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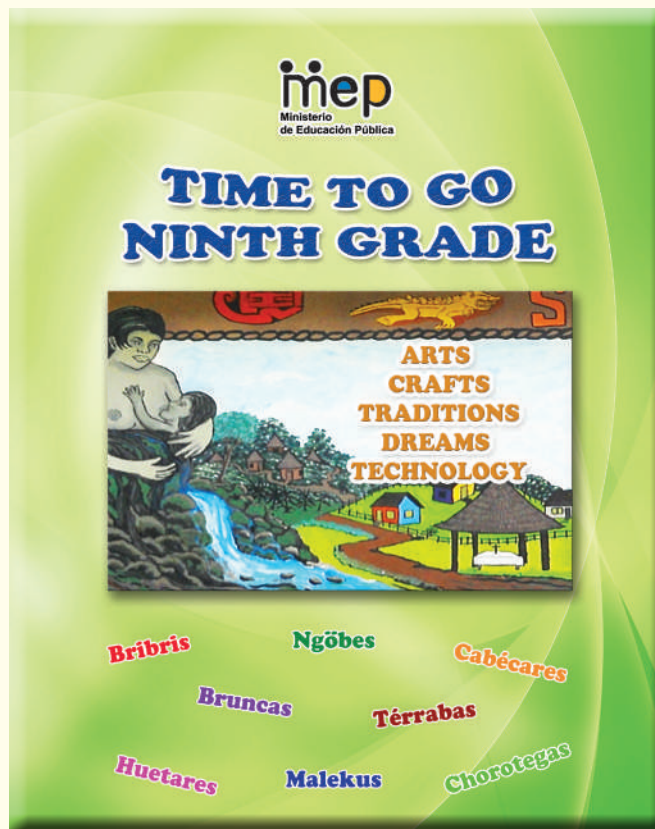
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Presentación

El libro, Time to Go: Ninth Graders, es parte de una serie de materiales didácticos contextualizados y culturalmente pertinentes para el aprendizaje del inglés en III ciclo en territorios indígenas. Su finalidad es brindar a las y los estudiantes herramientas para disfrutar y mejorar el aprendizaje del inglés integrando las cuatro habilidades lingüísticas básicas: escucha, habla, lectura, escritura a partir de sus historias, sus saberes, vivencias y sentires; sin dejar de lado un principio fundamental del enfoque intercultural: la articulación contextual de lo propio, lo nuestro y lo de todos.

El idioma inglés en una de las materias básicas del currículo nacional. Además, es considerada por las y los estudiantes y padres de familia en los territorios indígenas como una herramienta necesaria para ampliar sus oportunidades laborales, profesionales y de intercambio intercultural.

Este material constituye un primer esfuerzo del Ministerio de Educación Pública dirigido a estudiantes de secundaria en territorios indígenas y a sus profesores de inglés que recoge la riqueza cultural de los pueblos autóctonos como elemento potenciador de aprendizajes significativos y culturalmente relevantes. Se espera que contribuyan a promover su riqueza cultural en el contexto local, nacional, y mundial, ensanchar sus oportunidades, fortalecer su identidad cultural y mejorar la equidad y calidad en la enseñanza y aprendizaje del inglés.

Las unidades didácticas que constituyen el texto fueron elaboradas por las y los profesores de inglés que trabajan en los liceos rurales y colegios rurales ubicados en territorios indígenas bajo la dirección y asesoría técnica del Departamento de Educación Intercultural y el Departamento de III ciclo y IV ciclos. Agradecemos la colaboración de los docentes al hacer posible la realización de este proyecto.



Dear teacher,

This is an integrated skills book for ninth graders which is culturally sensitive to student's context and cultural background. It is intended to be used as a resource to accompany the development of the English program for ninth grade.

This book is divided into five units, and each section is divided in seven components. They are: the introductory page, presentation, practice in the four skills and extension activities. The introductory page serves two purposes: first, to activate students' background knowledge on the topic, and second for the teacher to provide students with the language, grammar and modeling required to practice the language in each of the four areas.

The modeling for pronunciation and the listening sections must be done and studied by the teacher before class. Audio- material is not available at this point, but will be provided in the future.

In the extension activities, students are expected to work on research projects using digital technology if it is available. They should be given freedom to create and produce.

It is recommended that each teacher studies and prepares the class for each of the units so that students can get the most out of it.

A flexible classroom arrangement is recommended so that students can have opportunities to walk around and to work in pairs or individually.

Estimados(as) Estudiantes

Este libro tiene como propósito brindarte una oportunidad para desarrollar tus habilidades básicas para comunicarte en el idioma inglés utilizando las tecnologías digitales que tengas a tu disposición como apoyo.

El libro comprende cinco unidades seccionadas en siete apartados orientados al fortalecimiento y el desarrollo de las habilidades comunicativas del idioma inglés: escucha, habla, lectura y escritura de cinco temas del Programa de Estudios de inglés para noveno año.

El contexto socio-cultural de los territorios indígenas sirve de escenario principal para desarrollar los contenidos de las unidades articulado al contexto nacional y mundial.

Cada unidad inicia con una actividad introductoria que te motive a explorar su contenido. La segunda sección contiene material visual para ayudar en la comprensión del vocabulario básico y proveer las estructuras gramaticales requeridas para utilizar el idioma en forma comunicativa. Su profesor(a) tiene un rol protagónico en esta fase.

Seguidamente, se presentan tres momentos fundamentales. El primero, te da la oportunidad para practicar la escucha, el habla, la lectura y la escritura del inglés de manera sencilla, el segundo momento te permite afianzar esas habilidades y por último las actividades de extensión tienen el objetivo de que fortalezcas y consolides estas habilidades. Las actividades de extensión también te dan la oportunidad de realizar proyectos de investigación o resolver problemas donde tienes libertad para decidir, proponer y crear utilizando tecnologías digitales, si las tienes disponibles. Finalmente se te ofrece una hoja de auto-evaluación para identificar tus fortalezas y debilidades al terminar cada unidad. En estas secciones, eres el actor principal bajo la guía y apoyo de tu docente.



Methodological Approach

As Paulo Freire states “*Teaching is a human act.*” As such, teaching should be connected with life experiences, beliefs, and convictions, and based on the social context of the learner.

The English program for the Third Cycle is consistent with the *Communicative Approach*, the primary goal of which is to enable students to use the language to communicate what is familiar to them. Learning a language means learning to communicate.

The *Communicative Approach* is not tied to a specific methodology*. It is flexible and allows teachers to be creative, integrating and using a variety of techniques and activities to serve students effectively. In order to develop effective English lessons, teacher should, therefore, consider three basic principles:

- **Cognitive:** meaningful and purposeful learning, to the extent of connecting new information with prior knowledge through intrinsic motivation (meaningful and enjoyable activities). This also includes, metacognitive strategies, or processes that enable students to anticipate or plan tasks.
- **Affective:** the language-culture connection, risk-taking (using errors as learning opportunities) and the language ego (departing from what it is known to the students, personalizing and contextualizing a language, adapting it to the student’s interests and level), positive feedback and a collaborative learning environment, as well as having the teacher serve as a catalyst, “coach”, mediator, guide, facilitator, role model, resource, and consultant.
- **Linguistic:** the communicative competence (use of authentic language and real life contexts), communicative tasks centered on functions of the language, rather than grammatical structures, with sufficient opportunities for real use and reuse of target language in a variety of opportunities for pair and group work, to promote an English class environment in the target language.

In order to communicate effectively in English, students need to be able to listen, speak, read, and write. All efforts should be based on enabling students to become fluent in the target language, emphasizing oral work.

Rebecca Oxford (2001) views these four main skills listening, reading, speaking and writing -as overlapping areas of competence. When the emphasis is on learning a language for effective communication, they must be interwoven during the teaching process. This way, she highlights, learners “have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume.” Therefore, a hybrid or combination of content-based and task-based forms of integrated-skill instruction is recommended in the mediation of learning in the English class. These principles were taken into consideration during the design of the following didactic units.

Acknowledgements

These units were designed by these teachers:

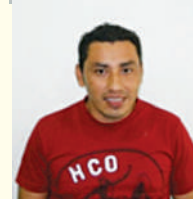
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Unit 3: Transportation, quality, rentability and use



Kattia Barrantes Ríos
Unit 4: Natural resources and the promotion of conservation



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Unit 4: Natural resources and the promotion of conservation



Hannah Willinsky, Sulayöm High School
Irma Brown, Sulayöm High School
Regina Brown, CTP de Talamanca
Unit 5: Specific information of words in given context



Unit 1

Life and Achievement of Famous People



*Look at these pictures
Who are these people?
Do you know them?*



Linguistic Objectives

Listening

- Summarizing information from relevant points.
- Identifying points of view.
- Transferring the information heard to visual or written form.

Speaking

- Initiating and developing conversations.
- Adapting language to deal with some unknown situations.

Reading

- Identifying points of view.
- Deducing the meaning of unfamiliar language in a variety of texts using context and grammatical understanding.

Writing

- Writing paragraphs, using simple descriptive language, and referring to past, present and future actions and events.
- Performing simple familiar tasks that require some elementary linking of sentences and structuring of ideas.

Functions:

- Identifying and describing people
- Asking for and giving information.

Warm up

Think and draw (or write) about 2 or 3 dreams and goals you have for the future.

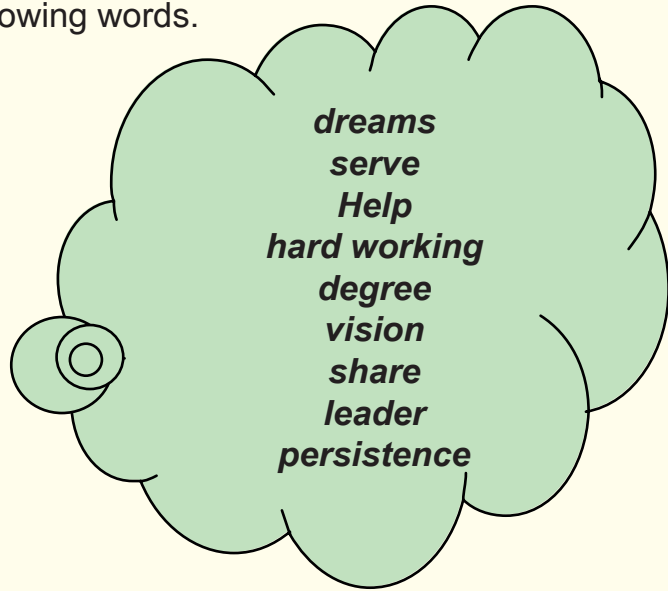


Pair share. Talk about your dreams and goals with your partner

Teacher: Be sure to invite students to share some information about their classmates' dreams.

Presentation

Listen to the teacher and repeat the following words.



Listening/Writing

Watch, listen, think and write. Watch the video or listen to your teacher tell the story. As you listen, think about the dreams and goals Mr. Ismael González has had. Individually, complete the chart below with the information from the video.

Dreams and goals

Three things Mr. Ismael González wanted to be...

1. _____.
2. _____.
3. _____.

Speaking

Think and discuss. Form two circles and talk about a person you admire from your community.

I know _____. He/she is _____. I admire him/her because _____.

Reading

In groups of three. Read the following texts. As you read think about all the things they became and fill out the graphic organizers below. (Add a many mores paces as you need)



Colorful Masks of Boruca

Mr. Ismael Antonio González-Lázaro is Costa Rican. He was born in Boruca, Buenos Aires by 1928. He is a **Keke pa**. “He has enjoyed designing wooden masks since he was very young.

His main dream and goal in life has been sharing and helping people in his community. He has served in many ways and that makes him a very happy person.

When he was around 17 year old, he started making masks but, one day, a lady from the Ministry of Education told him: “if you study well enough, you can come to work at the supervision office” and so, he did.

Later, he was invited to work, for some years, as a primary school teacher and he liked it a lot. Then, he taught his students how to make masks. Because he did not have a degree in teaching, he traveled to San José to study at the “Instituto de Formación Profesional” to become a teacher. He studied for two years but he could not continue his studies because he had to work.

He also served as a policeman for 4 years in his community, as he said, “ Boruca was a calm town back in those days”. He also received training from DINADECO () in order to serve better as a community leader , helping to build the first water pipe for Boruca and to constitute the town’s cooperative.

All this time, he continued making his masks but without color. One day, a man helped him to get a training course on coloring techniques, sponsored by FUNDES. He included 14 adolescents from his community, who showed interest in learning the mask’s technique too.

He says, “It is necessary to get help from other people”. Thanks to his vision and persistence, the indigenous territory of Boruca is identified and well known for the artistic and colorful masks!


Don Ismael has been a respected leader in the Boruca community and his name is recognized in the local show room of his town.

Extracted from personal interview

Reading 2

Individual Activity. Read the following texts. As you read take notes and share them with your partner.

| |
|---------------------------------|
| All the things Mr. _____ became |
| 1- |
| 2- |
| 3- |

| Person | Achievements |
|--|--------------|
|  | |



Jorge Enrique Jiménez Martínez

Jorge Enrique Jiménez Martínez, known as Jiménez Deredia, in the artistic world, was born in the city of Heredia, Costa Rica, on October 4th, 1954. He studied sculpture at the Conservatorio Castella High School in Costa Rica.

He had a dream, to become an artist. At the age of 22, in 1976, he moved to Italy with the help of a grant from the Italian government. He obtained his degree in sculpture at the Academy of Fine Arts in Carrara. He also studied at the Department of Architecture at the University of Florence, from 1980 to 1986.

His work was influenced by the Renaissance period. He became well known by 1970 when he developed organic forms, reacting to environment and to gravity force, influenced by the pre-Colombian art. He incorporated the ancient pre-Columbian culture Boruca and its powerful symbolism attached to the sphere and the circle with a globalizing vision of the Self with the Universe.



Pair share. Take your chart of notes and with your partner discuss:

- How can people who follow their dream make the world a better place?
- How are their experiences alike and how are they different?
- Which of the dreamers do you think had the hardest time following his dream? Why?
- What difficulties did they face?
- Did they use their talent for their communities, for other people?

Writing

A. Write a letter to Mr. Ismael González or to Mr. Jorge Enrique González Deredia Tell him what you think about his achievements and in what ways his story has inspired you. Use details from the reading pieces. Go to the following internet source to review the parts of a friendly letter: http://www.pkwy.k12.mo.us/homepage/jotey/File/Parts_of_a_Friendly_Letter.pdf

Heading
Greeting
Body
Closing
Signature

B. Write a short description of Mr. Ismael González and Mr. Jorge Enrique González Deredia's main traits. Compare and contrast their life's achievements. In what ways are they both alike, their thoughts and feelings. Make story map first and then write following the following guide. When you finish check your writing, correct it, share your draft to your partner. Read it over and make sure to correct errors in spelling, grammar and punctuation using word editor.

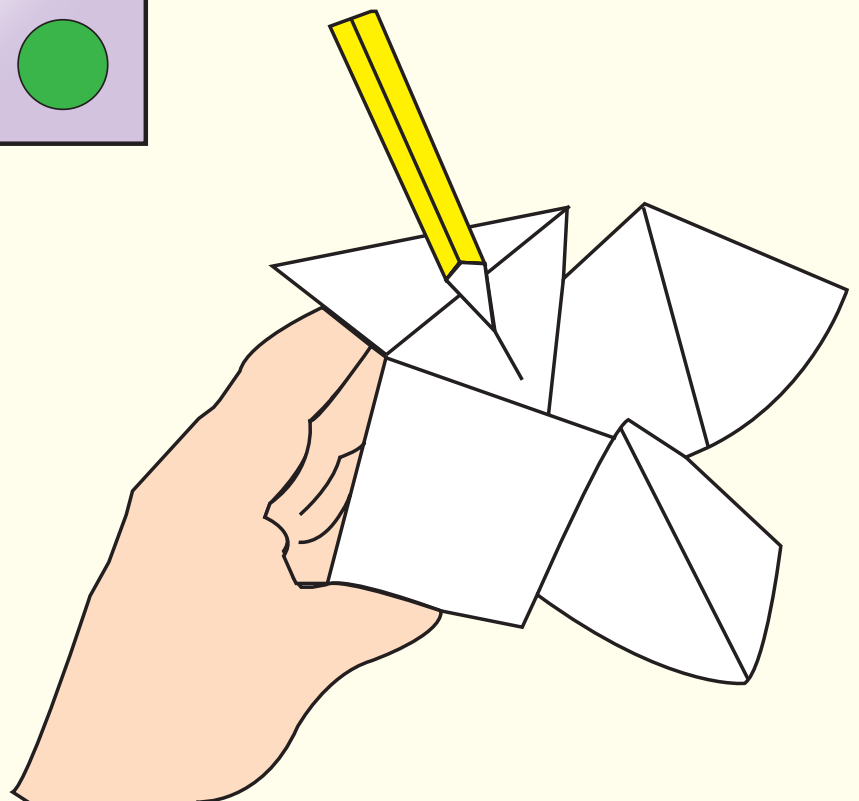
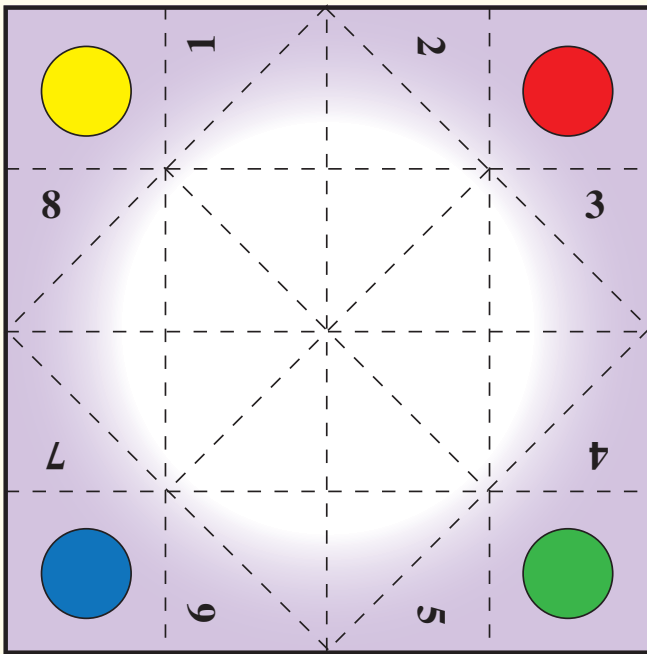
I. Introduction (Main idea)
 II. Body
 a. First key point
 i. Supporting details (examples)
 ii. Supporting details
 b. Second key point
 i. Supporting details
 III. Conclusions



Peer and self -Assessment:

Game: “Understanding Teller”

Build a “fortune teller” device, folded in paper. Write 8 questions with the corresponding answers, based on the information gathered in the readings of the unit. Play with your partner taking turns. Check and register your partner responses and provide feedback.



Assessment Check list

Self-assessment

| Criteria | yes | No | (I don't know) |
|---|-----|----|----------------|
| I understood all the questions. | | | |
| I responded to all the questions effectively. | | | |
| I applied appropriate vocabulary. | | | |
| I spoke fluently. | | | |
| I communicated messages with no grammar mistakes. | | | |

Peer-assessment

| Criteria | yes | No | (I don't know) |
|--|-----|----|----------------|
| She/he understood all the questions. | | | |
| She/he responded to all the questions effectively. | | | |
| She/he applied appropriate vocabulary. | | | |
| She/he spoke fluently. | | | |
| She/he communicated messages with no grammar mistakes. | | | |



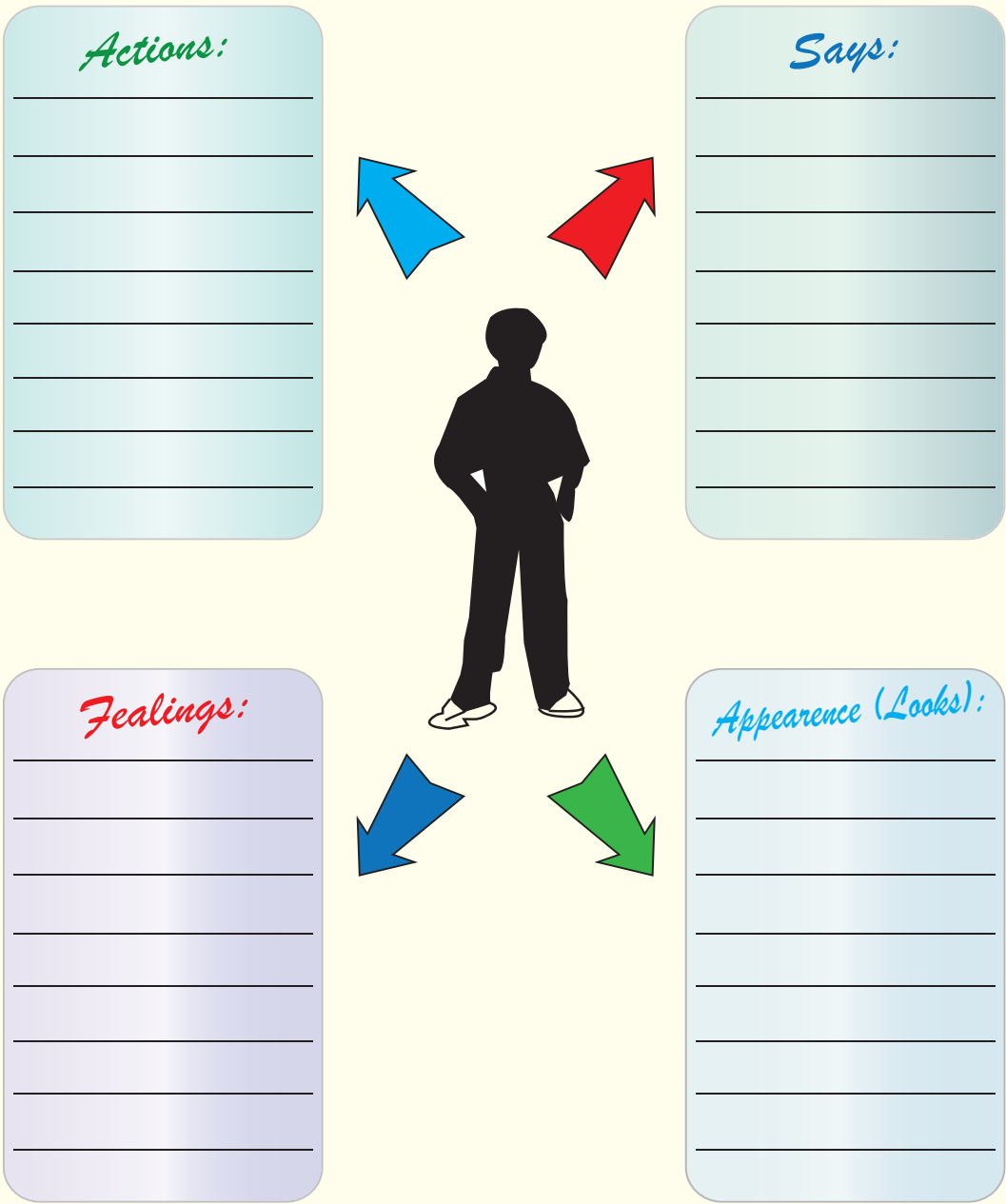
Extension Activities

1. Writing Assignment

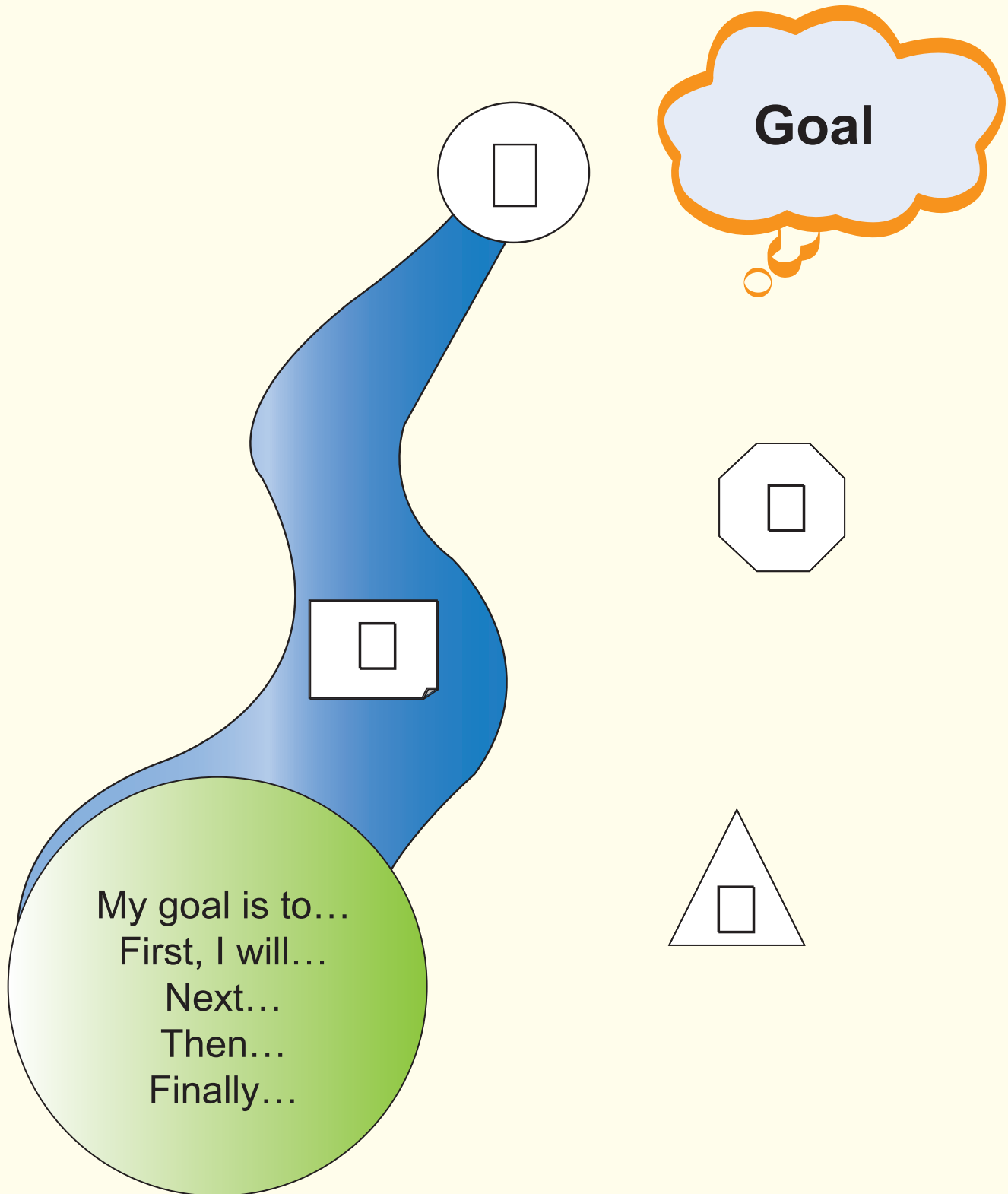
In groups of 2 or 3, search the web for 2 famous people. Compare them and report your findings to the class in a creative way (add, news broadcast, discussion groups, poem, graphic organizer, etc.). You may use graphic organizers from

<http://www.eduplace.com/graphicorganizer/> or use the following one below.

Character Map



2. Fill out your **road to success** and be get ready to share it with the class.





Assessment of lesson

Self- assessment rubric

Analyze your progress. Complete the chart.

| Criteria | Yes, achieved | I need more practice | Not achieved |
|--|---------------|----------------------|--------------|
| I've learned basic vocabulary about people's achievements and personal goals. | | | |
| I can describe someone's achievements and personal goals. | | | |
| I can ask/give information someone's achievements. | | | |
| I can understand specific information related to people's achievements and life biography. | | | |

Pictionary

| English | Cabécar |
|---|-------------------|
| Wise and respected man or woman in Cabecar's community.  | Sigeklopa |
| Goals  | Jilé batá |
| Dreams  | Sakausuó |
| Masks  | Jilé mei yakei |
| Achievement  | Jilé konaklo |
| Work  | Kané |
| Vision  | Jilé sawó |
| Wisdom  | Jérique taí |
| Leader  | Sawögri |
| Solidarity  | Ñakimo / ñatsatkö |

A Annex



What do you know about him?



Celebration for Franklin Chang-Diaz

Franklin Chang was born in Costa Rica in 1950 and attended elementary school in Venezuela before returning home to graduate from the private La Salle High School in 1967. From a young age, he had dreamt of becoming an astronaut, and he left to study in the U.S. at a university prep school. He graduated from the University of Connecticut with a mechanical engineering degree in 1973 and earned a doctorate in physics with a plasma specialty from the Massachusetts Institute of Technology (MIT) in 1977.

He was selected by NASA in 1980 and became an astronaut in August 1981. He worked as an astronaut for 26 years. He is one of the most experienced astronauts in space, seven space missions. His final mission on was in 1998. Due to this fact, he was inducted into the hall of fame at NASA, USA, in a ceremony at the Kennedy Space Center in 2012.

Chang-Diaz retired from NASA in July 2005 and came back to Costa Rica to found Ad Astra Rocket Co., a research company in Liberia, where he is working on propulsion systems for travel to Mars.

His space experiments include research to find a cure for Chagas disease, which is caused by a protozoan transmitted by the “chinche chupasangre” insect and plasma engine.

“I have tried to explore the forces that shaped my imagination and formed my identity through the earliest portions of my life. I believe a large measure of my good fortune was due to the help that I received from many others during these formative years.” Franklin Chang Diaz

Adapted from The Tico Times and <http://franklinchangdiaz.com/publications.html>

Crafts and Art from Boruca.



OPERATION OF EQUIPMENT: CREATING ARTS AND CRAFTS



Linguistic objectives

Listening

- Identifying and noting main points and personal responses.
- Responding to language spoken at near normal speed in everyday circumstances.

Speaking

- Asking and responding to questions in less predictable situations.
- Comparing information in simple terms.
- Understanding short texts and dialogues made up of familiar language.

Reading

- Deducing the meaning and use of unfamiliar lexical items.
- Skimming/Scanning to locate specifically required information.

Writing

- Writing several sentences to convey simple familiar factual information with guidance.
- Writing short texts.



Warm up

Do you know what kind of crafts and arts are produced in this community?
 Instructions: Match the pictures with the name of the community they belong to.



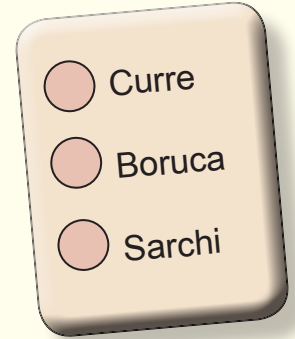
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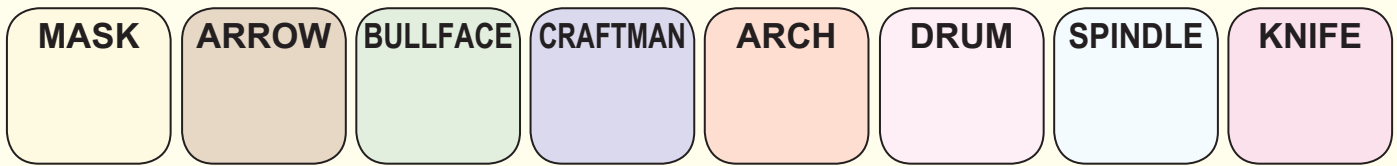
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Arts and Crafts: Vocabulary

Find the hidden words from the following puzzle.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| C | K | N | A | E | K | M | A | S | K |
| R | N | I | A | N | L | I | R | N | S |
| A | F | R | O | U | S | R | C | E | A |
| F | E | Y | U | X | W | N | H | I | R |
| T | C | A | P | M | Q | R | S | T | R |
| M | B | C | A | N | X | K | T | F | O |
| A | S | P | I | N | D | L | E | Y | W |
| N | B | U | L | L | F | A | C | E | Ñ |



Presentation

Listen to your teacher present the language and explain grammar needed for this unit.

Listening

Listen to the teacher describe the steps to elaborate a mask. Put the steps in the correct order. Use numbers from 1 to 8.

- Once we have cut the balsa, you need to remove the shell and let the sun dry it.
- Once the wood has dried, cut off the piece of balsa in two (in the case of cedar should be given the form of crescent, as this tree is not as round as the balsa)
- After styling and wood carving, the craftsman polish the mask to achieve a smoother finish.
- To begin, you need to find the balsa or cedar tree, depending on the type of mask you want to create.
- Finally, the artisan paints his mask making a true work of art.
- After cutting the tree, select the best piece with a length of one meter.
- Take the piece of wood to the shop where you will create the mask.
- The craftsman uses his creativity to draw and create a work of art.



Speaking

In groups of four, draw the steps to follow to create a mask. Be ready to explain the process to the class using the drawings.

| | | | |
|--|--|--|--|
| | | | |
| | | | |

In pairs brainstorm the tools and steps required for the creation of crafts or art produced in different zones in our country. Choose one of the handcrafts below and research it. Then, report to the class.





Reading

Mask history

Read the text. Fill in the blanks with the missing words extracted from the box.

| | | | |
|-------------|------------------|-------------|-------|
| celebration | brightly painted | painted | masks |
| carved | balsa | picturesque | tools |

Short story about Boruca's Mask

_____ are used in an annual _____ that takes place at the close of each year. It is called the "Danza de los Diablicos" and is a reenactment of the struggle between the Indians and the Spanish. The hideously and ornately _____ masks, made from _____ and cedar, are _____ in ways that are meant to be "scary" to the Spaniards and perhaps drive them from Costa Rica's shores. Of course, that didn't happen, but thankfully the Brunka mask-makers are still in full force in the tiny _____ village of Boruca, Costa Rica.

Listening

Pre-listening

Listen to the teacher describing how to create a specific type of handcraft and answer the questions.

Drum

The materials needed for an indigenous drum elaboration are the following: Balsa Wood, Pejibaye tree wood, knives (Made by the craftsman), gouges, Lija, Rope, woven Garments and leather from Boruca.



1. What's the name of the craft?

Blank pink rectangular area for writing the answer to question 1.

2. What is it made of?

Blank pink rectangular area for writing the answer to question 2.

3. What kind of materials do people need?

Blank pink rectangular area for writing the answer to question 3.

4. Which are some tools mentioned?

Blank pink rectangular area for writing the answer to question 4.

While listening

Make groups of four. Listen to the teacher's narration and take notes.

Post- listening

Jigsaw task

Create new groups. Make sure that each group member has listened to one of the four narrations.

Complete the following chart.

| Indigenous people | Craft | Tools | Techniques | Materials |
|-------------------|-------|-------|------------|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Extra- Activities

Exercise 1 – “Find someone who...”:

Fill out this form by asking your partner questions:

Find someone who....

- 1....has seen a craftsman working on a mask.
- 2.....has played with a mask.
- 3.....has painted a mask.
4.has fabricated a drum.
5.has tried to elaborate a tissue.

Exercise 2

Oral presentation

Choose one craft in the picture and describe the process to elaborate it. (Include materials, steps, tools, techniques).





Exercise 3.

Writing

Create a dialogue.

Situation: You are in Boruca and are chatting with a friend from Curré. Exchange information about the elaboration process and history of some crafts created in your communities.

Example:

Fernando: Hi Juan I`m studying the arts and crafts of my community. I want to get some information from you about how to make it. I thought of you because you grew up in a family with wide experience in this field.

Juan: Hi, Fernando, sure. What do you need to know?

Juan: Well, to start I would like to know the history of some crafts in your community, and the materials you use, tools, procedures. Perhaps you may share some techniques if there is no problem.

Fernando:

Operating equipment: The computer

Basic vocabulary

Listen to your teacher and repeat the words

| | | |
|---------------------|------------------|-----------------|
| <i>Plug in</i> | <i>start</i> | <i>keyboard</i> |
| <i>Turn on</i> | <i>shut down</i> | <i>speakers</i> |
| <i>Connect</i> | <i>Monitor</i> | <i>mouse</i> |
| <i>Press/ click</i> | <i>CPU</i> | |



Discuss the following questions

What do you know about computers? What type of computers do you know? How can computers help in the design of art and crafts?

Read the text about operating a computer. Then, watch the teacher making a demonstration.

Taken from: <http://www.ackcity.net/how-to-operate-a-computer>

Using a computer is really not a big deal, you don't need to have any special educational background except how to "Read and Write". You need to be able to understand the simple commands on the computer or laptop.

It doesn't matter if you are just using a computer for the first time or you want to improve on what you already know without having to attend any formal computer class.

Steps to operate a computer

Connecting a Desktop Computer

Step one

Make sure that the power cord is firmly connected to the back of the CPU and connected to electricity source.

Step two

Connect the monitor cable to the back of the CPU

Step three



Connect the keyboard and mouse cord to the back panel of the CPU.

To Start the Desktop Computer or a Laptop Computer

Press the power button located on the front panel of the CPU or on your laptop. The desktop is loaded following a booting process of your computer.

To Shut Down Your Computer

Click the “Start” button and choose the “Turn off Computer” option. This will display the options to “Standby”, “Restart” or “Turn off” the computer.

How to Install Software

Software is used to extend the functionality of any computer system. Software is normally installed using the local hard drive through a CD or DVD or downloaded from the internet.

CD or DVD Software Installation

Insert an installation CD or DVD into the hard drive of the computer/laptop. This will automatically read and launched by the computer OS

A new window is displayed that shows progress of installation.

On installation completion you are usually prompted to reboot your computer.

Jigsaw reading

Make groups of five. Each group member will choose one of the steps for operating a computer. Then, each member will explain how to do it.

Oral demonstration

Each group will make a skit to demonstrate to the class how to operate a computer.

Look at the following site for more information. <http://www.gcflearnfree.org/computerbasics>

Extension activity

Research project

A. In groups/ pairs, research the process for elaborating crafts in Costa Rica or in the world. Then, present your findings using pictures and a PowerPoint presentation.

Some guiding questions are the following:

1. Where is the handcraft made?
2. What does it symbolize?



3. What materials are needed to create it?
4. Which are the steps followed to create it?

B. Search on the Internet information about how to operate other electronic equipment. Illustrate the procedures using pictures and present your findings in a Power Point Presentation to the class.

C. Make a skit where you give instructions to someone about how to operate electronic equipment. It could be a cellphone or a digital camera.

Assessment of lesson

| Criteria | Yes, achieved | I need more practice | Not achieved |
|---|---------------|----------------------|--------------|
| I've learned basic vocabulary about how to elaborate arts and crafts. | | | |
| I can describe the elaboration process of indigenous arts and crafts | | | |
| I can ask/give information about how to create arts and crafts. | | | |
| I know basic vocabulary about how to operate electronic equipment. | | | |
| I can describe the steps to operate electronic equipment. | | | |

Listening scripts

Teacher's script to narrate the four short stories

Ngobe people

They can be found in the remote southern region of Costa Rica, bordering with Panama. Their language is “Ngäbere,” of which there are some 200,000 speakers today, mostly in Panama. Many cross into Costa Rica during the coffee season (November and December) to pick coffee beans. They are known for crafting brightly colored dresses (called “nagua” in their language), bags made from plant fibers and beaded bracelets and necklaces. Their chief Urraca was greatly feared by the Spanish as a fierce warrior.

Bribri people

The Bribris are perhaps Costa Rica's largest indigenous group. They live in a remote area of the Talamanca mountain range in the province of Limon. Some are very cut-off from modern society and live in conditions of extreme poverty. Many aid organizations and church groups venture each year to remote Bribri villages to provide medical and other assistance. Most Bribris continue to this day to speak the Bribri language.

During the early 1,700s, a legendary Bribri cacique, Pa-blu Presbere, led a revolt against the Spanish. He was captured and executed in the colonial capital of Cartago, but his legend lives on among the Bribris of today. One specific Bribri clan (Kekoldi) is known for its “iguana farming” methods.








Maleku people

The Maleku Indigenous Reserve is located near the village of Guatuso, in the province of Alajuela, a 45 minute drive north from the town of La Fortuna, an area famous for the highly active Arenal Volcano. The Malekus were once a thriving population in this area, but now have been reduced to around 600. However, they continue to uphold their traditions and language intact. The Malekus are known for their love of nature and it is reflected in their arts and crafts. Carvings and paintings of the natural world are prominent in their pieces, as is apparent in the gallery below. When you first meet a Maleku Indian, it is customary for each party to trade light taps on the shoulder while uttering the Maleku Jaika greeting of “Kapi Kapi.”

Boruca people

In the extreme southern zone of Costa Rica is quite an adventure. There the 600 or so remaining members of the Brunka tribe spend their days practicing timely traditions of making arts and crafts the same way their ancestors did before the Spanish arrived in Costa Rica. Their language is almost extinct, with just a few elderly tribe members still conversant. In the 1980's Boruca was not the thriving village that it is today and was beset by conditions of extreme poverty. However, a small group within the tribe decided to organize and re-inspire the ancient traditions of making textile items and the masks that have really put “Boruca” on the tourist map.

Picture Dictionary: Brunca – English

| | | |
|---|--------------|--|
|  | Caishvegua | n. Kind of mask used to “los diablitos” dace. |
|  | Tûri - saman | n. Bull face made of Wood used in the “los diablitos “ dance |
|  | Tûn | n. manual spindle to make thread. |
|  | Quebec | n. drum made of Wood and leather to make music. |
|  | Bium Tâ | n. Arch made of “pejiballe” Wood |
|  | cuvashi | n. “jicaro” fruit used as a food recipient. |
|  | Bium | n. kind of arrow made for hunting |

Unit 3



Transportation, Quality, Rentability and Use





Linguistic Objectives

Listening

Understanding short narratives made up of familiar language.

Reading

Identifying points and some details of short stories and factual texts.

Writing

Producing short texts, instructions, schedules about the means of transportation.

Speaking

Asking for and responding to questions in less predictable situations.

Producing an oral presentation about some Local, National or International means of transportation

Role-playing someone else's position



Warm Up

Look at the pictures pasted on the classroom walls. Identify the means of transportation in your community as your teacher pronounces them



Presentation

Listen to the teacher’s speech about Local, National and some International means of transportation.

Identify and write the names of the means of transportation that you hear.

Vocabulary

| Modes of Transportation: | Words Related to Transportation: | Travel Verbs | Travel adjective: |
|---|---|---|---|
| Boat. (motorized) Canoe) Horse. Bike/ Bicycle. Taxi. Truck Motorcycle. Walking Helicopter Plane Raft Train Oxcart Bus Ambulance Subway Car Ferry | Ticket Bus station/bus stop Boat landing Schedule | arrive get to depart leave take (the) | slow fast cheap expensive on time late |

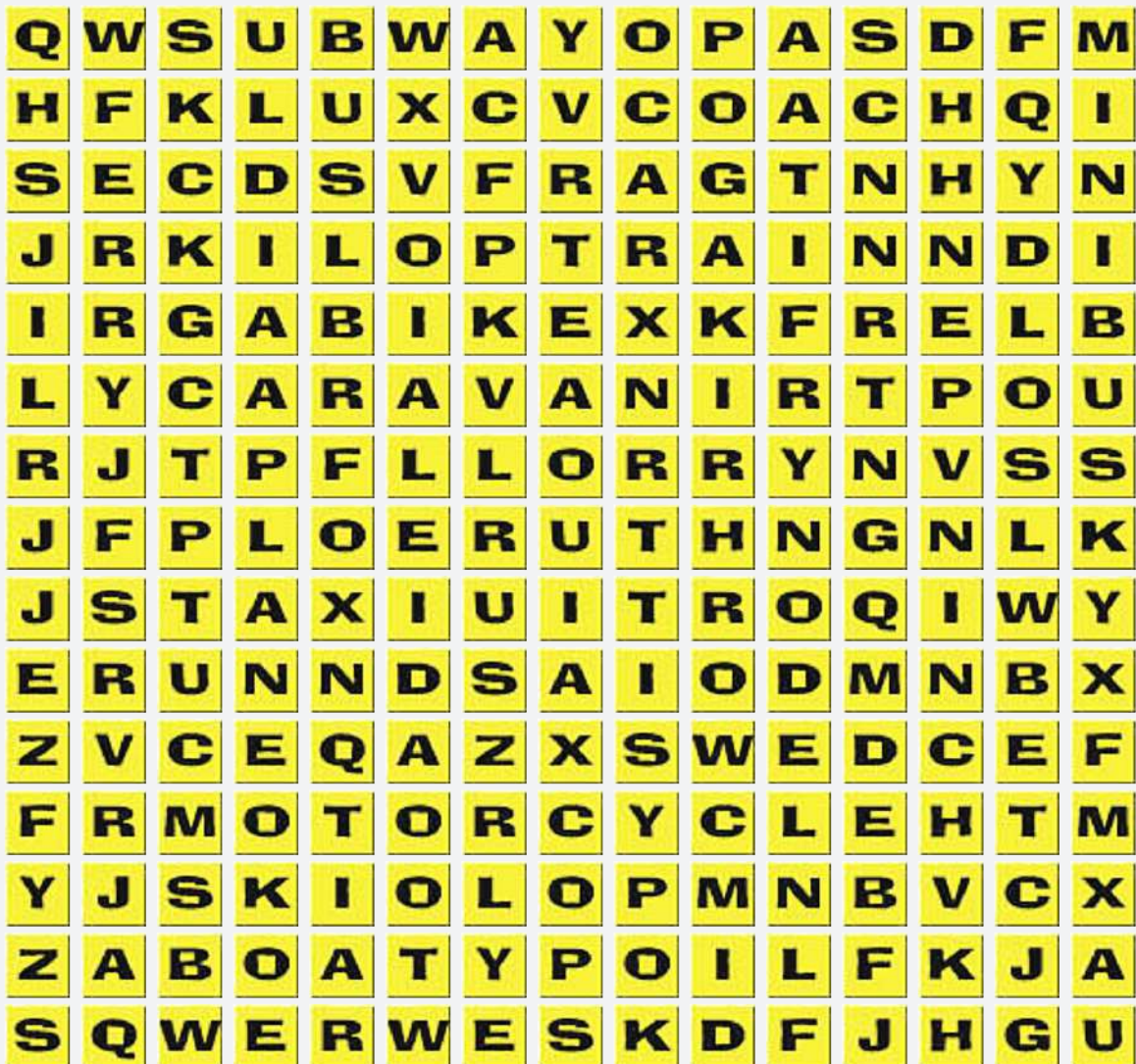
Useful Phrases:

Where is the bus stop? (the bus station/the boat landing)

What time does the bus (boat/plane) leave?

I would like a (two/three..) tickets to _____.

FIND NAMES OF MEANS OF TRANSPORTATION.





Listening

Listen to the name of the following means of transportation. Write the number in the space provided following the sequence given by the teacher.



















Speaking

Pair dictation. Sit back to back and read the passage to your partner and then fill in the passage based on your partner's reading.

Partner A:

How do I get to Amubri from Sepecue?

_____ the bus to the _____. _____ the boat and _____ at Suretka. Get on _____ and cross the river to the other side. _____ the boat and wait for the bus. _____ the bus and get off in Amubri.

How do I get from Mojoncito to Alto Cuen?

Walk from Mojoncito to the river. Cross the river. Wait for the bus at the bus stop under the bambú trees. Get on the bus. Get off the bus at Sibödi Elementary School. Turn right and walk, ride a horse or bike up the road towards Arenal. Keep walking (or biking) after Arenal for about three hours.

Pair dictation. Sit back too back and fill in the passage based on your partner's reading and then read the second passage to your partner.

Partner B:

How do I get to Amubri from Sepecue?

Take the bus to the river. Get on the boat and get off at Suretka. Get on the boat to Amubri and cross the river to the other side. Get off the boat and wait for the bus. Get on the bus and get off in Amubri.

How do I get from Mojoncito to Alto Cuen?

_____ from Mojoncito to the river. Cross the river. _____ for the bus at the _____ under the bambu trees. _____ the bus. _____ the bus at Sibödi Elementary School. Turn right and _____, ride a horse or bike up the road towards Arenal. Keep _____ (or biking) after Arenal for about three hours.



Reading

How to get to Yorkin

Go to the Terminal in the Caribbean in San José (Central Street, Avenue 11. Mepe Transport, tel: 2257 81 29), take the San Jose bus Sixaola. Before boarding, you must purchase your ticket which costs about 5000 colones. Tell your driver that you get off at the center of Bribri. Then, cross the street and take another bus to Bamboo.

From Bambu, (you'll have had to arrange this before hand) meet a member of the Yor-kin community and take a boat (you can walk also, but not with all of your gear). The boat ride is usually around an hour long. The boat ride into the community is expensive.

According to the text:

What should I take to get to bribri if I am in San Jose?

Where should I go to take the bus?

How much is it from San Jose to Bribri?

What can I take to get to Yorkin?

How to get to Paquera

Located on the southeastern tip of the Nicoya Peninsula in the northern Of Puntarenas province, the tiny village of Paquera is perhaps most well known for being a ferry terminal from Puntarenas city. Most of the people who travel here mainly do so because they are either catching a ferry to or from Puntarenas, which costs 1800 colones.



According to the text:

If I get to Puntarenas, what can I take to get to Paquera?

How much is it from Puntarenas to Paquera?

Where is Paquera located?

Writing

How do I get from Sepecue to Limon?

Take the bus to the boat landing. Get on the boat and get off at Suretka. Wait for the bus at the bus stop right at the boat landing. Take the bus from the boat landing to Bribri. Get off the bus at the bus station in Bribri. Take a direct bus from Bribri to Limon.

How do I get from your house to Orochico?

| |
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| |



Simultaneous charades (using the modes of transportation):

The class splits into two teams. Each team receives an envelope with the different modes of transportation written or drawn on pieces of paper. The team members must pick on at random and act it out (without speaking or showing the paper to their team). After the team guesses the mode of transportation (example: biking) another student comes up and acts out another mode of transportation picked at random from the envelope. The team that correctly guesses all of the modes of transportation in their envelope first wins.

Comparing means of transportation

Listen to the teacher's explanation about how to compare objects and things.

Useful phrases

The boat is faster than the horse.
Walking is slower than running.
Cars are more expensive than motorcycles.

Listen to the teacher describe the following means of transportation by quality, rentability and use. Put a number next to each picture following the sequence given by the teacher.

















Speaking

Choose two means of transportation. Describe to your partner for him/her to guess what it is.

Writing

Compare the following means of transportation. Think about price and use.



Extention Activities

A. Create a role-play asking for and giving information about the best way to get to your community using the means of transportation available.

Include:

- Greetings
- Information questions (Can you tell me what is the fastest way to get to Sepecue? Is it better to travel by bus or bike?)
- Possible transportation available



B. Look on the Internet for information about means of transportation in other parts of the world. Include information related to use, rentability and price. Create a presentation using pictures. Use any technology available.



Assessment of lesson

Self- assessment rubric

| Criteria | Yes, achieved | I need more practice | Not achieved |
|---|---------------|----------------------|--------------|
| I've learned basic vocabulary about use, rentability and quality of means of transportation in my community, the country and the world. | | | |
| I can describe and compare means of transportation in written and oral form. | | | |
| I can ask/give information about means of transportation available in my community. | | | |
| I can understand specific information related to means of transportation. | | | |



PICTIONARY

| | English | Your native language |
|---|---------|----------------------|
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |

Unit 4

NATURAL RESOURCES AND THE PROMOTION OF CONSERVATION





LINGUISTIC OBJECTIVES

Listening

Transferring the information heard to visual and written forms.

Identifying points of view.

Speaking

Initiating/developing conversations.

Initiating/responding in familiar exchanges introducing some variants.

Drawing conclusions from extended texts.

Reading

Identifying main points and some details of short stories and factual texts.

Writing

Producing short pieces of writing in which they seek and convey information, and opinions.

Warm up

Identify the following animals and write their names under the corresponding headings.



| REPTILES | MAMMALS | BIRDS |
|----------|---------|-------|
| | | |

Brainstorm the names of other animals that you know.

PRESENTATION

Look at the pictures and the speech presented by the teacher related to natural resources in the community and its conservation.

Analyze the words below and circle the ones that are unknown.

***garbage - season - farming - conserve - deforestation - ecosystem
Endangered Species Act - foreign aid - savanna - habitat
low latitudes - middle latitudes - natural resource
nonrenewable resources - plantation - poaching
population - prairie - recycle - renewable resources
subsistence farming - weather - moors - primary forest - watershed***

A. Listen to your teacher and repeat the words.

Identify some of the words in the following pictures.



B. Create a collage or picture dictionary to illustrate the words above.



Listening

A. Listen to two students expressing their concerns about how to protect their community's natural resources. Fill in the blanks with the words given below.



*Hello
Judellys*



*Hi
Jessica*

Jessica: Do you _____ that our community's natural resources are _____?

Judellys: Yes, I _____ so. I see people _____ in the rivers, streets and roads.

Jessica: What can we do to _____ this situation?

Judellys: I think that we can do many things. But, we can start by _____ the community to protect _____, small streams, and wells from garbage and _____.

We can also inform the community about the _____ we cause to the soil, water and by _____ plastic bottles and debris in the street and rivers. We can create some _____ to inform the community here in the school.

Jessica: I _____ with you. When can we start?

Judellys: Let's _____ other people in the high school to help us.

Judellys. All right. Let's do it.

*think damage human health throwing garbage
in danger organizing throwing believe invite agree sewage
change the rivers brochures*

Speaking

- B. Practice the dialogue in pairs.
- C. Answer the following questions about the dialogue.



What is Jessica worried about?

What does Judellys propose to solve the problem?

What are they planning to do in their school?

What other ideas would you recommend them?

Reading

A. Read the following text and complete the chart..

UJARRAS: AN INDIGENOUS TERRITORY IN DANGER



The indigenous Territory of Ujarras lacks most of its forestall land due to farming and agriculture such as cattle. This change started at the beginning of 1990's when the land started to be used for cattle rising.



The indigenous territory of Ujarras is located to the North of Buenos Aires 'county, it is located in a high windy zone. It has four full months of dry season which along with human activity sometimes puts the savanna area in danger. Moors and primary forest are constantly threatened by forest fire. As a result, large areas have been degraded increasing soil loss and seriously damaging the watershed area.

That is why the ADIRI (Asociación de Desarrollo de Ujarrás) aims directly to reduce the problems that affect both their own people as well as the villages adjacent to the Indian Territory.

In spite of this, we still can find a variety of trees like cedar, oak, corteza trees and ornamental plants like guarías, lluvia de oro, tabacón, etc.

Animals can also be found in this area, for example, mammals (tepezcuintle, squirrels, armadillo, tapir, spider monkey), deep in the forest. Reptiles like snakes and iguanas are common as well as a full variety of birds (robins, woodpeckers, and humming birds). Also there are a variety of insects such as butterflies, bees, wasps and others like ants.

Subsistence farming is the way how people in the Indian territory support their families besides working for cattle farm's owners.

| | |
|---|--|
| Location of Ujarrás | |
| Two main economic activities | |
| Causes of Ujarras land and forest damage | |
| Time when the damage started | |
| Two factors that affect the savanna area | |
| Types of birds | |
| Types of animals | |
| Types of insects | |



A. Interview a partner. Ask and answer the following questions.

1. What are the most representative natural resources of your community?
2. Are there endangered natural resources in your community? Which ones and why?
3. What type of activities do people in your community organize to protect the natural resources?
4. What can you do in your community in order to protect its natural resources?

Use these expressions.

My community has many natural resources such as:

- forests
- rivers
- waterfalls
- Birds/ reptiles, wild animals

Some endangered species are.....

People do many things to protect the environment such as:

- Information campaigns
- Recycling garbage
- Classifying garbage
- Denunciating people who do not respect natural resources
- Planting trees

In order to protect our natural resources, I suggest to

B. Practice the interview and make a role-play for the class.



Reading

C. Match the following pictures with their own description. Write the number next to the description and the name of the bird next to the picture.

1.



This bird likes to imitate all kinds of sounds that come from anywhere in the forest or even in the domestic environment. Sometimes, it imitates dogs, cats or even people's laugh. _____

2.



This is a small bird found in the tropical forest. It's so small that can fit in a hand. This beautiful bird feed itself from the delicious nectar obtained from flowers. _____

3.



This wonderful singer from the tropical forest is well-known for its beautiful melody. This bird is one of our national symbols and feeds itself from fruits and insects. _____

Writing

A. Choose two animals that are in danger of extinction and you like. Write a short description of each one. Suggest two ways to protect them.

Yellow oval with three horizontal lines for writing.

White oval with three horizontal lines for writing.

B. In pairs, describe the pictures to your partner orally.



Extension activities

A. Investigate your community's natural resources.

Create a map of your community combining written and visual material. Identify environmental problems in your community and offer solutions.

1. Present your work to your classmates.

2. Share your information with the rest of the school's students and teachers.

B. Search on the Internet about endangered species in the country or world and possible strategies to save them. Investigate aspects such as:

- Name of the species
- Main characteristics
- Habitat
- Reason for being in danger of extinction
- Possible solutions to save them

PICTIONARY

| | ENGLISH | CABECAR | YOUR NATIVE LANGUAGE |
|---|--------------|------------|----------------------|
|  | Forest | kalyökö | |
|  | River | Diglö-katá | |
|  | Waterfall | Yöl | |
|  | Savanna | Sök | |
|  | Humming bird | Batsú | |
|  | Tepezcuintle | Konó | |

Assessment of lesson

Self- assessment rubric

Analyze your progress and complete the rubric.

| Criteria | Yes, achieved | I need more practice | Not achieved |
|--|--------------------------|-----------------------------|-------------------------|
| I've learned basic vocabulary about natural resources in my community and the country. | | | |
| I can express my opinion and give suggestion on ways to protect natural resources. | | | |
| I can ask/give information about natural resources preservation. | | | |
| I can understand specific information related to natural resources from aural and written stimuli. | | | |

Unit 5

SPECIFIC INFORMATION OF WORDS IN GIVEN CONTEXT



Journey cake

Cassava



Run down

Linguistic Objectives

- Using reference materials to extend their range of language and improve accuracy.

Afro-Caribbean descendant



Warm up



Listen carefully to this recording of a creole-speaking person talking about Afro-Caribbean history. Do you hear any familiar words? Are they in English or Spanish? Write down all the words that you recognize as you listen. Compare your list to your partners to see how many of the words you are already familiar with or can guess the definitions.

Look at the following words. Are they English words?

Vocabulary

Cassava, Bami, Pati, Hacki

Do you or your partner know the meanings of any of these words? Try to guess what each word means and then use your dictionary to verify the definition of each word.

Presentation

In pairs the students brainstorm words they know in Creole or English.

Can you hear the difference between the stress patterns and intonations in the pronunciation of Creole and Standard English?

English Pronunciation patterns



Falling intonation



Normal Speech, information questions.

Standard English. Example.

“The biggest group was made of Jamaicans who, upon the works completions, moved to the banana plantations in the Limon region. ”

Rising Intonation for Creole English . Normal speech. Creole English

“The biggest group was made of Jamaicans who, upon the works completions, moved to the banana plantations in the Limon region. ”

Practice activities

Pre-listening

- Group discussion about what the text might be about.
- Listen to the text twice and write the words you understand.

While listening

Listen to the text in Standard English and fill in the blanks.

Exercises. **Verbs. Listening.**

“The nineteenth century _____ the beginning of the construction of the Atlantic railway, which _____ to link the central part of the country with the Caribbean Sea in order to _____ the conveyance of coffee, a main export product. The enterprise was financed by the British Empire and was entrusted to a North American company that _____ laborers from various countries (Antilleans, Chinese, Italians and Indians).

Post Listening

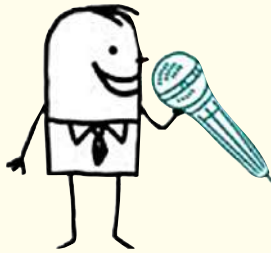
Pair work. Compare the words you heard with a partner. Report out to classmates and teacher for corrections, if needed.



Listen and fill in.

Practice minimal pairs. Pick out the correct word filling the blank.

The biggest group was _____ (made/bade) of Jamaicans who, upon the works completions, moved to the banana plantations _____ (in/ on) the Limon region. But this ethnic group did not identify itself with the dominant Costa Rican culture; _____ (day/they) professed a different religion (protestant), and spoke English instead of Spanish. The more affluent (sent/went) their children to public schools, where English textbooks from Jamaica (where/were) used. The Afro-Caribbean's obstinately maintained their customs and lifestyle and still considered themselves to be subjects of the British Empire. This situation stayed unaltered to the _____ (middle/little) of the 20th century when for the first time Costa Rican citizenship was granted to the black people born in the country, too.



Speaking: Students speak about themselves

Where does your family come from?

The student read aloud in small groups the following text.

The Atlantic Railway

“The nineteenth century saw the beginning of the construction of the Atlantic railway, which was to link the central part of the country with the Caribbean Sea in order to facilitate the conveyance of coffee, a main export product. The enterprise was financed by the British Empire and was entrusted to a North American company that employed laborers from various countries (Antilleans, Chinese, Italians and Indians).



The biggest group was made of Jamaicans who, upon the works completions, moved to the banana plantations in the Limon region. But this ethnic group did not identify itself with the dominant Costa Rican culture; they professed a different religion (protestant), and spoke English instead of Spanish. The more affluent sent their children to public schools, where English textbooks from Jamaica were used. The Afro-Caribbean's obstinately maintained their customs and lifestyle and still considered themselves to be subjects of the British Empire. This situation stayed unaltered to the middle of the 20th century when for the first time Costa Rican citizenship was granted to the black people born in the country, too.



Reading

Answer the following questions based on what you have just read.

1) Who paid for the construction of the Atlantic Railway?

2) Where did the biggest group of immigrants to Limón come from?

3) What are three strategies you can use when you don't know the meaning of a word in a text?

Writing

Now create an illustrated brochure that explains what you have learned about the history of Afro-Caribbean culture in Costa Rica.



Glossary

Cassava



Bami (pan de yuca)



Journey cake



Run down



Plantain tart



Pati



Hacki



Students Evaluation rubric for oral production

Evaluation. Rubric for Student for oral production

| Criteria | 2 Points Fluent | 1 Point Somewhat Fluent | No Points Not Fluent | Grade |
|--------------------------------|---|--|--|-------|
| Fluency | Speaker speaks clearly without hesitation. Pronunciation and intonation sound natural. | Speaker has some problems with hesitation, pronunciation, and/or intonation. | Speaker hesitates frequently and struggles with pronunciation and intonation. | |
| Accuracy | Accurate Speaker uses language correctly, including grammar, spelling, word order, and punctuation. | Somewhat Accurate Speaker has some problems with grammar, spelling, word order, and punctuation. | Seldom Accurate Speaker makes many errors in language usage. | |
| Behavior & Attitude | Excellent behavior Remains in seat unless asked, keeps hands and feet to self, treats others with respect, uses appropriate language and voice level. | Good behavior Occasionally out of seat, keeps hands and feet to self, treats others with respect, uses appropriate language and voice level. | Poor behavior Always out of seat, does not keep hands and feet to self, disrespectful to others, uses improper language and voice level. | |
| Participation | Full participation Participates in discussion without shouting, listens to others speak, pays attention to teacher/presenter. | Limited participation Sometimes participates in discussion or shouts during discussion, sometimes listens and pays attention. | No participation Does not participate in discussion, does not listen to others or pay attention to teacher/presenter. | |

Remarks

Listening script

Text

“The nineteenth century saw the beginning of the construction of the Atlantic railway, which was to link the central part of the country with the Caribbean Sea in order to facilitate the conveyance of coffee, a main export product. The enterprise was financed by the British Empire and was entrusted to a North American company that employed laborers from various countries (Antilleans, Chinese, Italians and Indians).”



The biggest group was made of Jamaicans who, upon the works completions, moved to the banana plantations in the Limon region. But this ethnic group did not identify itself with the dominant Costa Rican culture; they professed a different religion (protestant), and spoke English instead of Spanish. The more affluent sent their children to public schools, where English textbooks from Jamaica were used. The Afro-Caribbean’s obstinately maintained their customs and lifestyle and still considered themselves to be subjects of the British Empire. This situation stayed unaltered to the middle of the 20th century when for the first time Costa Rican citizenship was granted to the black people born in the country, too.

Today there are a variety of ethnic groups living in the Limon region: natives, Afro-Caribbe-ans, Creoles, Mulattoes, Chinese, Jews, Lebanese, etc. In spite of the continuous migra-tions towards the heart of the country and to the United States, the Afro-Caribbean group still holds the lead representing a third of the total population in the region. With the years this group has settled mainly in the countries on the Caribbean coast and alongside the railway. In their culture roots of African behavior and typical elements of western world live together. Limonense Creole (also called Limón Creole English or Mekatellyu) is a dialect of Jamaican Creole English spoken in Limón Province on the Caribbean Sea coast of Costa Rica. Limón Coastal Creole is similar to varieties such as Colón Creole, Mískito Coastal Creole, Belizean Kriol language, and San Andrés and Providencia Creole. The number of speakers of Limón Coastal Creole is below 100,000. Limón Coastal Creole does not have the status of an of-ficial language. It is very similar to Jamaican Creole and has borrowed many words from English.

Jamaican Creole was introduced to Limón by Jamaican migrant workers who arrived to work on the banana plantations and on the Pacific railway. The name Mekatellyu is a translitera-tion of the phrase “make I tell you”, or in Standard English “let me tell you”.



Evaluation Rubric for the Teacher

| 2 | 1 | 0 | Grade |
|--|---|--|-------|
| <p>Fully prepared</p> <p>On time for class, has book, folder, pencil, planner, has taken rest-room/drink break.</p> | <p>Somewhat prepared</p> <p>On time for class, has most supplies needed for class.</p> | <p>Unprepared for class</p> <p>Is late for class, not prepared for class, leaves classroom continually.</p> | |



