. What was the name of the best goalkeeper of Bolivia?
2. Where was he born?
3. Who took Bolivia to a World Cup?



¡ES HORA DE LA PRODUCCIÓN!

Let's write about an important athlete of our community that you want to meet. (Escribamos sobre un atleta importante de nuestra comunidad que quieras conocer.)



APPROACH ON TRANSLATION (Enfoque sobre la Traducción)



¡INICIEMOS DESDE LA PRÁCTICA!

Coal Fires

Mabel: It's colder today, isn't it?
(Hace más frío hoy, ¿no?)

Brian: yes, it's not very warm, is it? I will have to light the fire soon.
(Sí, no hace mucho calor, ¿verdad? Tendré que encender el fuego pronto.)

Mabel: Oh, you have coal fires, do you?
(Oh, tienes fuegos de carbón, ¿verdad?.)

Brian: Yes. We don't have central heating. You have central heatin, don't you?
Sí. No tenemos calefacción central. Tienes calefacción central, ¿no?)

Mabel: Yes, we do. But coal fires are nice, aren't they? More comforting than a radiator.
(Sí, lo tenemos. Pero los fuegos de carbon son agradables, ¿no? Más reconfortable que un radiador.)

Brian: Yes, but they're a lot more work than just switching on the heating. We keep talking about getting central heating put in.
(Sí, pero son mucho más trabajo que simplemente encender la calefacción. Seguimos hablando de instalar calefacción central.)

Mabel: I suppose coal fires aren't very convenient, are they?
(Supongo que los fuegos de carbón no son muy convenientes, ¿Verdad?)

Brian: They certainly aren't.
(Ciertamente no lo son.)



¡CONTINUEMOS CON LA TEORÍA!

1. Reflexive pronouns (Pronombres reflexivos)

Let's learn the different functions of the "Reflexive pronouns". (Aprendamos las distintas funciones de los "Pronombres reflexivos")

PERSONAL PRONOUNS	REFLEXIVE PRONOUNS	SENTENCES
I	Myself (me, mi, yo mismo)	I forced myself to get up today in the morning. (Me obligué a levantarme hoy por la mañana.)
You	Yourself (te, tú, si mismo)	You're going to have to drive yourself to school. (Vas a tener que conducir tú mismo a la escuela.)
He	Himself (se, él mismo, si mismo)	He burnt himself when he was cooking. (Se quemó mientras cocinaba.)
She	Herself (se, ella misma, si misma)	Her real name is Magaly, but she calls herself Magi. (Su verdadero nombre es Magaly, pero se hace llamar Magi.)

It	Itself (a si mismo)	The refrigerator defrosts itself. (El refrigerador se descongela solo.)
We	Ourselves (nos, nosotros mismos)	We painted our house by ourselves. (Pintamos nuestra casa nosotros mismos.)
You	Yourselves (ustedes mismos)	You learned the lesson by yourselves. (Ustedes aprendieron la lección por ustedes mismos.)
They	Themselves (si mismos, ellos mismos)	The boys themselves guided the team to success. (Los propios chicos guiaron el equipo hacia el éxito.)

2. Speech: Prepare a dissertation. (Discurso: Preparar una disertación)



In order to strengthen oral skills, the structure of a narrative text must also be taken into account, so here are some figures that you can use.

STRUCTURING A NARRATIVE



STEPS

1. Organiza la información de tu exposición en inglés.
2. Usa expresiones estándar.
3. Prepara diapositivas que apoyen tu presentación en inglés.
4. El secreto para exponer en inglés: practice, practice and more practice.
5. También puedes usar esta estructura.

PARTS OF NARRATIVE TEXT

Title	Relates to the story and grabs the reader's attention.
Orientation	Introduces the characters and describes the setting.
Complication	The problem in the story.
Resolution	The resolution to the problem.
Ending	What has come from the experience?

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

(Lectura y traducción de textos: periódicos, revistas y otros (inglés a español/español a inglés).



In the English language, it must be taken into account that the word-for-word translation is rarely applicable because it must have the same structure between both languages for it to work, the grammatical categories must be taken into account, since sometimes the order of the words is different between the English and Spanish languages. Keep researching.

4. Target language (Idioma de destino)



Some people bow



Some people Kiss once.
Some Kiss twice.



Some shake hands.



And some hug.

5. How to write an essay? (¿Cómo escribir un ensayo?)

- Decide the topic (where it is not given).
- Jot down the points (or ideas you want to discuss).
- Organize your points and outline.
- Write the essay following the outline.
- Edit
- Read once more and correct.

Rafael Delgado
May 10, 2022
College Writing

MONEY, MONEY, MONEY! I WANT MORE MONEY!

Is money that important? Many people are always concerned about getting as much money as they want, and sometimes they forget the real reason to have money. Then the desire to make more money becomes an obsession that that can difficult to stop. It is not bad to make money. As a matter of fact, we need it to survive in this world. We need money to buy food and pay for our rent, book, and entertainment. It is almost impossible to live without money. The problem is when money is the only thing we want.

Sometimes people get this obsession for money for the wrong reasons. They think that money will bring them better status, more friends, and more happiness. The question is: Are they really friends and is that real happiness? Most of the time, these friends and happiness last only as long as the money lasts. Real friends and happiness have so high a price that they cannot be bought with money.

Another problem with the obsession for money is that people forget to enjoy the "way through it". For example, sometimes students have their minds set on the graduation date or the day they have their diplomas in their hands. They forget that is the better to enjoy all the way day by day, semester by semester. In the same way, people should enjoy making money and using it always, not as a final and big goal. For example, I can enjoy making \$ 200000 a year; then the next year 50000, and then a million. I do not have to wait for happiness. I can enjoy the process.

Finally, the Lord says in the New Testament that is not bad to make money if we have a wise purpose or if we use it to share with the people who need it. Since I do not have money, I share my time with others who need help, and this brings me satisfaction. In the same way, people who share their money to help others will find great satisfaction. It is not bad to have money, if you use it wisely.

Money is important. People should be concerned about getting money to live, but many important parts of life do not cost money. Therefore, money is not bad unless it is the only thing we want.

Página 4, Texto extractado del libro: "Foundations of writing"

Reference

Title

Introduction

Development

Conclusion



¡REALICEMOS LA VALORACIÓN!

Let's create our own essay with the characteristics and structure, that be constructed with the teacher's help, based on brainstorming. (Realicemos nuestro propio ensayo con las características y la estructura, esta se construirá con la ayuda de la maestra, a partir de una lluvia de ideas.)



¡ES HORA DE LA PRODUCCIÓN!

Let's look for two articles from the physical or digital newspaper and then translate them taking into account the guidelines provided in this lesson. Afterwards you should read it in class. (Buscamos dos artículos del periódico físico o digital y luego traducir las mismas tomando en cuenta las orientaciones brindadas en esta lección. Posteriormente debes leerlo en la clase.)









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