



BICENTENARIO DE  
**BOLIVIA**



ESTADO PLURINACIONAL DE  
**BOLIVIA**

MINISTERIO  
DE EDUCACIÓN

# Lengua Extranjera Inglés

EDUCACIÓN SECUNDARIA COMUNITARIA PRODUCTIVA  
SUBSISTEMA DE EDUCACIÓN REGULAR

# 1<sup>er</sup>

AÑO DE ESCOLARIDAD



ESTADO PLURINACIONAL DE  
**BOLIVIA**  
MINISTERIO  
DE EDUCACIÓN

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Texto de aprendizaje. 1er. Año de escolaridad. Educación Secundaria  
Comunitaria Productiva. Subsistema de Educación Regular.

Texto oficial 2024

Edgar Pary Chambi

**Ministro de Educación**

Manuel Eudal Tejerina del Castillo

**Viceministro de Educación Regular**

Delia Yucra Rodas

**Directora General de Educación Secundaria**

#### **DIRECCIÓN EDITORIAL**

Olga Marlene Tapia Gutiérrez

**Directora General de Educación Primaria**

Delia Yucra Rodas

**Directora General de Educación Secundaria**

Waldo Luis Marca Barrientos

**Coordinador del Instituto de Investigaciones Pedagógicas Plurinacional**

#### **COORDINACIÓN GENERAL**

Equipo Técnico de la Dirección General de Educación Secundaria

Equipo Técnico del Instituto de Investigaciones Pedagógicas Plurinacional

#### **REDACTORES**

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#### **REVISIÓN TÉCNICA**

Unidad de Educación Género Generacional

Unidad de Políticas de Intraculturalidades Interculturalidades y Plurilingüismo

Escuelas Superiores de Formación de Maestras y Maestros

Instituto de Investigaciones Pedagógicas Plurinacional

#### **ILUSTRACIÓN:**

Franz Javier Del Carpio Sempértegui

#### **DIAGRAMACIÓN:**

Angela Libertad Callejas Mamani

#### **Depósito legal:**

4-1-26-2024 P.O.

#### **Cómo citar este documento:**

Ministerio de Educación (2024). Texto de aprendizaje. 1er. Año de escolaridad. Educación  
Secundaria Comunitaria Productiva. Subsistema de Educación Regular. La Paz, Bolivia.

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# Lengua Extranjera Inglés

EDUCACIÓN SECUNDARIA COMUNITARIA PRODUCTIVA  
SUBSISTEMA DE EDUCACIÓN REGULAR

**1<sup>er</sup>**

**AÑO DE ESCOLARIDAD**



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## PRESENTACIÓN

Con el inicio de una nueva gestión educativa, reiteramos nuestro compromiso con el Estado Plurinacional de Bolivia de brindar una educación de excelencia para todas y todos los bolivianos a través de los diferentes niveles y ámbitos del Sistema Educativo Plurinacional (SEP). Creemos firmemente que la educación es la herramienta más eficaz para construir una sociedad más justa, equitativa y próspera.

En este contexto, el Ministerio de Educación ofrece a estudiantes, maestras y maestros, una nueva edición revisada y actualizada de los TEXTOS DE APRENDIZAJE para los niveles de Educación Inicial en Familia Comunitaria, Educación Primaria Comunitaria Vocacional y Educación Secundaria Comunitaria Productiva. Estos textos presentan contenidos y actividades organizados secuencialmente, de acuerdo con los Planes y Programas establecidos para cada nivel educativo. Las actividades propuestas emergen de las experiencias concretas de docentes que han desarrollado su labor pedagógica en el aula.

Por otro lado, el contenido de estos textos debe considerarse como un elemento dinamizador del aprendizaje, que siempre puede ampliarse, profundizarse y contextualizarse desde la experiencia y la realidad de cada contexto cultural, social y educativo. De la misma manera, tanto el contenido como las actividades propuestas deben entenderse como medios canalizadores del diálogo y la reflexión de los aprendizajes con el fin de desarrollar y fortalecer la conciencia crítica para saber por qué y para qué aprendemos. Así también, ambos elementos abordan problemáticas sociales actuales que propician el fortalecimiento de valores que forjan una personalidad estable, con autoestima y empatía, tan importantes en estos tiempos.

En particular, el texto de aprendizaje de Comunicación y Lenguajes: Lengua Extranjera de Educación Secundaria Comunitaria Productiva que promueve una formación integral en las y los estudiantes, a partir de actividades que desarrollan capacidades comunicativas, intra-interculturales y plurilingües, para que comprendan otras culturas y se desenvuelvan en una sociedad cada vez más globalizada.

En este sentido, el Ministerio de Educación proporciona este material para que docentes y estudiantes los utilicen en sus diversas experiencias educativas. Recordemos que el principio del conocimiento surge de nuestra voluntad de aprender y explorar nuevos aprendizajes para reflexionar sobre ellos en beneficio de nuestra vida cotidiana.

Edgar Pary Chambi  
**Ministro de Educación**





## GREETINGS AND FAREWELLS

### PRACTICE

Vocabulary- Listen and repeat.  
Read the conversations.

#### Conversation 1

**Teacher:** Good morning, students.

**Students:** Good morning, teacher.

**Teacher:** How are you?

**Students:** Fine, and you?

**Teacher:** Fine, thank you!

#### Conversation 2

**Ana:** Hi, my name is Ana.

What is your name?

**Luz:** My name is Luz.

**Ana:** Nice to meet you.

**Luz:** Nice to meet you too.



Let's fill the blanks using your information and practice the conversation with a partner.

**A:** \_\_\_\_\_, my name is \_\_\_\_\_.  
What is your name?

**B:** My name is \_\_\_\_\_

**A:** Nice to meet you.

**B:** Nice to meet you too.

#### LOOK FOR NEW WORDS!

Nice to meet you= \_\_\_\_\_

Nice to meet you too= \_\_\_\_\_

Fine= \_\_\_\_\_

Thank you= \_\_\_\_\_

Where are you from?= \_\_\_\_\_

Translate the words and find them into the puzzle.



mañana = \_\_\_\_\_

tarde = \_\_\_\_\_

noche = \_\_\_\_\_

bien = \_\_\_\_\_

adios = \_\_\_\_\_

nombre = \_\_\_\_\_

profesor = \_\_\_\_\_

estudiante = \_\_\_\_\_

hola = \_\_\_\_\_

Activities

### THEORY

#### 1. Contractions

Las contracciones resultan de la unión de dos palabras para formar una sola y son empleadas en el lenguaje informal.

**Formal:** What is your name?

**Informal:** What's your name

#### Formal Greetings:

Hello → **Hola**

Good morning → **Buen día**

Good afternoon → **Buenas tardes**

Good evening → **Buenas noches**

Good night → **Buenas noches**

Good bye → **Adios**

See you soon → **Nos vemos pronto**

#### Informal Greetings:

Hi → **Hola**








Bye → **Chao**

See you → **Nos vemos**

Complete FORMAL or INFORMAL according to the greetings and farewells

1. \_\_\_\_\_ Hello
2. \_\_\_\_\_ Good morning
3. \_\_\_\_\_ Bye
4. \_\_\_\_\_ Good afternoon
5. \_\_\_\_\_ See you
6. \_\_\_\_\_ Good evening
7. \_\_\_\_\_ Good bye
8. \_\_\_\_\_ Hi
9. \_\_\_\_\_ See you soon

Write the greetings and farewells.

	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		

¿Qué son las contracciones en el aprendizaje de una lengua?  
\_\_\_\_\_  
\_\_\_\_\_



PRODUCTION

Write the conversations following the example:



1.  
A: Hello!  
B: Hi!  
A: What is your name?  
B: My name is Erika  
A: I am Oscar  
B: Nice to meet you.  
A: Nice to meet you too.

	
Erika	Oscar
<input type="text"/>	



2.  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: What is your name?  
B: My name is \_\_\_\_\_  
A: I am \_\_\_\_\_  
B: Nice to meet you.  
A: Nice to meet you too.

	
Maria	Brayan
<input type="text"/>	



3.  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: What is your name?  
B: My name is \_\_\_\_\_  
A: I am \_\_\_\_\_  
B: Nice to meet you.  
A: Nice to meet you too.

	
Erika	Juan
<input type="text"/>	



4.  
A: Hello!  
B: Hi!  
A: What is your name?  
B: My name is Erika  
A: I am Oscar  
B: Nice to meet you.  
A: Nice to meet you too.

	
Oscar	Juan
<input type="text"/>	

5.  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: What is your name?  
B: My name is \_\_\_\_\_  
A: I am \_\_\_\_\_  
B: Nice to meet you.  
A: Nice to meet you too.

	
Maria	Oscar
<input type="text"/>	

6.  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: What is your name?  
B: My name is \_\_\_\_\_  
A: I am \_\_\_\_\_  
B: Nice to meet you.  
A: Nice to meet you too.

	
Maria	Erika
<input type="text"/>	

## CARDINAL NUMBERS AND PERSONAL INFORMATION

**PRACTICE**

Vocabulary - Listen and repeat.

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
11	12	13	14	15	16	17	18	19	20	
eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty	

\* Para dar el número de teléfono o celular, los números se leen de uno en uno y el número 0 se pronuncia "oh".

\* **What is = What's** (Algunas expresiones pueden combinarse y mantener su significado).

**Read the conversation.**

- A:** What's your name?  
**B:** My name is Andrea.  
**A:** Where are you from?  
**B:** I am from Tarija.  
**A:** What's your phone number?  
**B:** My phone number is 69770522  
 (Six, nine, seven, seven, oh, five, two, two)

**MATH SYMBOLS**



PLUS



MINUS



TIMES



DIVIDED BY



EQUALS

Let's practice the conversation with a partner.

- A:** What's your name?  
**B:** My name is \_\_\_\_\_.  
**A:** Where are you from?  
**B:** I am from \_\_\_\_\_.  
**A:** What's your phone number?  
**B:** My phone number is \_\_\_\_\_.

Match the correct answer.

- a) Seven \_\_\_\_\_ 9  
 b) Twenty \_\_\_\_\_ 10  
 c) Ten \_\_\_\_\_ 8  
 d) Two \_\_\_\_\_ 7  
 e) Eight \_\_\_\_\_ 5  
 f) Nine \_\_\_\_\_ 20  
 g) Five \_\_\_\_\_ 2

Activities

Fill the blanks with the correct letter

2	_ W _	7	_ E _ _ N	5	_ _ _ E	8	_ _ _ _ T
0	_ E _ O	4	_ O _ _	14	_ _ U _ _ E _	1	_ N _
9	N _ N _	12	_ W _ _ _	6	_ I _	10	_ _ N

Solve these exercises and write the result literally

- |               |                |                |
|---------------|----------------|----------------|
| 2 - 1 = one   | 10 ÷ 2 = _____ | 17 + 3 = _____ |
| 2 x 3 = _____ | 20 ÷ 4 = _____ | 10 + 2 = _____ |
| 3 x 3 = _____ | 12 - 8 = _____ | 20 - 5 = _____ |

**THEORY**

**1. Exclamation and question marks**

Recuerda que en inglés tanto el signo de interrogación como el signo de admiración se escriben únicamente al final del enunciado.



## 2. Question Words

Las "question words" son aquellas palabras que ayudan a especificar mucho más una pregunta. Son conocidas como "Wh questions", pues la mayoría de ellas inicia con "wh" en su escritura.

- What? = ¿Qué?
- Where? = ¿Dónde?
- Who? = ¿Quién? / ¿Quiénes?
- How? = ¿Cómo?
- How old are you? = ¿Cuántos años tienes?

## 3. Telephone numbers in English

En inglés los números de teléfono son leídos de manera individual.

El número 0 es leído como la letra o.

Para la repetición de dígitos se emplea la palabra "double"

**Examples:**

1. 70530283  
Seven, oh, five, three, oh, two, eight, three.
2. 79662791  
Seven, nine, double six, two, seven, nine, one.

APPRAISAL

Read, complete and answer the questions.  
Use the information from the oval.

1.

- A: What's your name?
- B: My name is Oscar
- A: Where are you from?
- B: I am from Shanghai
- A: How old are you?
- B: I am twenty years old



Oscar  
Shanghai  
28

3.

- A: \_\_\_\_\_ is your name?
- B: My name is Ericka
- A: \_\_\_\_\_ are you from?
- B: I am from London
- A: How old are you?
- B: I am \_\_\_\_\_ years old



Ericka  
London  
25

2.

- A: What's your name?
- B: My name is \_\_\_\_\_
- A: Where are you from?
- B: I am from \_\_\_\_\_
- A: How old are you?
- B: I am \_\_\_\_\_ years old



Maria  
São Paulo  
17

4. Use your information

- A: \_\_\_\_\_ is your name?
- B: My name is \_\_\_\_\_
- A: \_\_\_\_\_ are you from?
- B: I am from \_\_\_\_\_
- A: How old are you?
- B: I am \_\_\_\_\_ years old

Look at the images and solve the exercises.

+  +  = 18 eighteen	+  +  = 15 fifteen	= 3 three
+  = 10 ten	+  = 8 eight	+ 1 =
+  = 8 eight	+  = 7 seven	x  =
+  = _____	+  +  = _____	+  =
		-  =
		= _____

Collect the phone numbers of your friends and family and write them.

PRODUCTION

1. 7 6 7 4 5 8 3 5      seven, six, seven, four, five, eight, three, five \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## THE ALPHABET AND SUBJECT PERSONAL PRONUONS

### PRACTICE

Listen and repeat the alphabet  
Listen and repeat the conversation

#### Conversation 1

Ana: Hi, Luz.

Luz: Hi, Ana.

Ana: What is your last name?

Luz: My last name is Gomez.

Ana: How do you spell it?

Luz: G – O – M – E – Z

/gi/ /ou/ /em/ /i/ /zi/

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>
[ei]	[bi]	[si]	[di]	[i]	[ef]	[dgi]	[eich]	[ai]
<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
[djey]	[key]	[el]	[em]	[en]	[ou]	[pi]	[kiu]	[ar]
<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>	
[es]	[ti]	[iu]	[vi]	[dabliu]	[eks]	[wai]	[zi]	

### Activities

Let's fill in the blanks using your information and practice the conversation with a partner.

#### Conversation 1

A: Good afternoon.

B: Good afternoon.

A: What is your **first** name?

B: My **first** name is \_\_\_\_\_.

A: How do you spell it?

B: \_\_\_\_\_  
\_\_\_\_\_.

#### LOOK FOR NEW WORDS!

First name = \_\_\_\_\_

Last name = \_\_\_\_\_

Nick name = \_\_\_\_\_

How do you spell it? = \_\_\_\_\_

#### CONJUNCTIONS

Las conjunciones permiten enlazar oraciones para brindar mayor información.

and = y **Examples:** Juan and Ana.

or = o Teacher or student.

### THEORY

#### SUBJECTS PRONUONS

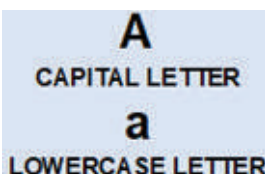
PERSON	SUBJECT	PRONUNCIATION	SPANISH
SINGULAR	1°	I	[ai] yo
	2°	you	[yu] tú
	3°	he	[ji] él
		she	[shi] ella
PLURAL		it	[it] este
	1°	we	[wi] nosotr@s
	2°	you	[yu] ustedes
	3°	they	[dey] ell@s

#### 1. Personal subject pronouns

Es común omitir al sujeto en castellano. Por que su presencia no afecta la idea. En las siguientes oraciones, la primera tiene el sujeto escrito y la segunda no, pero ambas expresan la misma idea.

- Tú eres mi mejor amigo. (Con sujeto escrito)
- Eres mi mejor amigo. (Sin sujeto escrito)

No obstante, **en inglés, el sujeto debe estar siempre presente.** (Excepto en oraciones imperativas).



Los nombres propios (nombres de personas, de animals, de instituciones o lugares) y el pronombre "yo", inician siempre con letras mayúsculas (capital letters).

Maria	Pelusa	Esteban	Villarroel	I
Illimani	Ballivian	Trinidad	Bolivia	Jose

Separate these words in vowels and consonants then spell them.


Words	Vowels	Consonants	Name	Spelling
1. Name	a, e	n, m	Name	[en] [ei] [em] [i]
2. Afternoon	_____	_____	_____	_____
3. Day	_____	_____	_____	_____
4. Cellphone	_____	_____	_____	_____
5. Numbers	_____	_____	_____	_____
6. Information	_____	_____	_____	_____
7. Education	_____	_____	_____	_____
8. Love	_____	_____	_____	_____
9. Teacher	_____	_____	_____	_____
10. Student	_____	_____	_____	_____

Replace nouns using personal pronouns.


- María → she \_\_\_\_\_
- Snoopy → \_\_\_\_\_
- Ana and I → \_\_\_\_\_
- Jose → \_\_\_\_\_
- Ana and you → \_\_\_\_\_
- Garfield → \_\_\_\_\_
- Ana → \_\_\_\_\_
- Table → \_\_\_\_\_
- My father → \_\_\_\_\_
- Erick → \_\_\_\_\_
- Cat and dog → \_\_\_\_\_
- Dog → \_\_\_\_\_

Write and spell after watching the images.


**Conversation 1**  
**A:** How do you spell cat?  
**B:** C - A - T  
 [si] [ei] [ti]




**Conversation 2**  
**A:** How do you spell sun?  
**B:** - -  
 [ ] [ ] [ ]



**Conversation 3**  
**A:** How do you spell dog?  
**B:** - -  
 [ ] [ ] [ ]



**Conversation 4**  
**A:** How do you spell star?  
**B:** - - -  
 [ ] [ ] [ ] [ ]



Write the correct personal pronoun in the boxes.

I - YOU - HE - SHE - IT - WE - YOU - THEY









Complete the conversation using your information

**A:** Good \_\_\_\_\_

**B:** Good \_\_\_\_\_

**A:** What is your last name?

**B:** My last name is \_\_\_\_\_

**A:** How do you spell it?

**B:** \_\_\_\_\_  
 \_\_\_\_\_

PRODUCTION

Draw and spell these words in your notebook.

APPLE, CAT, STAR, RAIN, HOUSE, STUDENT, ORANGE, DOG, SUN, MOON, SCHOOL, TEACHER

Example: 1.



APPLE → [ei] [pi] [pi] [el] [i]

## COUNTRIES AND NATIONALITIES

### PRACTICE

Listen and repeat the countries and nationalities.

Listen and repeat the conversation

#### Conversation 1

Ana: Hi, Luz.

Luz: Hello, Ana.

Ana: Where are you from?

Luz: I'm from Bolivia. And you?

Ana: I'm from Brazil.

Luz: That's a beautiful place.

COUNTRIES	/	NATIONALITIES
 Bolivia / Bolivian		 Mexico / Mexican
 Brazil / Brazilian		 Japan / Japanese
 Argentina / Argentinian		 China / Chinese
 Ecuador / Ecuatorian		 Spain / Spanish
 Peru / Peruvian		 England / English

Activities

Let's fill in the blanks using your information and practice the conversation with a partner.

- A:** Good evening, \_\_\_\_\_.
- B:** Good evening, \_\_\_\_\_.
- A:** Where are you from?
- B:** I'm from \_\_\_\_\_. And you?
- A:** I'm from \_\_\_\_\_.
- B:** That's a beautiful place!

#### LOOK FOR NEW WORDS!

That is = Ese es

That's = Ese es (forma contraccionada)

Beautiful = \_\_\_\_\_

Place = \_\_\_\_\_

Friend = \_\_\_\_\_

From = de (lugar de origen)

### THEORY

#### 1. Verb TO BE

El verbo TO BE tiene dos significados:

**SER:** I am Maria → Yo soy Maria

**ESTAR:** I am in Mexico → Yo estoy en México

#### (?) INTERROGATIVE:

Crear preguntas con este verbo resulta sencillo, solo se debe anteponer el verbo.

(+) You are my student. → Tú eres mi estudiante.

(?) Are you my student? → ¿Tú eres mi estudiante?

#### (-) NEGATIVE:

Para las oraciones negativas, se añade la palabra NOT después del verbo.

(-) You are not my student. → Tú no eres mi estudiante.

#### VERB TO BE - POSITIVE FORM (+)

PERSON	SUBJECT	VERB TO BE	CONTRACTED	
SINGULAR	1°	I	am	I'm
	2°	you	are	you're
	3°	he	is	he's
		she	is	she's
	it	is	it's	
PLURAL	1°	we	are	we're
	2°	you	are	you're
	3°	they	are	they're

#### Examples:

1. (+) He is my friend.

(?) Is he my friend?

(-) He is not my friend.

2. (+) We are students.

(?) Are we students?

(-) We are not students.

#### SHORT ANSWERS:

Yes, I am. / No, I am not.











Complete the table with verb "to be" in full and contracted form.

VERB TO BE	CONTRACTED
I am	_____
You are	_____
He is	_____
_____	she's
_____	it's
We are	_____
_____	you're
They are	_____

El verbo TO BE (am-is-are), tiene 2 significados. ¿Cuáles son?

\_\_\_\_\_ y \_\_\_\_\_.

Write the nationalities.

COUNTRIES	/	NATIONALITIES
 Bolivia / _____		 Mexico / _____
 Brazil / _____		 Japan / _____
 Argentina / _____		 China / _____
 Ecuador / _____		 Spain / _____
 Peru / _____		 England / _____

PRODUCTION

Complete the conversations following the examples:

1. A: Hello, **Oscar!**  
B: Hi, **Erika!**  
A: Where are you from?  
B: I'm **Spanish**. And you?  
A: I'm **English**.



Erika



Oscar

Hello/Hi

2. A: \_\_\_\_\_!  
B: \_\_\_\_\_!  
A: Where are you from?  
B: I'm \_\_\_\_\_. And you?  
A: I'm \_\_\_\_\_.



Maria



Brayan

Good morning / Good morning

3. A: \_\_\_\_\_!  
B: \_\_\_\_\_!  
A: Where are you from?  
B: I'm \_\_\_\_\_. And you?  
A: I'm \_\_\_\_\_.



Erika



Juan

Good afternoon / Good afternoon

4. A: \_\_\_\_\_!  
B: \_\_\_\_\_!  
A: Where are you from?  
B: I'm \_\_\_\_\_. And you?  
A: I'm \_\_\_\_\_.



Oscar



Juan

Good evening / Good evening

5. A: \_\_\_\_\_!  
B: \_\_\_\_\_!  
A: Where are you from?  
B: I'm \_\_\_\_\_. And you?  
A: I'm \_\_\_\_\_.



Maria



Oscar

Hello/ Hi

6. A: \_\_\_\_\_!  
B: \_\_\_\_\_!  
A: Where are you from?  
B: I'm \_\_\_\_\_. And you?  
A: I'm \_\_\_\_\_.



Brayan



Erika

Good morning / Good morning



## PROFESSIONS AND OCCUPATIONS

### PRACTICE

Vocabulary- Listen and repeat.

Read the conversations.

#### Conversation 1

A: Is Erika a good teacher?

B: Yes, she is.

She's a good teacher.

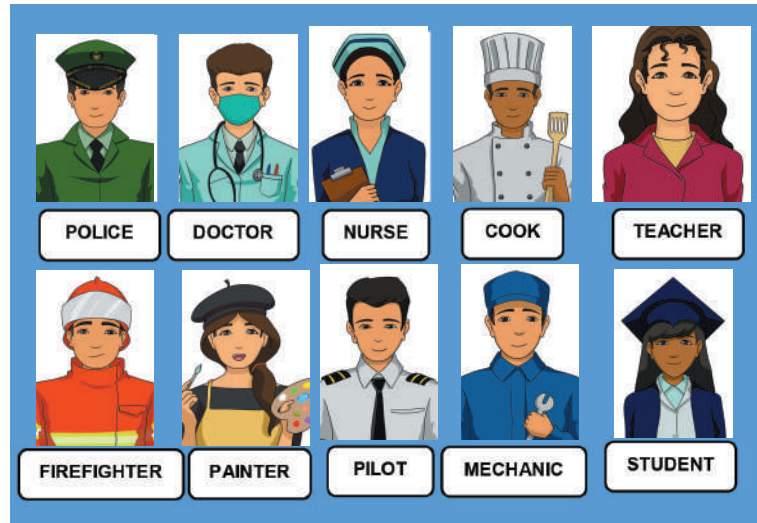


#### Conversation 2

A: Are Maria and Juan good painters?

B: Yes, they are.

They're splendid painters.



Let's fill in the blanks using the correct form of the verb to be.



A: \_\_\_ Brayan a \_\_\_\_\_?

B: Yes, \_\_\_\_\_.  
\_\_\_\_\_ a splendid \_\_\_\_\_.



A: \_\_\_ Oscar a \_\_\_\_\_?

B: Yes, \_\_\_\_\_.  
\_\_\_\_\_ an incredible \_\_\_\_\_.



A: \_\_\_ Ana and Pedro good \_\_\_\_\_?

B: Yes, \_\_\_\_\_.  
\_\_\_\_\_ excellent \_\_\_\_\_.

#### NEW WORDS!

- A = un, una
- Good = buen (a)
- Great = grandioso
- Excellent = excelente
- Incredible = increíble
- Splendid = espléndido

Activities

#### Unscramble the occupations and rewrite them.


1. PEOICL    \_POLICE\_
2. SNTTUDE    \_\_\_\_\_
3. EACRHTE    \_\_\_\_\_
4. AEPRINT    \_\_\_\_\_
5. OCTODR    \_\_\_\_\_
6. URSNE    \_\_\_\_\_
7. OCOK    \_\_\_\_\_
8. FIREFIGHTER \_\_\_\_\_
9. PTILO    \_\_\_\_\_
10. CHANIMEC    \_\_\_\_\_

### THEORY

#### 1. Indefinite Articles (A - AN)

Los artículos indefinidos son aquellos que hacen referencia a algo que no conocemos y que no podemos identificar.

En inglés se emplean 2 artículos indefinidos:

A = un, una (se emplea antes de sonido de consonante) A STAR 

AN = un, una (se emplea antes de sonido de vocal) AN ORANGE 

Cuando se habla de profesiones, es necesario emplear el artículo indefinido.

**Example:** He is **a** teacher and she is **an** artist.

(Él es **un** profesor y ella es **una** artista)

INDEFINITE ARTICLES	
A	AN
A cat	An apple
A dog	An orange
A star	An elephant
A teacher	An ice-cream

## 2. Definite Article (THE)

El artículo definido hace referencia a algo que conocemos y que podemos identificar.

A pesar de ser uno solo, tiene cuatro significados.

**THE = el, la, los, las**

### Examples:

The teacher is in the school. → La profesora está en el colegio.

The car is in the garage. → El auto está en el garage.

My parents are in the school. → Mis papás están en el colegio.

### Read and circle the correct answer

- Los artículos indefinidos son aquellos que hacen referencia a algo que no conocemos y que no podemos identificar.
- El artículo definido hace referencia a algo que no conocemos y que no podemos identificar.
- El artículo definido tiene cuatro significados.

**True**

**False**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DEFINITE  
ARTICLE  
THE**

### H muda

Si la palabra inicia con "h muda" se emplea el artículo an:

**\_an** honourable

**\_an** honest student

### Write a / an on the blanks

1. \_\_\_\_\_ book
2. \_\_\_\_\_ ant
3. \_\_\_\_\_ apple
4. \_\_\_\_\_ orange
5. \_\_\_\_\_ teacher
6. \_\_\_\_\_ student
7. \_\_\_\_\_ honourable man

« APPRAISAL »

### Let's write the correct answer



### Look for new occupations and create 10 sentences:

1. Hector Garibay is an athlete.
2. Gabriela Zegarra is \_\_\_\_\_.
3. Hector Uriarte is \_\_\_\_\_.
4. Luis H. Arce is \_\_\_\_\_.
5. My father is \_\_\_\_\_.
6. My mother is \_\_\_\_\_.
7. David Santalla is \_\_\_\_\_.
8. Mamani Mamani is \_\_\_\_\_.
9. Esther Marisol is \_\_\_\_\_.
10. Bonny Lovy is \_\_\_\_\_.

PRODUCTION

Look for 10 words that begin by vowel sound and 10 that begin by consonant sound. Write them in your notebook.

Example:

### VOCAL SOUND

Apple

Ape

...

### CONSONANT SOUND

Book

Butterfly

...

## PEOPLE IN MY SCHOOL

### PRACTICE

Read the conversation.

#### Conversation 1

A: What's your name?

B: My name is Saul.






A: Who is she?

B: She's my English teacher.

A: What's her name?

B: Her name is Erika.



	Hi, my name is Saul. I'm a student.
	Hello, my name is Eduardo. I'm the Math teacher.
	Hello, my name is Erika. I'm the English teacher.
	Hi, my name is Pedro. I'm Saul's friend.
	Hi, my name is Ana. I'm Saul's friend.

Let's complete the conversations by using possessive pronouns.

#### Conversation 1

A: What's \_\_\_\_ name?

B: \_\_\_\_ name is Saul.

A: Who is he?

B: He's \_\_\_\_ Math teacher.

A: What's \_\_\_\_ name?

B: His name is Eduardo.



#### NEW WORDS!

Friend = amiga (o)  
Math = matemática  
Partner = compañero (a)  
Person = Persona  
People = Personas, gente.

#### Conversation 2

A: What's \_\_\_\_ name?

B: My name is Erika

A: Who is he?

B: He's \_\_\_\_ student.

A: What's \_\_\_\_ name?

B: His name is Saul.



#### Conversation 3

A: What's \_\_\_\_ name?

B: \_\_\_\_ name is Saul.

A: Who are they?

B: They're \_\_\_\_ friends.

A: What are \_\_\_\_ names?

B: Their names are Ana and Pedro



### SINGULAR AND PLURAL

- One person.
- Two people.



Cuando hablamos de más de una persona empleamos la palabra people.

Activities

### THEORY

#### 1. Possessive adjectives

Los adjetivos posesivos son palabras que se escriben antes de los sustantivos para denotar posesión.

¡Ten mucho Cuidado! cada pronombre personal tiene su propio adjetivo posesivo. (Revísalos en el cuadro de la derecha).

#### 2. Genitive Saxon

El genitivo sajón es una construcción que denota posesión al igual que los adjetivos posesivos. La estructura toma en cuenta al:

poseedor + 's + lo poseído

SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	PRONUNCIATION	SPANISH
I	my	[mai]	Mi, mis
you	your	[yor]	Tu, tus
he	his	[jis]	Su, sus (de él)
she	her	[jer]	Su, sus (de ella)
it	its	[its]	Su, sus (de un animal u objeto)
we	our	[awer]	Nuestro
you	your	[your]	Su, sus (de ustedes)
they	their	[deyr]	Su, sus (de ellos)

#### 2.1. Genitive Saxon – Examples:

poseedor + 's + lo poseído

Maria's dog (El perro de Maria)

My father's car (El auto de mi papá)

#### 2.2. Si el poseedor termina en letra "s"

poseedor + lo poseído

The students' notebooks

(Los cuadernos de los estudiantes)

Complete the subject personal pronouns and the possessive adjectives

Personal Pronouns	Possessive Adjectives
I	_____
You	_____
He	_____
_____	her
_____	its
We	_____
_____	your
They	_____

Complete the sentences. Underline and complete the correct possessive adjective.

- I love my mother, \_\_\_ name is Ana.
- My brother and I live with \_\_\_ parents.
- I live in El Alto and \_\_\_ friend live in La Paz.
- This is my father, \_\_\_ name is Jorge.

his / her / their  
her / our / your  
my / their / its  
her / his / My

Translate these sentences by using the genitive saxon.

- El gato de Clara. \_\_\_\_\_
- El auto de mi papá. \_\_\_\_\_
- La hermana de Ana. \_\_\_\_\_
- Los libros de los estudiantes. \_\_\_\_\_
- Las flores de mi mamá. \_\_\_\_\_

PRODUCTION

Complete the conversations by using the correct possessive adjectives.



Saul  
Student



Eduardo  
Teacher



Erika  
Teacher



Pedro  
Student



Ana  
Student

Conversation 1

- A: What's \_\_\_ name?  
B: \_\_\_ name is \_\_\_\_\_.  
A: Who are they?  
B: They're \_\_\_\_\_.  
A: What are \_\_\_\_\_ names?  
B: Their names are \_\_\_\_\_ and \_\_\_\_\_.

Conversation 4

- A: What's \_\_\_ name?  
B: \_\_\_ name is \_\_\_\_\_.  
A: Who are they?  
B: They're \_\_\_\_\_.  
A: What are \_\_\_\_\_ names?  
B: \_\_\_\_\_ names are \_\_\_\_\_ and \_\_\_\_\_.

Conversation 2

- A: What's \_\_\_ name?  
B: \_\_\_ name is \_\_\_\_\_.  
A: Who are they?  
B: They're \_\_\_\_\_.  
A: What are \_\_\_\_\_ names?  
B: \_\_\_\_\_ names are \_\_\_\_\_ and \_\_\_\_\_.

Conversation 5

- A: What's \_\_\_ name?  
B: \_\_\_ name is \_\_\_\_\_.  
A: Who are they?  
B: They're \_\_\_\_\_.  
A: What are \_\_\_\_\_ names?  
B: \_\_\_\_\_ names are \_\_\_\_\_ and \_\_\_\_\_.

Conversation 3

- A: What's \_\_\_ name?  
B: \_\_\_ name is \_\_\_\_\_.  
A: Who are they?  
B: They're \_\_\_\_\_.  
A: What are \_\_\_\_\_ names?  
B: \_\_\_\_\_ names are \_\_\_\_\_ and \_\_\_\_\_.

Conversation 6 (Use your information)

- A: What's \_\_\_ name?  
B: \_\_\_ name is \_\_\_\_\_.  
A: Who are they?  
B: They're \_\_\_\_\_.  
A: What are \_\_\_\_\_ names?  
B: Their names are \_\_\_\_\_ and \_\_\_\_\_. **YOU**



MY SCHOOL – CLASS SUPPLIES

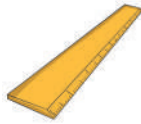
PRACTICE

Vocabulary - Listen and repeat.  
Read the conversations.



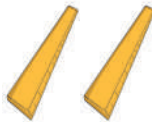
Conversation 1

A: What is this?  
B: This is a ruler.



Conversation 2

A: What are these?  
B: These are rulers.



Activities

Let's complete the conversations by using "this is" or "these are".

Conversation 1

A: What \_\_\_\_\_?  
B: \_\_\_\_\_ an \_\_\_\_\_.



Conversation 3

A: What \_\_\_\_\_?  
B: \_\_\_\_\_.



Conversation 2

A: What \_\_\_\_\_?  
B: \_\_\_\_\_ a \_\_\_\_\_.



Conversation 4

A: What \_\_\_\_\_?  
B: \_\_\_\_\_.



LOOK FOR NEW WORDS!

Long = \_\_\_\_\_  
Short = \_\_\_\_\_  
Big = \_\_\_\_\_  
Small = \_\_\_\_\_  
New = \_\_\_\_\_  
Old = \_\_\_\_\_

In = en (dentro)  
On = encima

THEORY

1. Demonstrative pronouns

Los pronombres demostrativos son empleados para demostrar la cantidad y distancia a la que se encuentra el sustantivo.

- This is → Este es, esta es.
- These are → Estos son, estas son.
- That is → Ese es, esa es.
- Those are → Esos son, esas son.

DEMONSTRATIVE PRONOUNS		
	SINGULAR	PLURAL
NEAR	This 	These 
	That 	Those 

(?) INTERROGATIVE:

Crear preguntas con los demostrativos resulta sencillo, solo se debe anteponer el verbo to be.

(+) This is my bag.



(?) Is this my bag?


(-) NEGATIVE:


Para las oraciones negativas, se añade la palabra NOT al verbo to be.


(-) This is not my bag.


Fill in the blanks with this, these, that and those.


APPRAISAL


1. This is \_\_\_\_\_ an eraser. 


2. \_\_\_\_\_ a dog. 


3. \_\_\_\_\_ calculators. 


4. \_\_\_\_\_ a bag. 


5. \_\_\_\_\_ cats. 


6. \_\_\_\_\_ an apple. 


7. \_\_\_\_\_ pencils. 


8. \_\_\_\_\_ glues. 

9. \_\_\_\_\_ an orange. 

10. \_\_\_\_\_ a cat. 

11. \_\_\_\_\_ apples. 

12. \_\_\_\_\_ sharpeners. 

13. \_\_\_\_\_ dogs. 

Write positive, negative and interrogative sentences.

1. (+) This is my friend.  
(?) Is this my friend?  
(-) This is not my friend.

2. (+) That is my apple.  
(?) \_\_\_\_\_ my apple?  
(-) \_\_\_\_\_ my apple.

3. (+) This is your ruler.  
(?) \_\_\_\_\_ your ruler?  
(-) \_\_\_\_\_ your ruler.

4. (+) That is his dog.  
(?) \_\_\_\_\_ his dog?  
(-) \_\_\_\_\_ his dog.

5. (+) \_\_\_\_\_ your sisters.  
(?) Are those your sisters?  
(-) \_\_\_\_\_ your sisters.

6. (+) That is my glue.  
(?) \_\_\_\_\_ my glue?  
(-) \_\_\_\_\_ my glue.

7. (+) Those are your pencils.  
(?) \_\_\_\_\_ your pencils?  
(-) \_\_\_\_\_ your pencils.

Create answers for these questions.

Conversation 1

A: What **are these**?  
B: \_\_\_\_\_.

Conversation 4

A: What **is that**?  
B: \_\_\_\_\_.

Conversation 2

A: What **is this**?  
B: \_\_\_\_\_.

Conversation 5

A: What **are those**?  
B: \_\_\_\_\_.

Conversation 3

A: What **are those**?  
B: \_\_\_\_\_.


Conversation 6

A: What **are these**?  
B: \_\_\_\_\_.


PRODUCTION

Read these texts and create FIVE similar paragraphs in your notebook.


2. This is Erika, she is twenty five years old, she is from England and she is a teacher. Right now, she is in the school.



3. This is Juan, he is twenty nine years old, he is from Bolivia and he is a painter. Right now, he is in the park.



1. This is Pedro, he is fifteen years old, he is from Bolivia and he is a student. Right now, he is in the school.



## PARTS OF THE COMPUTER

**PRACTICE**

Listen and repeat the vocabulary.  
Practice the conversation in pairs.

A: Good morning, Ana.  
B: Good morning, Clara.  
A: Please, tell me.  
Where is the monitor?  
B: It is on the table.



MONITOR



HEADPHONES



MOUSE



KEYBOARD



WEBCAM



SPEAKER



PRINTER



SCANNER



MICROPHONE

Activities

Let's find the vocabulary into the puzzle and write on the blanks

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

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_
- 5- \_\_\_\_\_
- 6- \_\_\_\_\_
- 7- \_\_\_\_\_
- 8- \_\_\_\_\_
- 9- \_\_\_\_\_

**LOOK FOR NEW WORDS!**

Tell me = \_\_\_\_\_  
Where = \_\_\_\_\_  
Poster = \_\_\_\_\_

**Prepositions of place:**

IN = en (dentro)  
ON = en, encima.

**THEORY**

### 1. Prepositions of place

Existen muchas preposiciones de lugar, sin embargo, en esta unidad, se revisarán solo dos:

**IN**

La preposición "in" se emplea cuando mencionamos que algo o alguien está dentro de algún lugar.

**Examples:**

1. The pencil is in my backpack.

El lápiz está en mi mochila.

2. Your book is in the classroom.

Tu libro está en el curso.

**ON**

La preposición "on" se emplea cuando queremos expresar que algo o alguien está encima de algún lugar.

Implica que este lugar tenga superficie.

**Examples:**

1. The pencil is on the table.

El lápiz esta encima la mesa.

2, Our poster is on the wall.

Nuestro poster esta encima la pared.

APPRAISAL



Unscramble the occupations and rewrite them.

1. MONITOR                      MONITOR
2. MINECROPHO                \_\_\_\_\_
3. KERDYBOA                    \_\_\_\_\_
4. OUSME                        \_\_\_\_\_
5. PRINTER                      \_\_\_\_\_
6. BCAWEM                      \_\_\_\_\_
7. PEAKSER                      \_\_\_\_\_
8. SENRCAN                      \_\_\_\_\_
9. EADPHSHONE                \_\_\_\_\_

Complete the conversations

1. A: Good evening, Juan.  
B: Good evening, Pedro.  
A: Please, tell me.  
Where is the mouse?  
B: It is **on the table.**



4. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: Please, tell me.  
Where is the \_\_\_\_\_?  
B: It is \_\_\_\_\_



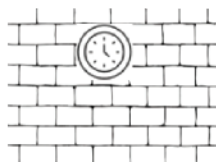
2. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: Please, tell me.  
Where is the \_\_\_\_\_?  
B: It is \_\_\_\_\_.



5. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: Please, tell me.  
Where is the \_\_\_\_\_?  
B: It is \_\_\_\_\_.



3. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: Please, tell me.  
Where is the \_\_\_\_\_?  
B: It is \_\_\_\_\_.

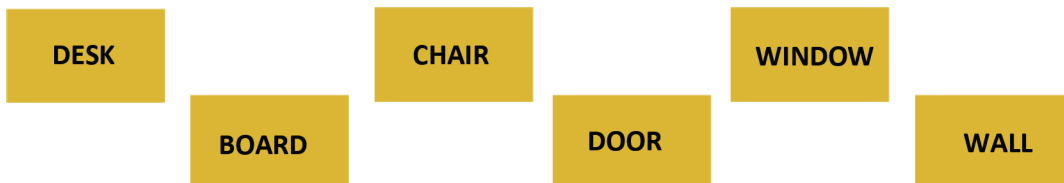


6. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: Please, tell me.  
Where is the \_\_\_\_\_?  
B: It is \_\_\_\_\_.



PRODUCTION

Textuamos el aula y las aulas de nuestros compañeros de otros cursos elaborando pequeños carteles con las siguientes señalizaciones:





GENERAL REVIEW

Write the numbers in literal

5 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_  
 17 \_\_\_\_\_ 2 \_\_\_\_\_ 14 \_\_\_\_\_  
 12 \_\_\_\_\_ 3 \_\_\_\_\_ 16 \_\_\_\_\_  
 10 \_\_\_\_\_ 6 \_\_\_\_\_ 20 \_\_\_\_\_  
 6 \_\_\_\_\_ 0 \_\_\_\_\_ 4 \_\_\_\_\_

Are these greetings and farewells FORMAL or INFORMAL

1. INFORMAL Hello
2. \_\_\_\_\_ Good morning
3. \_\_\_\_\_ Bye
4. \_\_\_\_\_ Good afternoon
5. \_\_\_\_\_ See you
6. \_\_\_\_\_ Good evening
7. \_\_\_\_\_ Good bye
8. \_\_\_\_\_ Hi
9. \_\_\_\_\_ See you soon

Complete the sequence and write them

5,10,15 \_\_\_\_\_  
 1,3,5,7 \_\_\_\_\_  
 3,6,9,12 \_\_\_\_\_  
 1,2,4,8 \_\_\_\_\_

Complete the sequence and write them

2 \* 1 = Two                      20 ÷ 2 = \_\_\_\_\_                      18 + 5 = \_\_\_\_\_  
 2 x 7 = \_\_\_\_\_                      16 ÷ 4 = \_\_\_\_\_                      11 + 3 = \_\_\_\_\_  
 3 x 8 = \_\_\_\_\_                      100 - 99 = \_\_\_\_\_                      20 - 7 = \_\_\_\_\_

Write a / an on the blanks

1. \_\_\_\_\_ ant
2. \_\_\_\_\_ book
3. \_\_\_\_\_ glue
4. \_\_\_\_\_ ice-cream
5. \_\_\_\_\_ teacher

Separate these words in vowels and consonants then spell them.

Words	Vowels	Consonants	Spelling
1. School	o, o	s,c,h, l	[es] [si] [eich] [iu] [iu] [el]
2. Glue	_____	_____	_____
3. Backpack	_____	_____	_____
4. Teacher	_____	_____	_____
5. Cook	_____	_____	_____
6. Computer	_____	_____	_____
7. Window	_____	_____	_____

Complete the sentences. Underline and complete the correct possessive adjective.

1. I love my father, \_\_\_ name is Jose.                      her / their / his
2. My sister and I live with \_\_\_ parents.                      her / our / your
3. I live in Oruro and \_\_\_ friend live in Potosi.                      my / their / its
4. This is my brother, \_\_\_ name is Saul.                      her / his / My

Fill in the blanks with this, these, that, those.

1. \_\_\_\_\_ a doctor.                      (Near)
2. \_\_\_\_\_ a mouse.                      (Far)
3. \_\_\_\_\_ glues.                      (Near)
4. \_\_\_\_\_ bags.                      (Far)
5. \_\_\_\_\_ cat.                      (Near)
6. \_\_\_\_\_ an apple.                      (Far)

### DON'T FORGET THESE INSTRUCTIONS



**LOOK**



**LISTEN**



**REPEAT**



**READ**



**WRITE**



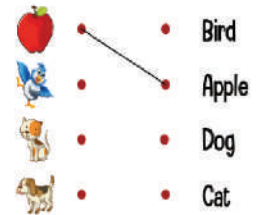
**DRAW**



**STAND UP**



**SIT DOWN**



**MATCH**



**CLOSE THE  
DOOR**



**OPEN THE  
DOOR**



**RISE YOUR  
HAND**



**CIRCLE**



**POINT**



**COMPLETE**

## NUMBER CHALLENGE

**PRACTICE**

**Cardinal Numbers 21-100**

Vocabulary – Listen and repeat.

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five
26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine	30 thirty
31 thirty-one	32 thirty-two	33 thirty-three	34 thirty-four	35 thirty-five
36 thirty-six	37 thirty-seven	38 thirty-eight	39 thirty-nine	40 forty

50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 one hundred

Activities

Let's write the correct number on the blank.

- 13 13 THIRTEEN
- 18 \_\_\_ THIRTY
- 14 \_\_\_ FOURTEEN
- 90 \_\_\_ FORTY
- 30 \_\_\_ FIFTEEN
- 19 \_\_\_ FIFTY
- 17 \_\_\_ SIXTEEN
- 80 \_\_\_ SIXTY
- 40 \_\_\_ SEVENTEEN
- 60 \_\_\_ SEVENTY
- 50 \_\_\_ EIGHTEEN
- 16 \_\_\_ EIGHTY
- 70 \_\_\_ NINETEEN
- 15 \_\_\_ NINETY

**Prepositions of place:**

- IN = en (dentro)
- ON = en, encima.

**ID numbers:**

Al igual que los números de teléfono, los números de documentos de identidad, son leídos de forma individual.

**Example: 2314537 LP**

**A:** What's your ID number?

**B:** My ID number is Two – three – one – four – five – three – seven La Paz


**Pronunciation tips: (Casi siempre)**


SE ESCRIBE	SE PRONUNCIA	EXAMPLE
ee	[i:]	fifteen
y	[ɪ]	happy

**THEORY**

**1. Cardinal numbers**

Los números cardinales son aquellos con los que podemos contar y expresar cantidades de personas, animales u objetos.

 One ball.

 Two balls.

 Three balls.

**1-12**

Debes aprender los números del 1 al 12.

**13-19**

Los números del 1 al 19, siguen un patrón:

**número base + el sufijo "teen".**

- 13 *thirteen*
- 14 *fourteen*
- 15 *fifteen*
- 16 *sixteen*
- 17 *seventeen*
- 18 *eighteen*
- 19 *nineteen*

Excepciones: (13, 15 18), cambian la forma de escritura.

**A partir de 20**

A partir de 20, los números siguen el patrón:

**número base + el sufijo "ty".**

- 20 *twenty*
- 30 *thirty*
- 40 *forty*
- 50 *fifty*
- 60 *sixty*
- 70 *seventy*
- 80 *eighty*
- 90 *ninety*

Excepciones: (20, 30, 40, 50 y 80) cambian la forma de escritura.

### Antes de 100

Para los números intermedios, entre 20-100, se escribe: **el número redondo + el número de una cifra.**

22 twenty – two (tuenti chú)      34 thirty – four (zérty foar)      58 fifty – eight (fifti éit)

### Después de 100

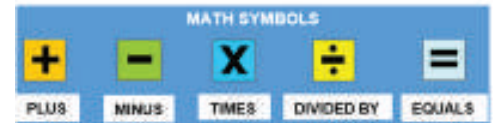
Para los números posteriores a 100 se escribe: **el número de una cifra + hundred.**

100 one hundred      200 two hundred      300 three hundred

### Solve these exercises and write the result literally



Let's remember!



#### ADDITION

20 + 19 = 39 thirty - nine      80 + 2 = \_\_\_\_\_

15 + 13 = \_\_\_\_\_      20 + 4 = \_\_\_\_\_

63 + 20 = \_\_\_\_\_      79 + 8 = \_\_\_\_\_

#### SUBTRACTION

30 - 14 = \_\_\_\_\_      10 - 2 = \_\_\_\_\_

45 - 11 = \_\_\_\_\_      20 - 6 = \_\_\_\_\_

37 - 23 = \_\_\_\_\_      12 - 7 = \_\_\_\_\_

#### MULTIPLICATION

2 \* 7 = \_\_\_\_\_      12 \* 2 = \_\_\_\_\_

9 \* 8 = \_\_\_\_\_      15 \* 4 = \_\_\_\_\_

6 \* 11 = \_\_\_\_\_      12 \* 7 = \_\_\_\_\_

#### DIVISION

20 ÷ 4 = \_\_\_\_\_      56 ÷ 8 = \_\_\_\_\_

70 ÷ 7 = \_\_\_\_\_      90 ÷ 9 = \_\_\_\_\_

81 ÷ 9 = \_\_\_\_\_      200 ÷ 2 = \_\_\_\_\_

### Fill the blanks with the correct letter

- 24      twenty - four
- 45      \_\_\_\_\_
- 32      \_\_\_\_\_
- 78      \_\_\_\_\_
- 56      \_\_\_\_\_
- 89      \_\_\_\_\_
- 90      \_\_\_\_\_
- 48      \_\_\_\_\_
- 79      \_\_\_\_\_
- 27      \_\_\_\_\_
- 31      \_\_\_\_\_
- 94      \_\_\_\_\_
- 44      \_\_\_\_\_

### Complete the conversation using your information



- A:** What's your name?  
**B:** My name is \_\_\_\_\_  
**A:** Where are you from?  
**B:** I am from \_\_\_\_\_  
**A:** What's your ID number?  
**B:** My ID number is \_\_\_\_\_

### Write ID numbers of your family



NAME	ID	LITERAL NUMBERS
1. Juan Quiroga Alcazar	6995847	six – nine – nine – five – eight – four – seven
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

## SINGULAR AND PLURAL NOUNS

### PRACTICE

#### Modes of transportation Vocabulary – Listen and repeat.

##### Conversation 1

Ana: Hi, Juan.

Juan: Hello, Ana.

Ana: Is it your new car?

Juan: Yes, it's my new car. Ana: I like it!!! It's beautiful

##### Conversation 2

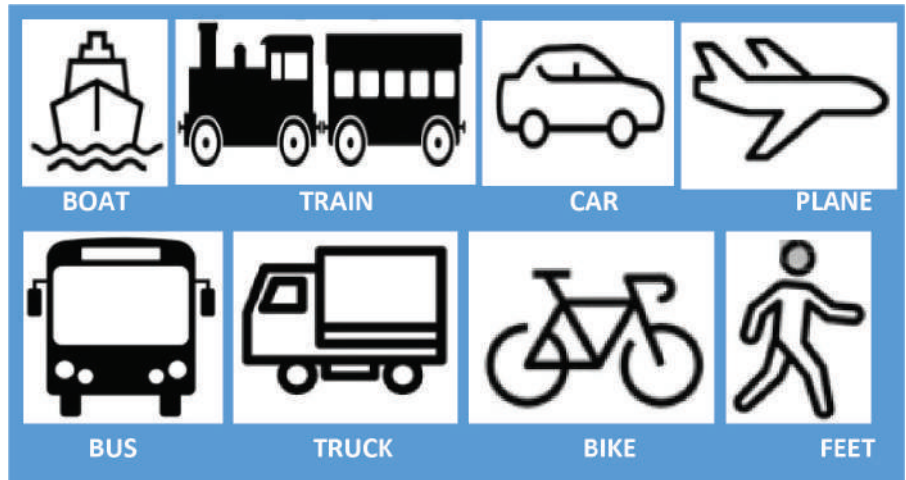
Oscar: Good afternoon, Brayan.

Brayan: Good afternoon, Oscar.

Oscar: Is it your new bike?

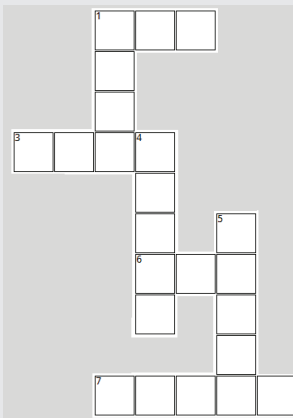
Brayan: Yes, it is.

Ana: I love it!!!



### Activites

Let's write the correct word.



#### Pronunciation tips: (casi siempre)

##### SE ESCRIBE SE PRONUNCIA EXAMPLE

u	[ʌ]	run
u	[ʌ]	bus

La vocal u se pronuncia como "a" en palabras que no terminan en e y cuando esta entre consonantes.

##### Horizontales Verticales

- |          |              |
|----------|--------------|
| 1. Bus   | 1. Bicicleta |
| 3. Pies  | 4. Camión    |
| 6. Auto  | 5. Tren      |
| 7. Avión |              |

#### LOOK FOR NEW WORDS!

- Kiss = \_\_\_\_\_
- Dress = \_\_\_\_\_
- Dish = \_\_\_\_\_
- Match = \_\_\_\_\_
- Fox = \_\_\_\_\_
- Box = \_\_\_\_\_
- Quiz = \_\_\_\_\_
- Hero = \_\_\_\_\_
- Tomato = \_\_\_\_\_

### THEORY

#### 1. VERB TO BE – YES / NO QUESTIONS

Son preguntas a las que se responde con Sí o con No.

Are you bolivian? Is he peruvian?

##### SHORT ANSWERS

Las respuestas cortas toman en cuenta el Sí o No; seguidos de una coma, el sujeto y el verbo to be.

Are you bolivian? (+) Yes, I am.  
(-) No, I am not.

Is he peruvian? (+) Yes, he is.  
(-) No, he is not.

Are they chinese? (+) Yes, they are.  
(-) No, they are not.

\* Si la respuesta es negativa, se debe añadir la palabra NOT.

#### Singular and plural nouns

Un sustantivo es plural cuando representa dos o más personas, lugares, objetos o ideas. En inglés se puede identificar los siguientes sustantivos plurales:

#### Los sustantivos regulares terminan en "s"

SINGULAR	PLURAL
1 ball	2 balls
1 car	2 cars
1 dog	2 dogs
1 computer	2 computers
1 speaker	2 speakers
1 pencil	2 pencils
1 door	2 doors
1 chair	2 chairs

#### Sustantivos que terminan en: -s, -ss, -sh, -ch, -x, -z + ES

SINGULAR	PLURAL
1 bus	2 buses
1 kiss	2 kisses
1 dress	2 dresses
1 dish	2 dishes
1 match	2 matches
1 fox	2 foxes
1 box	2 boxes
1 quiz	2 quizzes

#### Sustantivos que terminan en: Consonante + O + ES

SINGULAR	PLURAL
1 hero	2 heroes
1 tomato	2 tomatoes
1 potato	2 potatoes

### 1. Possessive adjectives

En esta unidad recordaremos que los adjetivos posesivos expresan pertenencia o posesión para la 1ra y 2da persona en singular.

- Las 1ra y 2da personas en singular son (I, you).
- Sus adjetivos posesivos son (my, your)

Examples:

This is my new computer. (Esta es mi computadora nueva)  
These are your headphones. (Estos son tus audífonos)

PERSON	SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES
SINGULAR	1°	I / my
	2°	you / your
	3°	he / his
		she / her
PLURAL	1°	we / our
	2°	you / your
	3°	they / their

### APPRaisal

Write the plural for these nouns Complete using short answers

SINGULAR	PLURAL
1 dog	3 dogs
1 cat	9 _____
1 teacher	7 _____
1 _____	4 cars
1 _____	5 rulers
1 sharpenr	11 _____
1 calculator	32 _____
1 _____	12 monitors
1 _____	10 Kisses
1 box	17 _____
1 fox	3 _____
1 window	8 windows
1 _____	6 tables
1 _____	2 doctors
1 student	3 _____


- Is it my car?
- Are they chinese?
- Is it a truck?
- Is she Maria?
- Is he Pablo?
- Are you at school?
- Are you a student?
- Is it your boat?
- Is it a plane?
- Are you a teacher?
- Is Juan your friend?

Positive	/	Negative
Yes, it is.	/	No, it is not.
Yes, they are	/	No, they are not.
_____	/	_____
_____	/	_____
_____	/	_____
Yes, I am.	/	No, I am not.
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____


### PRODUCTION

Complete the conversations using short answers if it is necessary.


1.  
A: Is he Oscar?  
B: Yes, he is.  
A: Is he from Seoul?  
B: No, he is not.  
He is from Shanghai




4.  
A: Is she Ericka?  
B: \_\_\_\_\_  
A: Is she from Potosi?  
B: \_\_\_\_\_  
She is from London



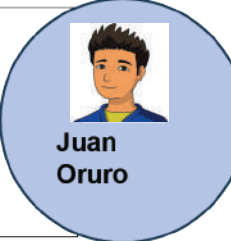
2.  
A: Is she Maria?  
B: \_\_\_\_\_  
A: Is she from Oruro?  
B: \_\_\_\_\_  
She is from São Paulo.



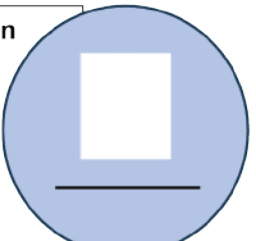
5.  
A: Is he Brayan?  
B: \_\_\_\_\_  
A: Is he from Sucre?  
B: \_\_\_\_\_  
He is from Buenos Aires.



3.  
A: Is \_\_\_\_\_ ?  
B: \_\_\_\_\_  
A: Is he from Santa Cruz?  
B: \_\_\_\_\_



6. Use your information  
A: Are \_\_\_\_\_ ?  
B: Yes, I \_\_\_\_\_  
A: Are you from Seoul?  
B: \_\_\_\_\_  
I am from \_\_\_\_\_



## WHEN'S THE MOVIE?

### PRACTICE

#### Events

#### Vocabulary – Listen and repeat. Telephone Conversation

Ana: Hello, Pedro.

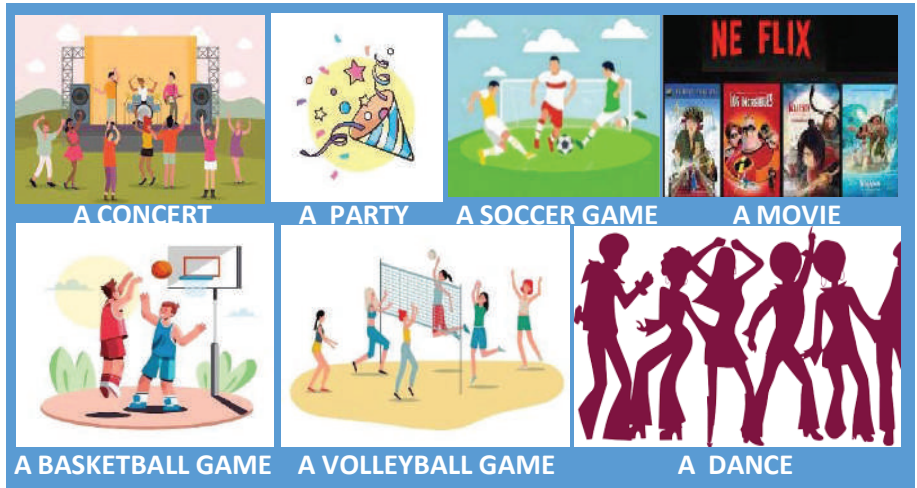
Pedro: Yes?

Ana: This is Ana.  
When's the movie?

Pedro: Oh! Hi, Ana.  
It's today at seven

Ana: Thank you, bye.

Pedro: Bye, bye.



### 1. Days of the week

Complete the days of the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				<u>Viernes</u>		
Volleyball game	Dance	Movie	Basketball game	Concert	Party	Soccer game

Let's look at the calendar. Read and complete the conversations.

#### Conversation 1

A: When's the concert?  
B: It's on Friday.

#### Conversation 2

A: When's the dance?  
B: It's on \_\_\_\_\_.

#### Conversation 3

A: When's the basketball game?  
B: It's on ..

#### Conversation 4

A: When's the soccer game?  
B: It's on \_\_\_\_\_.

#### Conversation 5

A: When's the movie?  
B: It's on \_\_\_\_\_.

#### Conversation 6

A: When's the party?  
B: It's on \_\_\_\_\_.

#### Conversation 7

A: When's the volleyball game?  
B: It's on \_\_\_\_\_.

#### LOOK FOR NEW WORDS!

Week = \_\_\_\_\_ Tomorrow = \_\_\_\_\_ Today = \_\_\_\_\_

Tonight = \_\_\_\_\_ When = \_\_\_\_\_

### Activities

### THEORY

### 2. Prepositions of time.

ON

Preposición de tiempo que sirve para indicar los días de la semana.

Examples:

- The movie is on Friday. → La película es el viernes.
- The show is on Saturday. → El show es el sábado.
- The soccer game is on Monday. → El partido de fútbol es el lunes.

Se puede especificar el tiempo, empleando las palabras que vimos antes:



MORNING



AFTERNOON



EVENING

- The movie is on Friday afternoon.
- The show is on Saturday evening.
- The soccer game is on Monday morning.

#### IMPORTANT!

En inglés, los días de la semana inician con letra mayúscula.

### 3. Telling Time

Decir la hora en inglés, es sencillo.

Se lee primero la hora y luego los minutos

**Examples:**

08:15

A: What time is it?

B: It's eighth fifteen.

05:45

A: What time is it?

B: It's five forty five.

\* Para hablar del tiempo, se emplea el pronombre it

Quando sea una hora en punto, se emplea la expresión **o'clock**.  
**Examples:**

08:00

- Eight o'clock.

11:00

- Eleven o'clock.

05:00

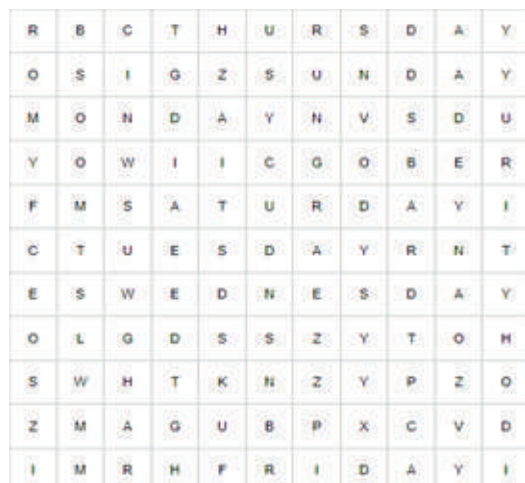
- Five o'clock.



#### Write the time.

3:00 \_\_\_\_\_ It is three fifteen \_\_\_\_\_  
 4:15 \_\_\_\_\_ It is seven o'clock \_\_\_\_\_  
 15:20 \_\_\_\_\_ It is eleven fifteen \_\_\_\_\_  
 16:40 \_\_\_\_\_ It is five forty five \_\_\_\_\_  
 04:00 \_\_\_\_\_ It is eight o'clock \_\_\_\_\_

#### Find the 7 days of the week.



#### Complete the conversations

Erika: Hello, \_\_\_\_\_

Oscar: Yes?

Erika: This is \_\_\_\_\_

When's the party?

Oscar: Oh! Hi, Erika.

It's tomorrow at \_\_\_\_\_

Erika: Thank you, bye.

Oscar: Bye, bye.



**PARTY: 08:45**



#### Look at the calendar and complete the conversations.

##### Conversation 1

A: When's the party?

B: It's on \_\_\_\_\_

##### Conversation 2

A: When's the soccer game?

B: It's on \_\_\_\_\_

##### Conversation 3

A: When's the party?

B: It's on \_\_\_\_\_

##### Conversation 4

A: When's the concert?

B: It's on \_\_\_\_\_

##### Conversation 5

A: When's the dance?

B: It's on \_\_\_\_\_

##### Conversation 6

A: When's the volleyball game?

B: It's on \_\_\_\_\_

#### DAYS OF THE WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Soccer game	Movie	Volleyball game	Dance	Concert	Party	Basketball game



INFORMATION ABOUT FAMOUS PEOPLE AROUND BOLIVIA

PRACTICE

Let's read the paragraphs and the conversations.

Bonny Lovy



This is Bonny Lovy, he is a singer from Santa Cruz Bolivia, his real name is Oscar Mario Paz Hurtado.

He is 32 years old, is single and right now he lives in Bolivia.

Conversation 1

A: What's his artistic name?

B: His name is Bonny Lovy

A: What's his real name?

B: His name is Oscar Mario Paz Hurtado

A: Who is he?

B: He is a singer.

A: Where is he from?

B: He is from Santa Cruz

A: How old is he?

B: He is thirty - two years old

Conversation 2

A: What's her artistic name?

B: Her artistic name is Luzmila Carpio

A: What's her complete name?

B: Her complete name is Luzmila Carpio Sangueza

A: Who is she?

B: She is a singer.

A: Where is she from?

B: She is from Potosi.

A: How old is she?

B: She is seventy - four years old.

Luzmila Carpio



This is Luzmila Carpio, she is a singer from Potosí Bolivia, her complete name is Luzmila Carpio Sangueza.

She is 74 years old, is married and right now she lives in France.

LOOK FOR NEW WORDS!

Real = \_\_\_\_\_

Complete = \_\_\_\_\_

Live = \_\_\_\_\_

Single = \_\_\_\_\_

Married = \_\_\_\_\_

France = \_\_\_\_\_

Dancer = \_\_\_\_\_

Actress = \_\_\_\_\_

Journalist = \_\_\_\_\_

THEORY

1. Possessive adjectives

En esta unidad recordaremos que los adjetivos posesivos expresan pertenencia o posesión para las 3ras personas en singular.

- Las terceras personas en singular son (**he**, she, it).

- Sus adjetivos posesivos son (**his**, her, its) Her name is Maria (Su nombre es María)

These are his pencils (Estos son sus lápices) "de él"

2. "The Genitive Saxon"

El genitivo sajón es una construcción que denota posesión. Se la expresa tomando en cuenta:

**poseedor + 's + lo poseído**

Maria's car (El auto de Maria)

My father's computer (La computadora de mi papá)

APPRAISAL

Let's complete the sentences using the correct possessive adjective HIS / HER

1. This is my friend, \_\_\_\_\_ name is Claudia.

2. Your teacher Erika is not in the classroom, this is \_\_\_\_\_ computer.

3. My father is not in the house, he is in \_\_\_\_\_ car.

4. This is my friend, \_\_\_\_\_ name is Pedro.

5. My cat is not in the house. \_\_\_\_\_ collar is on the chair.

6. My favorite singer is Shakira, \_\_\_\_\_ show is spectacular.

**Translate these sentences by using the genitive saxon.**

1. Maria's house. \_\_\_\_\_
2. Juan's headphones. \_\_\_\_\_
3. Carla's calculator. \_\_\_\_\_
4. My friend's notebook. \_\_\_\_\_
5. Your computer's mouse. \_\_\_\_\_
6. Pablo's cat. \_\_\_\_\_
7. Emily's speakers. \_\_\_\_\_
8. Jose's backpack. \_\_\_\_\_
9. My teacher's webcam. \_\_\_\_\_
10. My house's door. \_\_\_\_\_

**PRODUCTION**

**Read the paragraphs and the conversations.**

**Mamani Mamani**



This is Mamani Mamani, he is an artist from La Paz Bolivia, his complete name is Roberto Mamani Mamani.

He is 61 years old, is single and right now he lives in Bolivia.

**Conversation 1**

- A: What's his artistic name?  
B: \_\_\_\_\_  
A: What's his complete name?  
B: \_\_\_\_\_  
A: Who is he? (his occupation)  
B: \_\_\_\_\_  
A: Where is he from?  
B: \_\_\_\_\_  
A: How old is he?  
B: \_\_\_\_\_

**Conversation 2**

- A: What's her artistic name?  
B: \_\_\_\_\_  
A: What's her complete name?  
B: \_\_\_\_\_  
A: Who is she? (her occupation)  
B: \_\_\_\_\_  
A: Where is she from?  
B: \_\_\_\_\_  
A: How old is she?  
B: \_\_\_\_\_

**Itatí Zuleta**



This is Itatí Zuleta, she is a boxer from Santa Cruz, Bolivia. Her complete name is Itatí Zuleta Perrogón.

Perrogón.

She is 18 years old, she practices boxing at Verástegui Boxing Club.

**Conversation 3**

- A: What's his artistic name?  
B: \_\_\_\_\_  
A: What's his complete name?  
B: \_\_\_\_\_  
A: Who is he? (his occupation)  
B: \_\_\_\_\_  
A: Where is he from?  
B: \_\_\_\_\_  
A: How old is he?  
B: \_\_\_\_\_

**Toto Arévalo**



This is «Toto» Arévalo, he is a sport journalist and lawyer from Cochabamba, his real name is

Alfonso Arévalo Aranibar.

He is 73 years old and is very well known for his program "Deporte Total".

**Conversation 4**

- A: What's her artistic name?  
B: \_\_\_\_\_  
A: What's her complete name?  
B: \_\_\_\_\_  
A: Who is she? (her occupation)  
B: \_\_\_\_\_  
A: Where is she from?  
B: \_\_\_\_\_  
A: How old is she?  
B: \_\_\_\_\_

**Carla Ortiz**



This is Carla Ortiz, she is an actress from Cochabamba Bolivia, her complete name is Carla Ortiz Oporto.

She is 46 years old, is single and right now she lives in California.

**Let's write 3 paragraphs about famous people from Bolivia in our notebooks.**

## THE RHYTHM OF THE NIGHT

### PRACTICE

(Song by Corona)

Listen and practice this song.

Underline the words that you remember.

This is the rhythm of the night  
The night, oh, yeah  
The rhythm of the night  
This is the rhythm of my life  
My life, oh, yeah  
The rhythm of my life

You could put some joy upon my face  
Oh, sunshine in an empty place  
Take me to turn to  
And, babe, I'll make you stay  
Oh, I can ease you of your pain  
Feel you give me love again  
Round and round we go  
Each time I hear you say

This is the rhythm of the night  
The night, oh, yeah  
The rhythm of the night  
This is the rhythm of my life  
My life, oh, yeah  
The rhythm of my life

Won't you teach me how to love and learn?  
There'll be nothing left for me to yearn  
Think of me burn  
And let me hold your hand  
I don't wanna face the world in tears  
Please, think again, I'm on my knees  
Sing that song to me  
No reason to repent  
I know you wanna say it.

This is the rhythm of the night  
The night, oh, yeah  
The rhythm of the night  
This is the rhythm of my life  
My life, oh, yeah  
The rhythm of my life

This is the rhythm of the night  
The night, oh, yeah  
The rhythm of the night  
This is the rhythm of my life  
My life, oh, yeah  
The rhythm of my life

This is the rhythm of the night  
The night, oh, yeah  
The rhythm of the night  
This is the rhythm of my life  
My life, oh, yeah  
The rhythm of my life  
This is the rhythm of the night  
The night, oh, yeah  
The rhythm of the night  
This is the rhythm of my life  
My life, oh, yeah  
The rhythm of my life  
This is the rhythm of the night

### LOOK FOR NEW WORDS!

Rhythm = \_\_\_\_\_

### THEORY

Las canciones, son una buena forma de aprender un nuevo idioma. Escucha canciones y mira películas en inglés y con subtítulos.

Siguiendo estos consejos, tu oído se acostumbrará a los sonidos que tiene este idioma, lo que te ayudará a comprender cuando otros hablan y a tener una buena pronunciación.



Listen the song and follow the instructions.

I. Complete the words that are missing.

\_\_\_\_\_ is the rhythm of night  
The \_\_\_\_\_, oh, yeah  
The \_\_\_\_\_ of the night  
This is \_\_\_\_\_ rhythm of my life  
\_\_\_\_\_ life, oh, yeah  
The \_\_\_\_\_ of my life

You could put some joy upon my face  
Oh, sunshine in an empty place  
Take me to turn to  
And, babe, I'll make you stay  
Oh, I can ease you of your pain  
Feel you give me love again  
Round and round we go  
Each time I hear you say

Won't you teach me how to love and learn?  
There'll be nothing left for me to yearn  
Think of me burn  
And let me hold your hand  
I don't wanna face the world in tears  
Please, think again, I'm on my knees  
Sing that song to me  
No reason to repent  
I know you wanna say it

III. Match the sentences

This is the	_____	of the night
The night,	_____	rhythm of the night
The rhythm	_____	oh, yeah
This is	_____	the rhythm of my life
My life, oh,	_____	of my life
The rhythm	_____	yeah

II. Order the lines writing a number

- \_\_\_ My life, oh, yeah
- \_\_\_ The rhythm of the night
- \_\_\_ The night, oh, yeah
- \_\_\_ This is the rhythm of my life
- \_\_\_ The rhythm of my life
- 1 This is the rhythm of the night

Translate this part of the song.

This is the rhythm of the night \_\_\_\_\_  
The night, oh, yeah \_\_\_\_\_  
The rhythm of the night \_\_\_\_\_  
This is the rhythm of my life \_\_\_\_\_  
My life, oh, yeah \_\_\_\_\_

What songs in English do you like? Make a list with songs and groups or singers.

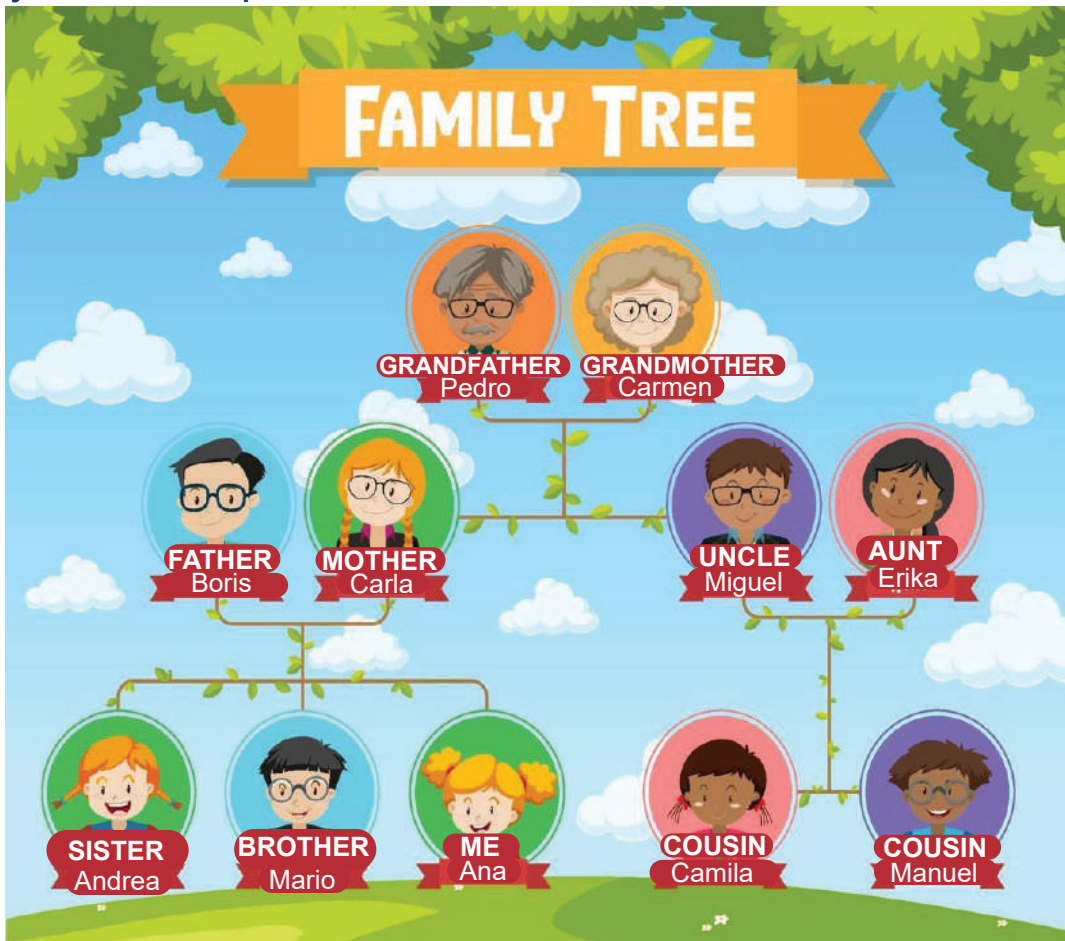
1. The rhythm of the night \_\_\_\_\_ Corona . \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

MY FAMILY

PRACTICE

1. Family tree

Vocabulary – Listen and repeat.



Reading: This is my family



Hi, my friends!  
My name is Ana and this is my family



**These are my grandparents:**  
This is my grandmother, her name is Carmen.



This is my grandfather, his name is Pedro.



**These are my parents:**  
This is my mother, her name is Carla.



This is my father, his name is Boris.



**These are my siblings:**  
This is my sister and her name is Andrea.



This is my brother and his name is Mario.

LOOK FOR NEW WORDS.

- |                  |                      |
|------------------|----------------------|
| Wife = _____     | Uncle = _____        |
| Husband = _____  | Aunt = _____         |
| Son = _____      | Grandparents = _____ |
| Daughter = _____ | Parents = _____      |
| Sister = _____   | Nick name = _____    |
| Brother = _____  | Pet = _____          |
| Cousin = _____   |                      |

Pronunciation tips: (casi siempre)

SE ESCRIBE SE PRONUNCIA EXAMPLE

oo	[ʊ]	book
oo	[u]	look

No es una regla, sin embargo, existen muchas palabras que se escriben con **oo** y suenan como **[ʊ]**.

THEORY

Let's remember! VERB TO BE

(+) I **am** your friend.  
(?) **Am** I your friend?  
(-) I **am not** your friend.

(+) You **are** my student.  
(?) **Are** you my student?  
(-) You **are not** my student.

(+) It **is** my computer.  
(?) **Is** it my computer?  
(-) It **is not** my computer.

2. Phrasal verb with look

Los phrasal verbs, son verbos conformados por dos partículas:

Examples:

LOOK (Se emplean con adjetivos)  
You **look** happy.                      You **look** tired.  
(Tú **lucen** feliz.)                      (Tú **lucen** cansado.)

LOOK LIKE (Se emplean con sustantivos)  
You **look like** your mother.              You **look like** an actor.  
(Tú **lucen** como tu mamá.)              (Tú **lucen como** un actor)

LOOK ALIKE  
You **look alike**.                              Your sister and you **look alike**.  
(Ustedes **lucen** idénticas.)              (Tu hermana y tú **lucen** idénticas.)

Answer according to the last reading:

APPRAISAL



Teacher: Is he your brother?

Ana: Yes, he is.

Teacher: What's his name?

Ana: His name is Luis.



Teacher: Is she your mother?

Ana: \_\_\_\_\_

Teacher: \_\_\_\_\_

Ana: \_\_\_\_\_



Teacher: Are they your siblings?

Ana: Yes, they are.



Teacher: What are their names?

Ana: Their names are Andrea and Luis.



Teacher: Is he your father?

Ana: \_\_\_\_\_

Teacher: \_\_\_\_\_

Ana: \_\_\_\_\_



Teacher: Are they your parents?

Ana: No, they are not my parents.

they are my grandparents.



Teacher: What are their names?

Ana: Their names are Carmen and Pedro.



Teacher: Are they your cousins?

Ana: \_\_\_\_\_



Teacher: \_\_\_\_\_

Ana: \_\_\_\_\_

PRODUCTION

Write a paragraph about your family. Similar to Ana's paragraph.

This is my \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## THESE ARE MY FRIENDS

### PRACTICE

#### 1. Qualifying adjectives

Vocabulary- Listen and repeat.

Underline the qualifying adjectives

- These are my new friends:
- Jose is one of my new friends, he is tall and thin.
- My friend Juan is short and fat.
- Clara is short but strong.
- Claudia is big but weak.



Let's translate the words and find them into the puzzle

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

LOOK FOR NEW WORDS!

But =

malo	=	_____
triste	=	_____
bueno	=	_____
pequeño	=	_____
fuerte	=	_____
debil	=	_____
flaco	=	_____
feliz	=	_____
corto	=	_____

Pronunciation tips: (casi siempre)

SE ESCRIBE SE PRONUNCIA EXAMPLE

ea [i:] weak

No es una regla, sin embargo, existen muchas palabras que se escriben con ea en medio de la palabra y suenan como [i:].

### THEORY

#### 2. Adjectives in English.

Los adjetivos, son palabras que describen o califican características que tiene el sustantivo (personas, animales, objetos, lugares, etc.)

Los adjetivos calificativos pueden clasificarse en diversos tipos: De color, forma, tamaño, etc.

En inglés, los adjetivos no se pluralizan.

I am happy. → Yo estoy feliz.

We are happy. → Nosotros somos felices.

My brother is sad. → Mi hermano está triste.

My parents are sad → Mis padres están tristes.

He is a strong man. → Él es un hombre fuerte.

They are strong. → Ellos son fuertes.

#### Structure

qualifying adjective + subject

En inglés, el adjetivo calificativo se escribe antes del sustantivo:

She is a **tall girl**. → Ella es una niña alta.

Pedro is a **bad boy**. → Pedro es un chico malo.

We are **good students**. → Nosotros somos buenos estudiantes.

Ana and I are **good friends**. → Ana y yo somos buenas amigas.

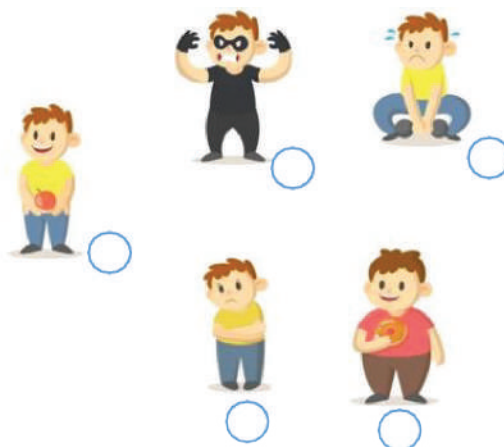
I am not a **bad student**. → No soy un mal estudiante.

Más adelante, observaremos nuevos adjetivos calificativos.

**Let's find the correct spelling of the adjectives.**

1. GODO \_\_\_\_\_
2. GBI \_\_\_\_\_
3. LATL \_\_\_\_\_
4. SNTRGO \_\_\_\_\_
5. HSORT \_\_\_\_\_
6. TINH \_\_\_\_\_
7. PAPYH \_\_\_\_\_

**Write the correct number.**



1. small
2. weak
3. short
4. bad
5. fat
6. sad

**Let's remember adjectives of nationalities.**

Complete the blanks and create sentences.



**Bolivia /** \_\_\_\_\_



**Mexico /** \_\_\_\_\_



**Brazil /** \_\_\_\_\_



**Japan /** \_\_\_\_\_



**Argentina /** \_\_\_\_\_



**China /** \_\_\_\_\_



**Ecuador /** \_\_\_\_\_



**Spain /** \_\_\_\_\_



**Peru /** \_\_\_\_\_



**England /** \_\_\_\_\_

1. David Santalla is a bolivian actor.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**PRODUCTION**

**Let's match the subjects with the adjectives and build sentences.**

**SUBJECTS**

- Your mother
- My father
- His sister
- Her brother
- My friend
- His uncle
- Her son
- Your aunt
- My friend María
- My sister Erika

**ADJECTIVES**

- good police
- strong mechanic
- big painter
- bad student
- small nurse
- good teacher
- happy painter
- great woman
- excellent actor
- incredible student
- splendid man

**SENTENCES**

1. Your mother is a good police.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**SUBJECTS**

- Your friends
- My parents
- His sisters
- My grandparents
- Her cousins
- Her sons
- Your teachers
- Her friends

**ADJECTIVES**

- good students
- bolivian
- great girls
- incredible people
- incredible students
- splendid players

**SENTENCES**

1. His sisters are great girls.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## CLOTHES

### PRACTICE

#### 1. Vocabulary

Listen and repeat.

Practice the conversation in pairs.

A: Good afternoon, Miss.

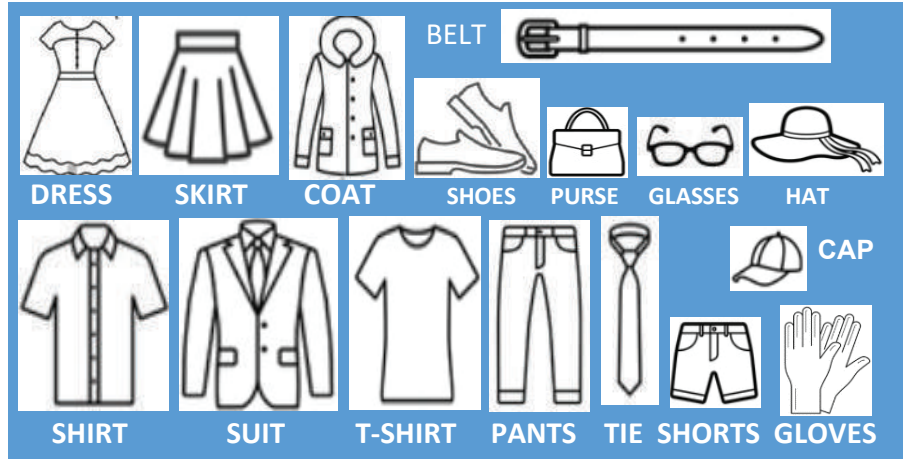
B: Good afternoon.

A: Please, tell me.

How much is this dress?

B: 100 bolivians.

A: Thank you.



Let's practice the conversation using your names.

Conversation:

A: Good morning, \_\_\_\_\_  
 B: Good morning, \_\_\_\_\_  
 A: Please, tell me.  
 How much is this \_\_\_\_\_ ?  
 B: It is \_\_\_\_\_ bolivians.  
 A: Thank you so much.

LOOK FOR NEW WORDS!

How much =  
 Please =  
 Everybody =  
 Thank you so much =  
 Muchas gracias

Conversation:

A: Good evening, \_\_\_\_\_  
 B: Good evening, \_\_\_\_\_  
 A: Please, tell me.  
 How much are these \_\_\_\_\_ ?  
 B: They are \_\_\_\_\_ bolivians.  
 A: Thank you so much.

Activities

### THEORY

#### 2. The colors.

Los colores tambien son adjetivos, por lo que, al igual que en ejercicios anteriores, debes escribirlo antes del sustantivo.

Examples

This is a red truck → Este es un camion rojo.  
 These are green apples. → Estas son manzanas verdes.  
 This is an orange t-shirt → Esta es una polera anaranjada.

#### 3. How much

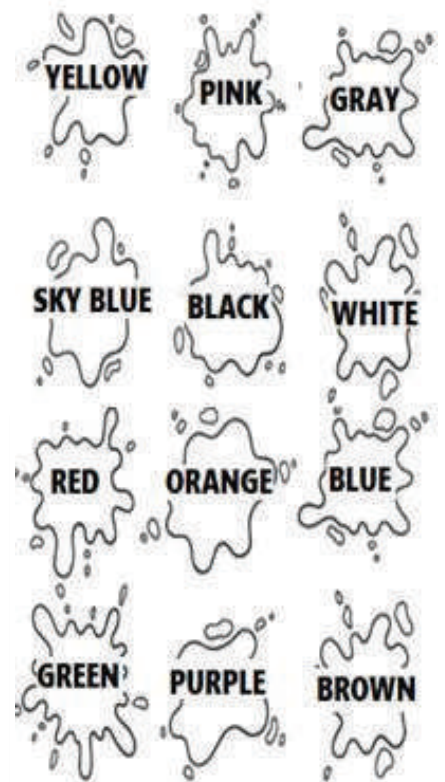
La expresión "How much...?" es utilizada al momento de preguntar precios, su significado es "Cuánto cuesta...?".

Examples:

1. A: How much is this green apple? → ¿Cuánto cuesta esta manzana verde?  
 B: It is 2 bolivians. → Está a 2 bolivianos.

Se puede reemplazar el objeto por el pronombre it. (si es singular)

1. A: How much is it? → ¿Cuánto cuesta?  
 B: It is 10 bolivians. → Está a 10 bolivianos.



Si se pregunta por más de un objeto:

2. A: How much are these balls? → ¿Cuánto cuestan estos balones?

B: They are 50 bolivians. → Están a 50 bolivianos.

\* En inglés algunas prendas de vestir, solo tienen forma plural:

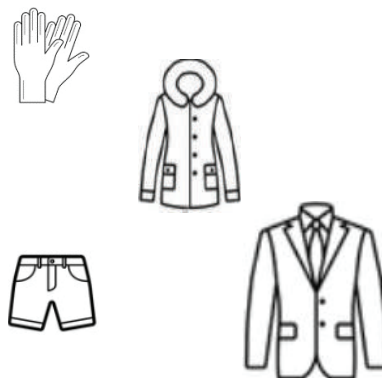
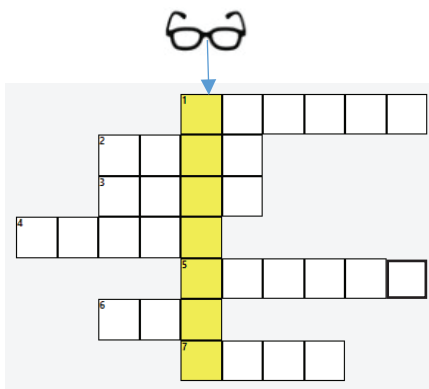
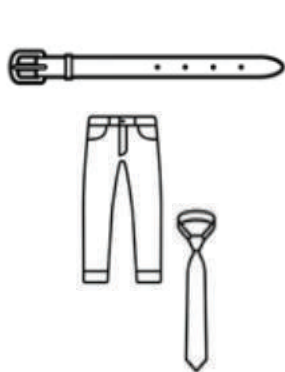
**Examples:**

- These are my pants.
- These are my shorts.

**Prendas que se escriben en plural:**

- PANTS
- SHORTS
- GLOVES
- GLASSES
- JEANS

Let's write the names of these clothes.



APPRAISAL

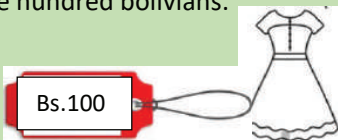
Let's complete the conversations (write numbers in literally).

PRODUCTION

**Conversation 1**

A: How much is this dress?

B: One hundred bolivians.



**Conversation 2**

A: How much is this \_\_\_\_\_?

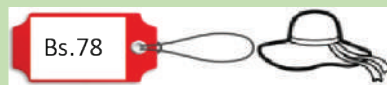
B: \_\_\_\_\_



**Conversation 3**

A: How much is this \_\_\_\_\_?

B: \_\_\_\_\_



**Conversation 4**

A: How much are these \_\_\_\_\_?

B: \_\_\_\_\_



**Conversation 5**

A: How much are these \_\_\_\_\_?

B: \_\_\_\_\_



**Conversation 6**

A: How much are these \_\_\_\_\_?

B: \_\_\_\_\_



Let's write sentences following the example.

- |                                  |  |
|----------------------------------|--|
| 1. red/hat → This is my red hat. | 1. orange/gloves → These are my orange gloves. |
| 2. pink/car → _____              | 2. brown/dogs → _____                          |
| 3. green/truck → _____           | 3. white/shorts → _____                        |
| 4. yellow/tie → _____            | 4. blue/glasses → _____                        |
| 5. white/cap → _____             | 5. gray/cats → _____                           |

### GENERAL REVIEW

**Pronunciation tips:**

Choose the words from the box according to their pronunciation

[i:]

[ʌ]

[ʊ]

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

book	shut	tea
bus	free	but
weak	look	shoot
cut	teenager	foot

**Solve these exercises and write the result literally**

2 * 9 = 18 (eighteen)	20 ÷ 5 = _____	78 + 5 = _____
7 x 7 = _____	9 x 8 = _____	16 ÷ 4 = _____
100 - 2 = _____	81 + 3 = _____	80 - 7 = _____

**Translate these sentences**

1. Ellos son buenos amigos.  
\_\_\_\_\_
2. Mi hermana es una mala estudiante.  
\_\_\_\_\_
3. Yo soy un niño fuerte.  
\_\_\_\_\_
4. Su prima es una muchacha alta.  
\_\_\_\_\_
5. Nuestro papá es un buen mecánico.  
\_\_\_\_\_

**Write these words in plural.**

Words	-S	-ES
1. Bus	_____	buses
2. Car	_____	_____
3. Fox	_____	_____
4. Teacher	_____	_____
5. Dog	_____	_____
6. Computer	_____	_____
7. Box	_____	_____
8. Hero	_____	_____
9. Tomato	_____	_____
10. Window	_____	_____

**Complete using short answers**



- |                      | Positive    | / | Negative |
|----------------------|-------------|---|----------|
| 1. Is it a car?      | Yes, it is. | / | -----    |
| 2. Are they chinese? | _____       | / | _____    |
| 3. Is it a bike?     | _____       | / | _____    |
| 4. Is she Maria?     | _____       | / | _____    |
| 5. Are they girls?   | _____       | / | _____    |

**Complete the conversations. What time is it?**

**08:16** A: What time is it?  
B: It's eight sixteen.

**09:30** A: What time is it?  
B: \_\_\_\_\_

**07:25** A: What time is it?  
B: \_\_\_\_\_

**04:00** A: What time is it?  
B: \_\_\_\_\_

**05:30** A: What time is it?  
B: \_\_\_\_\_

**01:00** A: What time is it?  
B: \_\_\_\_\_

**Read the paragraphs and complete the conversations?**

**David Santalla**



This is David Santalla, he is an actor from La Paz Bolivia, his complete name is Walter David Santalla Barrientos.

He is 84 years old, is single and right now he lives in Bolivia

**Conversation 1**

A: What's his artistic name?  
B: \_\_\_\_\_  
A: What's his complete name?  
B: \_\_\_\_\_  
A: Who is he? (his occupation)  
B: \_\_\_\_\_  
A: Where is he from?  
B: \_\_\_\_\_  
A: How old is he?  
B: \_\_\_\_\_

**Conversation 2**

A: What's her artistic name?  
B: \_\_\_\_\_  
A: What's her complete name?  
B: \_\_\_\_\_  
A: Who is she? (her occupation)  
B: \_\_\_\_\_  
A: Where is she from?  
B: \_\_\_\_\_  
A: How old is she?  
B: \_\_\_\_\_

**Briza Sandoval**



This is Briza Sandoval, she is an athlete from Santa Cruz. Her complete name is Briza Cecilia

Sandoval Duarte.

She is 20 years old, she lives in Bolivia and practices karate.

**Write the paragraphs following the examples.**

**PEDRO** grandfather **67** **LA PAZ**

Good morning, everybody!  
My name is Pedro, I'm Ana's grandfather and I work as a cook. I'm sixty seven years old and I'm from La Paz, Bolivia

**MIGUEL** Ana's uncle **42** **LA PAZ**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ERIKA** Ana's aunt **38** **LONDON**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CAMILA** Ana's cousin **12** **CANCUN**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MY COMMUNITY PLACES AROUND US

### PRACTICE

Vocabulary- Listen and repeat.  
Read the conversations.

#### Conversation 1

- A. Where is the park?  
B. It is **next to** the library.

#### Conversation 2

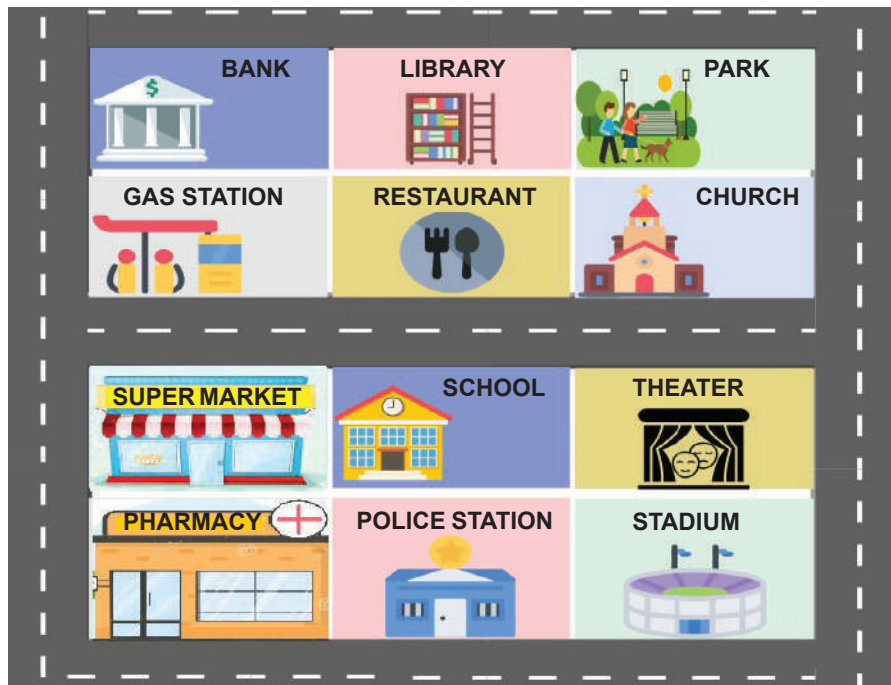
- A. Where is the restaurant?  
B. It is **across from** the school.

#### Conversation 3

- A. Where is the pharmacy?  
B. It is **on the corner**.

#### Conversation 4

- A. Where is the police station?  
B. It is **between** the pharmacy and the stadium.



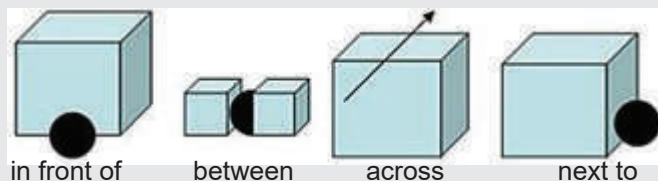
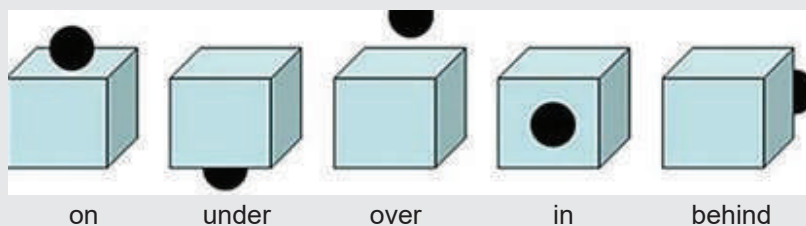
WORK IN PAIRS! Choose one of the prepositions and complete the conversations using them.

1. A: Where is the ball?  
B: It is **on** the box.

2. A: Where is the ball?  
B: It is \_\_\_\_\_ the box.

3. A: Where is the ball?  
B: It is \_\_\_\_\_ the box.

Continue practicing



#### LOOK FOR NEW WORDS!

Box= \_\_\_\_\_  
Excuse me= \_\_\_\_\_  
Avenue= \_\_\_\_\_  
Street= \_\_\_\_\_  
Square= \_\_\_\_\_

#### SOME ABBREVIATIONS

Ave. = avenue  
St. = Street  
Sq. = square

### Activites

### THEORY

#### 1. Prepositions of place

Las preposiciones de lugar muestran la ubicación o posición de algo en relación con otra persona u objeto. Estas preposiciones, responden a la pregunta Where (Dónde).

En inglés los nombres de las plazas, calles, avenidas y colegios van por delante.

- Roma Avenue.
- Ingavi School.

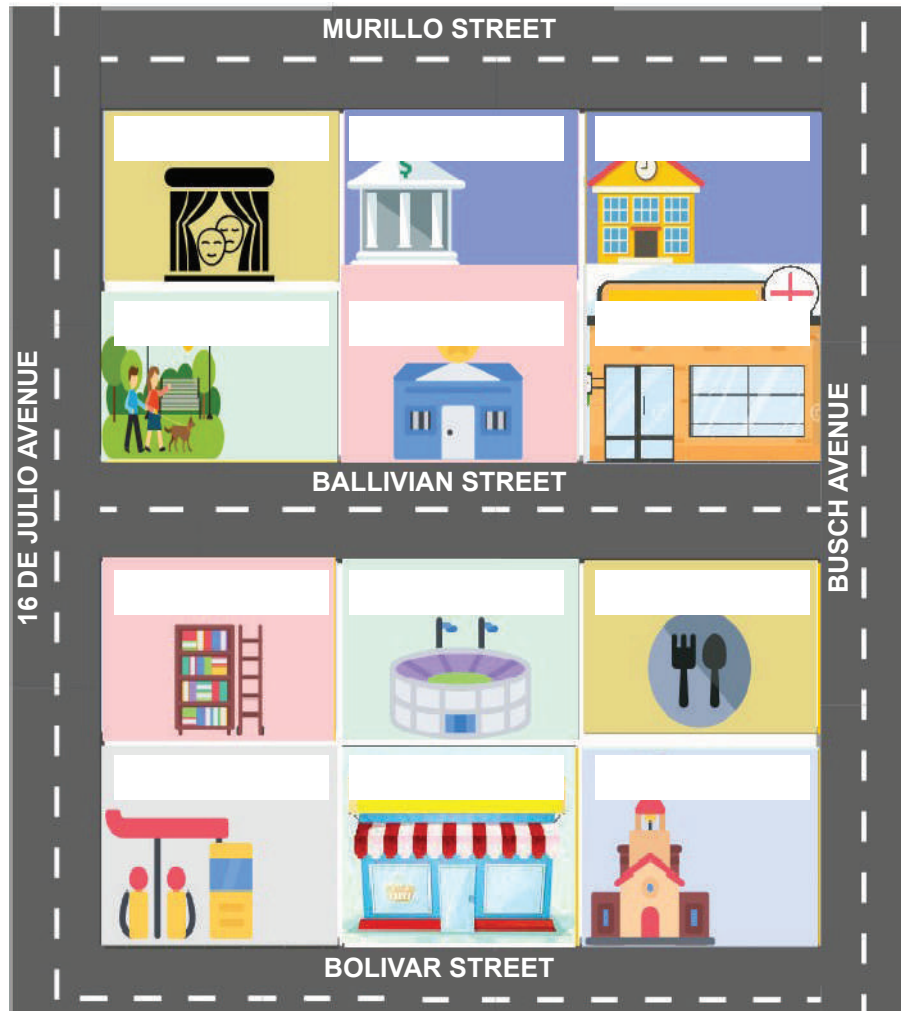
#### Example:

- A: Where is **Bolivar school**?  
B: It is on **Ballivian avenue**, next to the library.

Let's write the names of the places.

Complete the conversations using:

across from      next to      on the corner      between



1. A: Where is the theater?  
B: The theater is **next to** the bank, on Murillo St.

2. A: Where is the bank?  
B: The bank is \_\_\_\_\_.

3. A: Where is the police station?  
B: The police station is \_\_\_\_\_.

4. A: Where is the park?  
B: The park is \_\_\_\_\_.

5. A: Where is the restaurant?  
B: The restaurant is \_\_\_\_\_.

6. A: Where is the library?  
B: The library is \_\_\_\_\_ the park.

7. A: Where is the church?  
B: The church is \_\_\_\_\_ the restaurant.

8. A: Where is the pharmacy?  
B: The pharmacy is \_\_\_\_\_ the school.

9. A: Where is the school?  
B: The school is \_\_\_\_\_ the bank.

Let's draw a sketch in your notebook with at least 8 places and create 10 sentences using prepositions of place.

Example:

1. The bank is **next to** the restaurant.
2. ...

EVERYDAY ACTIVITIES

PRACTICE

Listen and repeat the verbs



Find at least 12 verbs in the puzzle.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

LOOK FOR NEW WORDS!

- Every day = cada día
- Every afternoon= \_\_\_\_\_
- Every morning= \_\_\_\_\_
- Every night = \_\_\_\_\_
- Everyday = cotidiano (a)
- Yard = patio

OTHER VERBS

- Live = vivir
- Study= estudiar
- Speak= hablar
- Work= trabajar

Activities

THEORY

1. Simple present tense

El tiempo Simple Present Tense es empleado para describir acciones que se desarrollan en el presente en general o para describir acciones habituales.

I read my book every day.  
Leo mi libro cada día.

Es sencillo escribir oraciones en este tiempo, solo se requiere escribir un sujeto y el verbo que realiza.

\* Existe excepción únicamente con las terceras personas en singular (he, she, it), ya que se debe aumentar una "s" al verbo de esas personas.

SIMPLE PRESENT TENSE – POSITIVE FORM (+)			
PERSON	SUBJECT	VERB	
SINGULAR	1°	I read	
	2°	you read	
	3°	he	reads
		she	reads
PLURAL	1°	we read	
	2°	you read	
	3°	they read	

### Everyday activities

Example:

**A: What is your name?**

B: My name is Emily.

**A: Where do you live?**

B: I live in La Paz.

**A: What languages do you speak?**

B: I speak Spanish.

**A: What do you do every day?**

B: I listen to rock music

I eat green apples

I drink chocolate

### Answer about your everyday activities

**A: What is your name?**

B: \_\_\_\_\_

**A: Where do you live?**

B: \_\_\_\_\_

**A: What languages do you speak?**

B: \_\_\_\_\_

**A: What do you do every day?**

B: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### PRODUCTION

### Order the sentences and rewrite them

- father /My /eats/ chocolates / .
- waters / the flowers / . / My / mother
- play / . /Your / soccer/ friends
- and / María / salsa / I / dance / .
- Her / book / teachers / on / the / . write
- His / coffee / uncle / drinks / .
- son / the/ My / school / . /plays/ in / basketball
- man / The / street / sweeps / the / .
- sing / . / karaoke / and / You / your / parents /in / the/
- sisters / bike /Two / . ride / a

1. My father eats chocolates.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

### Complete the sentences with the correct option.

- I play soccer in my school. (play / plays)
- They sing in the karaoke. (sing / sings)
- The teacher writes on the blackboard. (write / writes)
- We sweep the classroom every afternoon. (sweep / sweeps)
- My mother and my sister walk to the church. (walk/ walks)
- My friend draws a map on his notebook. (draw / draws)
- Luis and Mónica kick the ball in the yard. (kick / kicks)
- She dances caporales in the school. (dance / dances)
- My father cooks Sajta. (cook / cooks)
- I drink orange juice every day (drink / drinks).

### Write the verbs on the blanks.





## ANIMALS OF MY TOWN

### PRACTICE

#### 1. Vocabulary - Listen and repeat.

##### Read the paragraph and answer the questions.

This is my grandfather's farm.

My family and I visit this farm on June because my brother, my sister and I are on vacations.

In this farm there is a bull and three cows. There are twelve sheep and three horses. There are four hens and two roosters.

My mother always visits this farm because in this farm she drinks fresh milk and she eats delicious cheeses.

My father likes this place because he rides horses.

My brother loves this farm because he plays with the rabbits.

My sister likes to visit this place because she likes to play with animals.

And... of course, I love this place because I like the farm, the animals, and fresh fruits.



#### Let's practice the conversations with a partner.

- A: How many horses are there in the farm?  
B: There are three horses in the farm.
- A: How many monkeys are there in the zoo?  
B: There are eighteen monkeys in the zoo.
- A: How many cats are there on the roof?  
B: There are two cats on the roof.

#### LOOK FOR NEW WORDS!

Farm = \_\_\_\_\_  
 Neighborhood = \_\_\_\_\_  
 June = \_\_\_\_\_  
 How many? = ¿Cuántos?  
 Of course = por supuesto  
 Why? = ¿Por qué?  
 Because = porque  
**OTHER VERBS**  
 Love = \_\_\_\_\_  
 Like = \_\_\_\_\_

Singular	Plural
sheep	sheep
(oveja)	(ovejas)
fish	fish
(pez)	(peces)

Algunos sustantivos, no cambian en su forma singular y plural.

### THEORY

#### 2. Compound structures

Se denominan estructuras compuestas a aquellas que se conforman por dos o más palabras. En esta oportunidad las estructuras compuestas "there is" y "there are" expresan existencia y son traducidos como:

THERE IS → Hay (singular) **There is** a book on the table.

THERE ARE → Hay (plural) **There are** 5 books on the table.

#### Examples:

- (+) **There is** a pharmacy in the neighborhood.
- (?) **Is there** a pharmacy in the neighborhood?
- (-) **There is not** a pharmacy in the neighborhood.
- (+) **There are** two supermarkets in the neighborhood.
- (?) **Are there** two supermarkets in the neighborhood?
- (-) **There are not** two supermarkets in the neighborhood.

#### INTERROGATIVE SENTENCES

Cómo vimos en ejemplos anteriores, para crear preguntas de oraciones que contengan el verbo "to be", se debe anteponer el verbo y para crear su forma negativa se añade la palabra "not".

\* Se emplean las expresiones "there is no" y "there are no", si no existe una palabra que exprese cantidad.

#### Examples:

There is no butter on the plate.  
No hay mantequilla en el plato.

There are no oranges in the fridge.  
No hay naranjas en el refrigerador.

### Dos verbos seguidos

Para expresar gusto o disgusto por una acción, se debe emplear la palabra "to" en medio de dos verbos. (Hay algunas excepciones, pero las veremos más adelante).

#### Examples:

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. I like to visit the park. | → Me gusta visitar el parque.     |
| 2. She likes to ride horses. | → A ella le gusta montar caballo. |
| 3. We love to play soccer.   | → Nosotros amamos jugar fútbol.   |
| 4. He loves to eat humintas. | → Él ama comer humintas.          |
| 5. He wants to drink fanta.  | → Él quiere beber fanta.          |

#### APPRAISAL

### Let's write 5 sentences. What do you like to do on vacations? (use like or love)

- I like to \_\_\_\_\_.
- I like to \_\_\_\_\_.
- I want to \_\_\_\_\_.
- I love to \_\_\_\_\_.
- I want to \_\_\_\_\_.

#### PRODUCTION

#### Complete with There is / There are / Is there? / Are there.

- \_\_\_\_\_ There is \_\_\_\_\_ a dog in that house.
- \_\_\_\_\_ ten elephants in the zoo?
- \_\_\_\_\_ two white horses in the farm.
- \_\_\_\_\_ twenty-five rabbits in the farm.
- \_\_\_\_\_ an elephant in this city?
- \_\_\_\_\_ eight sheep in the farm.
- \_\_\_\_\_ an elephant in the zoo?

#### Let's remember other words.

- \_\_\_\_\_ ten cable cars in La Paz city.
- \_\_\_\_\_ a blue car in the garage?
- \_\_\_\_\_ a red pen in my backpack.
- \_\_\_\_\_ two speakers on the desk?
- \_\_\_\_\_ six pink flowers in the garden.
- \_\_\_\_\_ two erasers on the chair.
- \_\_\_\_\_ twenty teachers in the school.
- \_\_\_\_\_ twenty-three students in the class?

#### Complete with the correct word.



#### Solve the exercises:

- |   |   |
|---|---|
| 1. A: How many painters are there in the institute?<br>B: There are fifteen painters in the institute. (15) | 4. A: How many students are there in the park?<br>B: _____ (14) |
| 2. A: How many doctors are there in the Hospital?<br>B: _____ (19)  | 5. A: How many doors are there in the house?<br>B: _____ (9)    |
| 3. A: How many teachers are there in the school?<br>B: _____ (27)   | 6. A: How many cats are there on the chair?<br>B: _____ (2)     |

EVERY DAY IN MY FAMILY

PRACTICE

Listen and repeat the verbs.

Every day in my family.

My mother always watches romantic movies and the news on TV, my father usually fixes his car or listens to the radio, my sister sometimes washes the dishes or waters the flowers and my brother never cleans the house, because he likes to watch TV and play soccer.

Every day in my school.

My teachers are always on time, they teach to twenty-five students. My friend Roberto always presents his homework; my friend Jose rarely presents his homework, because he likes to play in the classroom and I ...

I try to present everything.



Activites

Let's practice the Days of the Week.

DAYS OF THE WEEK

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

En inglés, los días de la semana, se escriben con letra mayúscula. Por otro lado, recuerda emplear la preposición "on".

Example:

- I play basketball on Friday.
- Juego baloncesto el lunes.

LOOK FOR NEW WORDS!

- Fix= \_\_\_\_\_
- Clean= \_\_\_\_\_
- Call = \_\_\_\_\_
- Dish= \_\_\_\_\_
- Try = \_\_\_\_\_
- Repairperson= \_\_\_\_\_
- News= noticias
- Everything = toda, todo
- During = durante

THEORY

1. Frequency adverbs

Los adverbios de frecuencia, son empleados para indicar con cuanta frecuencia se realiza alguna actividad. Aunque existen más adverbios de frecuencia, en esta unidad se tomarán en cuenta solo los siguientes.

- Always → siempre
- Usually → usualmente
- Sometimes → a veces
- Rarely → rara vez
- Never → nunca

Los adverbios de frecuencia son escritos antes del verbo.

1. I always play soccer.
2. I never eat bananas.
3. She rarely sweeps the classroom.
4. Mario usually drinks coffee.

\* Existe una excepción con el verbo to be, ya que el adverbio de frecuencia se escribe después del verbo.

1. I am always happy.
2. He is never sad.
3. We are usually at the school.

## 2. Simple present tense (Grammar rules for “he, she, it”)

Anteriormente indicamos que a los verbos de las terceras personas se añade una “s”, pero existen algunas excepciones.

1. Si el verbo termina en las consonantes “s, ss, sh, ch, x” o la vocal “o”, se añade “es”
2. Si el verbo termina en “consonante + y” se reemplaza la “y” por “i” y se añade “es”

I, you, we, they	he, she, it
play	plays
<u>kiss</u>	<u>kisses</u>
<u>wash</u>	<u>washes</u>
<u>watch</u>	<u>watches</u>
<u>fix</u>	<u>fixes</u>
study	studies

### APPRAISAL

#### Answer about yourself.

- What do you do on Monday? On Monday I \_\_\_\_\_.
- What do you do on Tuesday? \_\_\_\_\_.
- What do you do on Wednesday? \_\_\_\_\_.
- What do you do on Thursday? \_\_\_\_\_.
- What do you do on Friday? \_\_\_\_\_.
- What do you do on Saturday? \_\_\_\_\_.
- What do you do on Sunday? \_\_\_\_\_.

### PRODUCTION

#### Match the sentences.

- |  |   |
|--|---|
| ___ 1. Ana rarely watches comedies.              | a) He always eats in a restaurant.      |
| ___ 2. Oscar never cooks.                        | b) She usually studies in the library.  |
| ___ 3. Jose usually runs in the morning.         | c) He never calls a repairperson.       |
| ___ 4. My uncle always washes his car on Sunday. | d) She always writes e-mail messages.   |
| ___ 5. Maria never writes letters.               | e) He never washes it during the week.  |
| ___ 6. Emily rarely studies at home.             | f) She usually watches romantic movies. |
| ___ 7. My grandmother rarely speaks English.     | g) He rarely runs at night.             |
| ___ 8. Your teacher always fixes his computer.   | h) She usually speaks Spanish.          |

#### Write about yourself.

1. I like \_\_\_\_\_.
2. I always drink \_\_\_\_\_.
3. I never eat \_\_\_\_\_.
4. I sometimes play \_\_\_\_\_.
5. I rarely cook \_\_\_\_\_.
6. I speak \_\_\_\_\_.
7. I usually listen to \_\_\_\_\_.

#### Write about another student.

1. She likes \_\_\_\_\_.
2. She always drinks \_\_\_\_\_.
3. She never eats \_\_\_\_\_.
4. She sometimes plays \_\_\_\_\_.
5. She rarely cooks \_\_\_\_\_.
6. She speaks \_\_\_\_\_.
7. She usually listens to \_\_\_\_\_.

#### Write about another student.

1. He likes \_\_\_\_\_.
2. He always drinks \_\_\_\_\_.
3. He never eats \_\_\_\_\_.
4. He sometimes plays \_\_\_\_\_.
5. He rarely cooks \_\_\_\_\_.
6. He speaks \_\_\_\_\_.
7. He usually listens to \_\_\_\_\_.

## MR. SAXOBEAT

(Song by Alexandra Stan)

### PRACTICE

#### 1. Listen and practice this song.

You  
make me dance,  
bring me up,  
bring me down,  
play it sweet,  
make me move like a freak.



**Mr. Saxobeat,**  
makes me dance,  
brings me up,  
brings me down,  
Plays it sweet,  
makes me move like a freak



You  
make me dance,  
bring me up,  
bring me down,  
play it sweet,  
make me move like a freak.



**Mr. Saxobeat,**  
makes me dance,  
brings me up,  
brings me down,  
Plays it sweet,  
makes me move like a freak.



### Activities

Let's look for new words!

Make = \_\_\_\_\_  
Bring = \_\_\_\_\_  
Up = \_\_\_\_\_  
Down = \_\_\_\_\_  
Sweet = \_\_\_\_\_  
Freak = \_\_\_\_\_



### THEORY

#### 1. Simple present tense

Recuerda que en el tiempo Simple Present Tense, las terceras personas en singular "he, she, it", añaden una "s", "es" o "ies" a su verbo.

- Pablo plays soccer.
- Ana watches TV.

#### 2. Like

1. Como verbo, significa **GUSTAR**. Usamos el verbo like cuando queremos indicar que algo nos gusta.

- I **like** dogs. → Me **gustan** los perros.
- She **likes** apples. → A ella le **gustan** las manzanas.

2. Como preposición, significa **COMO**.

- He plays **like** a baby. → Él juega **como** un bebé.
- You are **like** my brother. → Tú eres **como** mi hermano.

Let's name 4 songs in English that you like.

Why do you like these songs?

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Let's listen to the song again, match the correct word and write it on the blank.

You

\_\_\_\_\_ me dance,

\_\_\_\_\_ me up,

\_\_\_\_\_ me down,

\_\_\_\_\_ it sweet,

\_\_\_\_\_ me move like a freak.

- make
- makes
- brings
- bring
- bring
- brings
- plays
- play
- makes
- make

Mr. Saxobeat,

\_\_\_\_\_ me dance,

\_\_\_\_\_ me up,

\_\_\_\_\_ me down,

\_\_\_\_\_ it sweet,

\_\_\_\_\_ me move like a freak.

Let's read these sentences aloud.

**LIKE (verb)**

1. I like cats.
2. My mother likes chocolates.
3. My friend likes Mondays.
4. Your teacher likes yellow flowers.
5. The singer likes rock music.
6. My dog likes cookies.
7. They like my car

**LIKE (preposition)**

1. You are like my mother.
2. My friend is like my sister.
3. Your teacher is like your friend.
4. My dog is like a cat.
5. Her mother is like my mother.
6. His friend is like her boyfriend.
7. Your car is like my car.

Let's write sentences using the new words.

1. MAKE \_\_\_\_\_.
2. BRING \_\_\_\_\_.
3. UP \_\_\_\_\_.
4. DOWN \_\_\_\_\_.
5. SWEET \_\_\_\_\_.
6. FREAK \_\_\_\_\_.

## THIS IS MY HOUSE

### PRACTICE

#### 1. Vocabulary- Listen and repeat.

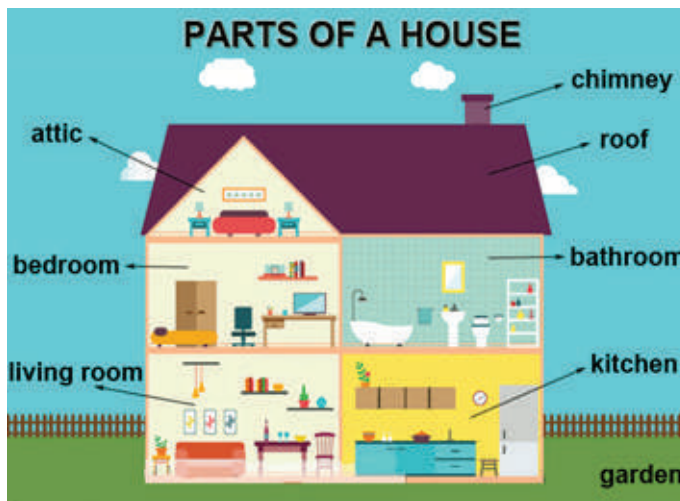
##### Read the paragraph.

They are Miriam Villarroel and Andres Villarroel. Mr. and Mrs. Villarroel live in a beautiful neighborhood in La Paz. They speak a little English, but they usually speak Spanish. Mrs. Villarroel loves to water her garden and Mr. Villarroel likes to fix his car.

From Monday to Friday, they read a newspaper and listen to the radio programs, in the mornings.

Every Thursday, in the afternoon, they shop their fruits and vegetables in the supermarket, across from their house.

On weekend, they visit "Maria Reina" church and they also visit their grandchildren.



#### Let's practice these conversations.

1. **A:** Do they live together?  
**B:** Yes, they do.

1. **A:** Do they visit the church on weekend?  
**B:** Yes, they do.

3. **A:** Do they listen to the radio programs?  
**B:** Yes, they do.

4. **A:** Do they visit Maria Reina church on Sundays?  
**B:** Yes, they do.

#### PAY ATTENTION!

Sunday= Domingo.  
Sundays= Los domingos.

#### LOOK FOR NEW WORDS!

Together = \_\_\_\_\_  
Shop= \_\_\_\_\_  
Yard= \_\_\_\_\_  
Weekend = \_\_\_\_\_  
Share = \_\_\_\_\_  
Popcorn = \_\_\_\_\_

Activities

### THEORY

#### 2. Do- does "interrogative form"

Para crear oraciones interrogativas, los auxiliares do y does, van al inicio de la oración.

##### Examples:

- You live in Oruro. → Tú vives en Oruro.
- Do you live in Oruro? → ¿Vives en Oruro?

Recuerda que el auxiliar **Does** se usa para los pronombres "he, she, it".

- Ana lives in Potosi. → Ana vive en Potosí.
- **Does** Ana live in Potosí? → ¿Ana vive en Potosí?

\* **Toma nota:** El verbo de la tercera persona pierde la "s", debido a la presencia del auxiliar.

SIMPLE PRESENT TENSE INTERROGATIVE FORM (-)				
PERSON	AUXILIAR	SUBJECTS	COMPLEMENT	
SINGULAR	1°	Do	I play?	
	2°	Do	you play?	
	3°	<b>Does</b>	<b>he</b>	play?
		<b>Does</b>	<b>she</b>	play?
		<b>Does</b>	<b>it</b>	play?
PLURAL	1°	Do	we play?	
	2°	Do	you play?	
	3°	Do	they play?	

Las respuestas a una pregunta, pueden ser largas o cortas.

### LONG ANSWERS

Las respuestas largas son más extensas, ya que brindan mayor información.

**Example:**

Do you study? → ¿Estudias?

Yes, I study medicine. → Sí, estudio medicina.

### SHORT ANSWERS

Las respuestas cortas equivalen a “si / no” del español. La respuesta positiva se escribe del siguiente modo:

**Example:**

Do you study medicine? → ¿Estudias medicina?

Yes, I do. → Sí.



### Let's write 4 questions for your friends

#### QUESTIONS

---

---

---

---

#### ANSWERS

---

---

---

---



### Let's change these sentences into questions.

1. She likes to drink an apple juice.
2. I play chess on weekends.
3. They watch romantic movies.
4. Juan speaks French and Italian.
5. Emily sings in the bathroom.
6. Juan drives a car.
7. You and they live in an apartment.

1. Does she like to drink an apple juice?
2. Do \_\_\_\_\_?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Let's read and answer using short answers

Hi! My name is Luciana Perales A. My friends call me Lucy, I study in a big school in Cochabamba, Bolivia.

From Monday to Friday I go to study, I like to go to the school every day, because there I play with my friends.

I like Fridays, because I watch movies at home and I eat popcorn, but I really love weekends, because my grandparents come home and we share time together.

1. **A: Does she study?**  
B: \_\_\_\_\_.
2. **A: Does she live in Cochabamba?**  
B: \_\_\_\_\_.
3. **A: Do her grandparents visit her?**  
B: \_\_\_\_\_.
4. **A: Does she watch movies on Fridays?**  
B: \_\_\_\_\_.



## WHAT DO YOU DO EVERY DAY?

### PRACTICE

Read the paragraph and practice de conversations.

Jhon is a very athletic person. He practices a lot of sports. On Monday he plays basketball. On Tuesday he plays tennis. On Wednesday he does yoga. On Thursday he swims. On Friday he plays volleyball and on Saturday he rides his bike.

- A:** Does Jhon plays the piano?  
**B:** No, he does not.
- A:** Does he play basketball on Monday?  
**B:** Yes, he does.
- A:** Does Jhon practices chess on Sundays?  
**B:** No, he does not.

Read the paragraph and answer.

Emily is a very busy student; she does a different activity every day. On Monday she paints pictures in Art class. On Tuesday she sings in the choir. On Wednesday she plays the trumpet in de school band. On Thursday afternoon she plays volleyball. On Friday she studies French. On weekend she shares time with her family.

- A:** Does Emily paint pictures?  
**B:** \_\_\_\_\_.
- A:** Does Emily play the guitar?  
**B:** \_\_\_\_\_.
- A:** Does Emily study French?  
**B:** \_\_\_\_\_.

### PAY ATTENTION!

Play = jugar  
Play = tocar (instrumentos)

### LOOK FOR NEW WORDS!

Home = \_\_\_\_\_  
Trumpet = \_\_\_\_\_  
Band = \_\_\_\_\_  
Share = \_\_\_\_\_

Activities

### THEORY

#### 1. Simple present tense - negative form (-)

PERSON		SUBJECTS	AUXILIAR IN NEGATIVE	COMPLEMENT
SINGULAR	1°	I	do not	play.
	2°	You	do not	play.
	3°	He	does not	play.
		She	does not	play.
	It	does not	play.	
PLURAL	1°	We	do not	play.
	2°	You	do not	play.
	3°	They	do not	play.

#### CONTRACTIONS

do not = don't

does not = doesn't

#### 2. Do - Does "negative form"

Para crear una oración negativa, los auxiliares deben acompañarse de la palabra NOT.

do not

does not

#### Examples:

- You live in Tarija. → Tú vives en Tarija.
- You do not live in Beni. → Tú no vives en Beni

Recuerda que el auxiliar Does se usa para los pronombres "he, she, it".

- Ana lives in Pando. → Ana vive en Pando.
- Ana does not live in Pando. → Ana no vive en Pando

\* Toma nota: El verbo de la tercera persona pierde la "s", debido a la presencia del auxiliar.

Let's write about yourself. What do you do every day?

I am a \_\_\_\_\_ On Monday I \_\_\_\_\_ On Tuesday I \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Let's complete the sentences.

1. (+) I study Math.  
 (?) Do I study Math?  
 (-) I do not study Math.

2. (+) We clean the garden.  
 (?) \_\_\_\_\_  
 (-) \_\_\_\_\_

3. (+) They close the door.  
 (?) \_\_\_\_\_  
 (-) \_\_\_\_\_

4. (+) She eats red apples.  
 (?) Does she eat red apples?  
 (-) She does not eat red apples.

5. (+) Ana drinks banana juice.  
 (?) \_\_\_\_\_  
 (-) \_\_\_\_\_

6. (+) Isabel watches novels.  
 (?) \_\_\_\_\_  
 (-) \_\_\_\_\_

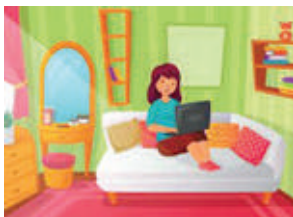
Use do or does.

1. \_\_\_ you work on the weekend?
2. \_\_\_ your teacher write on the blackboard?
3. \_\_\_ your friend speak English?
4. Do you like to play the piano?

Use don't or doesn't

1. I \_\_\_ work on the weekend.
2. Yes, she \_\_\_\_\_. She writes on the blackboard.
3. No, he \_\_\_\_\_ not. He speaks Spanish.
4. Yes, I like to play de piano and the trumpet.

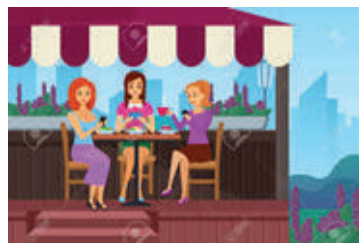
Answer using the words in parenthesis



1. (rarely / in her room)

A: Does Carmen usually study in the library?  
 B: No. She rarely studies in the library.  
 She usually studies in her room.

A: Does Emily always drink coffee at home?  
 B: \_\_\_\_\_  
 \_\_\_\_\_



2. (rarely / in the cafeteria)



3. (never / on Saturday)

A: Does Jose usually fix his car on Sunday?  
 B: \_\_\_\_\_  
 \_\_\_\_\_

### GENERAL REVIEW

Write sentences using the correct preposition.

1. The dog is on the chair.



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



What's the day.

1. Monday, Tuesday, Wednesday.

2. Wednesday, \_\_\_\_\_, Friday.

3. Sunday, \_\_\_\_\_, Tuesday.

4. Saturday, \_\_\_\_\_, Monday.

5. Thursday, \_\_\_\_\_, Saturday.

6. Tuesday, \_\_\_\_\_, Thursday.

7. Friday, \_\_\_\_\_, Sunday.

Write the verbs on the blanks.



Choose the correct option.

is there      are there      there is      there are      there isn't      there aren't

1. A: \_\_\_\_\_ a farm in this town?

B: Yes, there is.

A: How many animals \_\_\_\_\_ in the farm?

B: There are fifteen animals.

2. A: \_\_\_\_\_ a pharmacy in this neighborhood?

B: Yes, there is.

A: How many doctors \_\_\_\_\_ in the pharmacy?

B: There are three doctors.

4. A: Is there a theater in this neighborhood?

B: No, \_\_\_\_\_.

A: How many parks \_\_\_\_\_ in the neighborhood?

B: There are fifteen parks.

5. A: \_\_\_\_\_ ten schools in this town?

B: No, \_\_\_\_\_.

A: How many schools \_\_\_\_\_ in the town?

B: There are six schools.

Complete the names of these places.

Answer the questions.



1. A: Where is the bank?  
B: It is **next to** the library on Llanos St.

2. A: Where is the library?  
B: \_\_\_\_\_  
\_\_\_\_\_

3. A: Where is the park?  
B: \_\_\_\_\_  
\_\_\_\_\_

2. A: Where is the supermarket?  
B: \_\_\_\_\_  
\_\_\_\_\_

1. A: Where is the pharmacy?  
B: \_\_\_\_\_  
\_\_\_\_\_

4. A: Where is the theater?  
B: \_\_\_\_\_  
\_\_\_\_\_

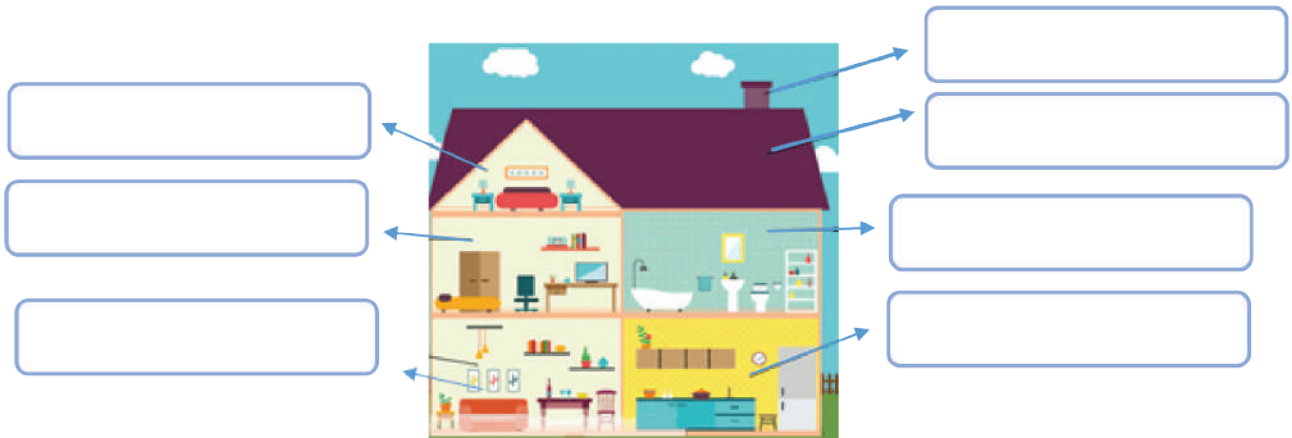
Rewrite these sentences in the third person singular (He, she, it)

Complete the names of the animals

- I play soccer with my friends in the school.  
\_\_\_\_\_.
- I drink orange juice on weekends.  
\_\_\_\_\_.
- I eat cookies and red apples at home.  
\_\_\_\_\_.
- I watch TV with my brothers.  
\_\_\_\_\_.
- I wash the dishes and the glasses.  
\_\_\_\_\_.

- \_\_L\_\_P\_\_A\_\_T
- S\_\_E\_\_
- HO\_\_S\_\_
- D\_\_N\_\_EY
- \_\_A\_\_BIT
- P\_\_G
- H\_\_N
- CO\_\_
- \_\_U\_\_L
- C\_\_T

Complete the parts of the house.



LIST OF VERBS

	SPANISH	BASE FORM	PAST	PAST PARTICIPLE	ING FORM
REGULAR VERBS	abrir	open	opened	opened	opening
	arreglar	fix	fixed	fixed	fixing
	bailar	dance	danced	danced	dancing
	besar	kiss	kissed	kissed	kissing
	caminar	walk	walked	walked	walking
	cerrar	close	closed	closed	closing
	cocinar	cook	cooked	cooked	cooking
	escuchar	listen to	listened to	listened to	listening to
	gritar	shout	shouted	shouted	shouting
	jugar	play	played	played	playing
	lavar	wash	washed	washed	washing
	llamar	call	called	called	calling
	llorar	cry	cried	cried	crying
	observar	look	looked	looked	looking
	patear	kick	kicked	kicked	kicking
	preguntar	ask	asked	asked	asking
	regar	water	watered	watered	watering
	repetir	repeat	repeated	repeated	repeating
	saltar	jump	jumped	jumped	jumping
	trabajar	work	worked	worked	working
	usar	use	used	used	using
ver	watch	watched	watched	watching	
IRREGULAR VERBS	beber	drink	drank	drunk	drinking
	cantar	sing	sang	sung	singing
	comer	eat	ate	eaten	eating
	comprar	buy	bought	bought	buying
	conducir	drive	drove	driven	driving
	correr	run	ran	run	running
	cortar	cut	cut	cut	cutting
	decir	tell	told	told	telling
	dibujar	draw	drew	drawn	drawing
	dormir	sleep	slept	slept	sleeping
	encontrar	find	found	found	finding
	escribir	write	wrote	written	writing
	hacer	do	did	done	doing
	ir	go	went	gone	going
	leer	read	read	read	reading
	montar	ride	rode	ridden	riding
	nadar	swim	swam	swum	swimming
	pensar	think	thought	thought	thinking
saber	know	knew	known	knowing	

montar	ride	rode	ridden	riding
nadar	swim	swam	swum	swimming
pensar	think	thought	thought	thinking
saber	know	knew	known	knowing
sentarse	sit	sat	sat	sitting
sentir	feel	felt	felt	feeling
ser o estar	be (am / is / are)	was/were	been	being
tomar	take	took	taken	taking
traer	bring	brought	brought	bringing
volar	fly	flew	flown	flying

**Complete the structures that you have to remember**

a = un, una.     A dog.

An = \_\_\_\_\_

The = \_\_\_\_\_

This is = \_\_\_\_\_

Is this? = \_\_\_\_\_

That is = \_\_\_\_\_

Is That = \_\_\_\_\_

These are = \_\_\_\_\_

Are these = \_\_\_\_\_

Those are = \_\_\_\_\_

Are those? = \_\_\_\_\_

There is = \_\_\_\_\_

Is there? = \_\_\_\_\_

There are = \_\_\_\_\_

Are there? = \_\_\_\_\_

**Simple present tense (affirmative)**

Person	Subject	verb	complement
I , we, you, they			
He, she, it			

**Simple present tense (question)**

Auxiliar	subject	verb	complement + ?
Do			
Does			

**Simple present tense (negative)**

subject	Auxiliar + not	verb	complement
	Do not		
	Does not		

## BIBLIOGRAFÍA

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Equipo de redactores del texto de aprendizaje del **1ER AÑO DE ESCOLARIDAD** de Educación Secundaria Comunitaria Productiva.

**PRIMER TRIMESTRE**

**Lengua Extranjera**

Andrea Mayra Aliaga Monroy

**SEGUNDO TRIMESTRE**

**Lengua Extranjera**

Andrea Mayra Aliaga Monroy

**TERCER TRIMESTRE**

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