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Presentación

El libro, Time to Share: Student's Voices Coming Alive, 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 dar a las y los estudiantes la posibilidad de ampliar y fortalecer las cuatro habilidades lingüísticas básicas del inglés: escucha, habla, lectura, escritura, con un énfasis primordial en la lectura con contenidos básicos los Programas de Estudios de Inglés de séptimo a noveno partiendo de las historias, saberes, vivencias y sentires de los estudiantes; sin dejar de lado un principio fundamental del enfoque intercultural: la articulación contextual de lo propio, lo nuestro y lo de todos.

El contenido y metodología del texto es muy flexible por lo que podría ser usado inclusive por estudiantes de IV ciclo para repasar temas de III ciclo que estén todavía débiles.

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 una 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 en territorios indígenas.

Las historias constituyen la base del contenido del texto y fueron aportados por los estudiantes de III ciclo y Educación Diversificada de los liceos rurales y colegios rurales del país en territorio indígena, quedando demostrando así que la cultura indígena aun palpita viva en sus jóvenes estudiantes. De todos y cada uno de nosotros depende su continuidad y vitalidad.



Dear teacher

This is an integrated skills reading book for students in III cycle. It is intended to be used to expand and reinforce vocabulary, grammar and communicative skills in various target contents that are studied from seventh to ninth grade. It is also expected that it will help reinforce the language skills that will be needed in IV cycle so that articulation between cycles can be possible. The complexity of the reading passages increases with each unit.

The idea is that each teacher decides what unit to study according to the topic being studied, linguistic objectives, the level of difficulty of the tasks and the level of English of the students.

This book is divided in nine sections. Each section is divided in six components. They are: the introductory page, vocabulary and pronunciation, listening, speaking, reading, writing and going beyond. The introductory page serves two purposes: first, to activate students' background knowledge on the topic and for the teacher to provide students with the language, grammar and modeling required to practice the language using each of the four skills.

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 going beyond section, 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, groups and individually.



► Estimados(as) Estudiantes

Este libro tiene como propósito brindarles una oportunidad para compartir sus tradiciones, costumbres, saberes y sentires con los estudiantes de secundaria de todos los territorios indígenas del país y más allá, utilizando el inglés como instrumento de comunicación y las tecnologías digitales que tengan a su disposición como apoyo.

El libro comprende nueve unidades seccionadas en seis apartados orientados al fortalecimiento y el desarrollo de vocabulario básico de III ciclo, pronunciación, así como las habilidades comunicativas del idioma inglés: escucha, habla, lectura y escritura de la mano con el proceso de construcción y fortalecimiento de la identidad cultural en interacción con lo nacional y lo mundial.

Las unidades inician con una página introductoria que 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.

Aunado a esto, las historias y narraciones suministradas por las y los estudiantes que colaboraron en este proyecto, las fotografías que se tomaron durante visitas de campo realizadas en varios liceos y comunidades indígenas en una fase previa, sirven de estímulo lingüístico para la práctica e integración de las cuatro habilidades lingüísticas. En estas secciones, ustedes son los actores principales bajo la guía y apoyo de su docente.

Finalmente, se propone una sección final de cierre de la unidad, *going beyond*, que sirve para integrar y consolidar los conocimientos y habilidades desarrollados, se presenta como proyecto de investigación o problema a resolver donde el estudiante tiene libertad para crear, producir y compartir.



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Name of the student	High school
Reyna Espinoza López	IEGB Palmeras
Marcelino López Calderón	IEGB Palmeras
Yeraldi Espinoza López	IEGB Palmeras
Andrés Gonzalez Leiva	Colegio de Boruca
Luis Gerardo Hernández	Colegio de Boruca
Félix Suazo Lázaro	Colegio de Boruca
José Carlos Morales	Colegio de Boruca
Bill González González	Colegio de Boruca
Pamela Olmos Rojas	Colegio de Boruca
Joselyn Campos Corrales	Colegio de Boruca
Karina Vargas Gonzalez	Colegio de Boruca
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Víctor Hugo Umaña Salazar	Liceo Rural de Fila Carbón
Róger Braulio Chavarría Ortiz.	Liceo Rural de Fila Carbón
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Valerio Ortiz Calderón	Liceo Rural de Salitre
Karilyn Figueroa Lázaro	Liceo Rural de Salitre
Kattia Torres Morales	Liceo Rural de Salitre
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Ulises Herrera Aguilar	Liceo de Shikabari
Theodoro Jimenez Morales	Liceo de Shikabari
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Pamala Olmos	Liceo Rural Yimba Cajc
Félix Suazo Lázaro	Liceo Rural Yimba Cajc
Mariela Lázaro Morales	Liceo Rural Yimba Cajc
Jasón Morales movisca	Liceo Rural Yimba Cajc

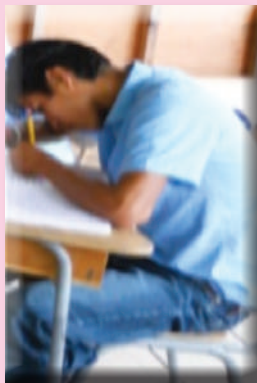


Unit 1

Let's Get Together

What do you see in these pictures?
What do you know about it?
Listen to your teacher and write
the words next to each picture.

Match the high schools with their location.



*Shikabari, Alto Chirripó, La Casona de Coto Brus,
Palmeras, Bajo Chirripó*



Vocabulary and Pronunciation

Personal Introductions

Listen to the students introducing themselves.

Hello! I am Elías. I'm from La Casona High School. It's in Coto Brus.



Hello! I am Yorleny, I'm from Sulayöm High School.



It's in Amubri, Talamanca.

Hello I am Mariela. I'm from Yimba Cajc High school.



It's in Buenos Aires, Puntarenas.

Draw a picture of yourself.



What's your name?

Where do you go to school?

Where is your school located?

Hello! I am _____, I go to _____.

My school is in _____.



Match the words in the left column with the corresponding pictures on your right.

High school () **1.**



community () **2.**



swim () **3.**



walk () **4.**



family () **5.**



teacher () **6.**



river () **7.**



play soccer () **8.**



Listen and repeat with your teacher.

high school
play soccer

community
swim

house
walk

teacher
river

family



Practice the following patterns.

I am _____ (Lucía, Mario)

I like to } swim in the river
walk
study

I want to be } a scientist
a philosopher
an awa

I like } my community
my family

Listening

Listen to your teacher and complete the text. Use the words below.

Hello. I _____ Fidel. I am _____ Liceo Rural Alto Guaymí. It is a small high school _____ very close to the border between Costa Rica and Panamá. I have to walk two hours from my community to get to _____. I am _____ years old. _____ am in eighth grade. I _____ to swim in the river and to play soccer with my younger brothers and sisters. I _____ to become a doctor or a biologist.

located- school- 15 -like- teacher- am-from- want-I- my

Speaking

Tell the story to your partner using these pictures.





Reading

Read the stories about these two students from Palmeras high school. Complete the chart below.



My name is Marcelino. I am studying at Palmeras High School. I am an honest, peaceful and friendly person. I enjoy playing soccer and hanging out with friends. The thing I like to most is studying and attending high school. I want to be a professional in the future. I would like to be a doctor or a professor. I am 18 years old.

I am Yeraldi. I am 22 years old. I have a three year old baby. His name is Anthony. I study at Palmeras High school.

I am studying very hard to finish high school and enter the university. I want to become a professional and get a good job. I want a good future for my baby and I. I have had a difficult life, but thanks to my mother and father's help, I have been able to keep my baby.

My family is the center of my life. They motivate me to be better.

I am a studious, lovely, respectful, cheerful and a hard-working young woman.

Names	Age	Likes	Personal characteristics	Plans for the future
1.				
2.				

Writing

Write your own text following this pattern.

_____! My name is _____. I study at _____.
 I am _____ years old. I like to _____ and _____.
 In the future, I want to be a(n) _____.
 I am _____, _____ and _____.



Going Beyond

In pairs exchange the information in the text in oral form. Use the following questions as a guide.

1. How are you?
2. What's your name?
3. How old are you?
4. Where do you go to school?
5. Where is your school?
6. What do you do in your free time?
7. What are some of your personality traits?

Individual work: Write a narrative about yourself. Create a poster using pictures from the context. Exchange the information with the class.

Team work: Interview people from other high schools that you meet and create a narrative with pictures. Present the information in written and oral form to the class. Use technological devices if available.

Pen pals. Write a letter to a pen pal in a foreign country. Exchange some basic information about yourself. Use e-mailing if it is available.





► Unit 2

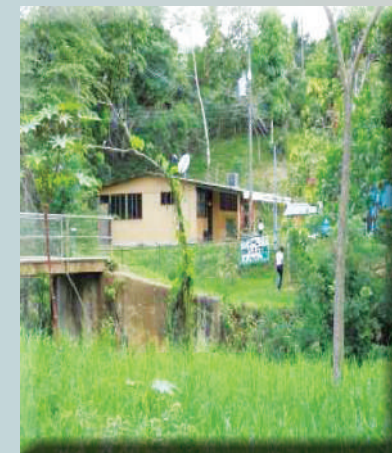
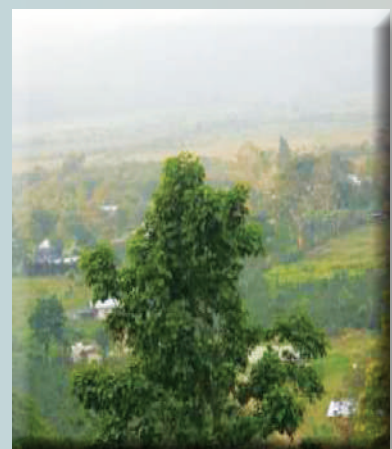
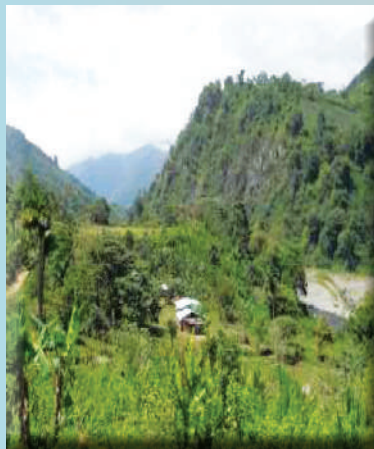
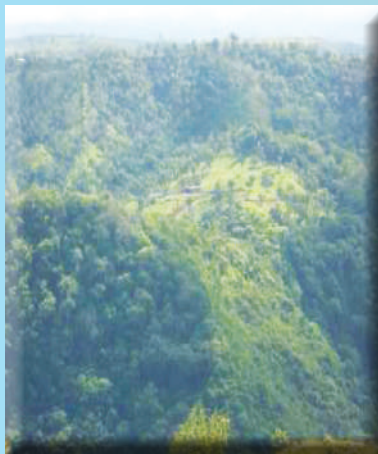
Let's Get Around my Community

Look at the pictures of different communities in rural and indigenous territories.

What do you see?

Write the words next to them as your teacher describes them.

Is it similar to or different from yours?





Vocabulary and Pronunciation

The following is a list of descriptive adjectives.

An antonym is a word with opposite meaning. A synonym is a word with similar meaning.

Adjective	Antonym/ opposite
small	big
beautiful	ugly
cold	hot
high	low
sunny	cloudy
mountainous	flat

Listen to your teacher and repeat the words.

Look at this picture. Listen to the teacher and identify the adjectives in the picture. Write the words in the picture.





Listening

Listen to Reyna describing her community and answer the questions below.



Pozo Azul



Ishtö ba shkina! My name is Reyna. I live in Pozo Azul. It is located in the Indigenous territory of Bajo Chirripó in Limón Province. It is a small community with a few families which still preserves its natural beauty such as rivers, mountains, animals and medicine plants. In my community we still preserve cabecar language as our primary means of communication.

What I like the most about my community are its rivers and its people. What I don't like is the weather because it is very changeable.

In my community, we have an EBAIS, a school and a church. My community is small, but beautiful.

Where does Reyna Live?

What is her community like?

What does she like the most about her community?

What does she dislike?

What services are there in her community?



Listen to the text again and decide if the following statements are TRUE or FALSE based on what you listen. Write a T next to the sentence that is TRUE or F if the sentence is FALSE.

- Reyna is from Alto Chirripó.
- Reyna speaks bribri language.
- In Pozo Azul there are a lot of cars and buses.
- Reyna likes the rivers and mountains of her hometown.
- Reyna doesn't like the weather because it is unstable.

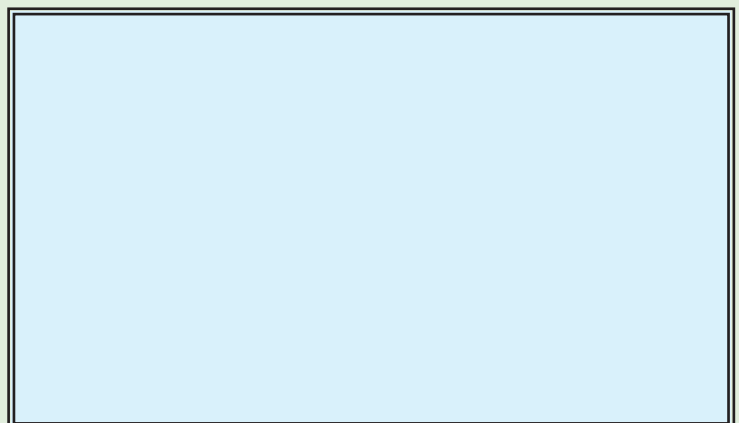
Listen to your teacher retelling the Reyna's story. Unscramble the sentences.

1. Name- Reyna- my- is
2. Live- I- Pozo Azul- in
3. Located- territory- it- in- is- Indian-the- Bajo Chirripó- of
4. In- we- community- still- my- preserve-language- cabécar

Speaking

Make a drawing of your community and describe it to your partner. Use as a guide the following expressions.

- | | | |
|-----------------|---|---|
| My community is | } | small
big
beautiful |
| My hometown has | } | mountains
rivers
a school
a clinic |





Reading

My community

I am **Leonel Martínez**. I am a student at Liceo Rural Fila Carbón. I live in Shuke. It is three kilometers away from the Community of Quetzal walking down the mountains. The road is in bad condition, especially during the rainy season.

I like to work for my community. I do not like fights or chaos.

We have a few community services in Shuke, just the school and the visit of doctors. My community is clean and beautiful.



My name is **Hugo** Salazar. I study at Liceo Rural de Fila Carbón. I live in Alto Quetzal. It is a cold place, especially in the rainy season. It is far away from Turrialba down town.

In Quetzal, we have a small school with a few students and a high school. There is an EBAIS that provides medical services every two weeks. There are two small grocery stores or “pulperias” where you can find all sort of things. They are property of two of my uncles.

There is electricity provided by ICE. The roads are in good condition all year long which facilitates commerce and transportation. There are approximately 200 houses and there are others that are under construction.

Read the texts, circle YES or NO.

Leonel lives in Alto Quetzal.	YES	NO
Alto Quetzal is a big community with around 200 houses.	YES	NO
Alto Quetzal and Shuke have a clinic.	YES	NO
The roads to both communities are in good condition.	YES	NO
Shuke has a high school.	YES	NO
Alto Quetzal is a hot place.	YES	NO
Leonel enjoys working for the community	YES	NO

Identify two similarities and two differences between these places.

Similarities : Shuke / Alto Quetzal	Differences: Shuke/ Alto Quetzal
1.	1.
2.	2.



Writing

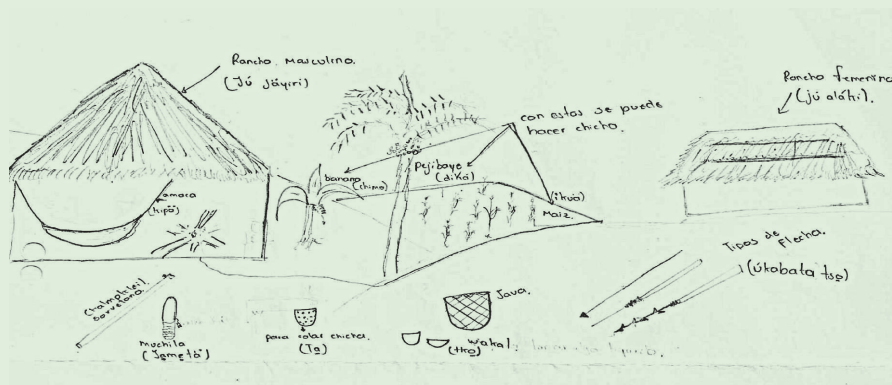
Identify the goods that you can find in Alto Quetzal or Shuke and predict the services that you can get from those goods.

Name of the community	Goods	Services
1.		
2.		

Look at the pictures. Identify similarities and differences between both communities.



Drawn by Victor Hugo Umaña Salazar, Liceo Rural de Fila Carbón Shuke



Drawn by Erodías Valle, Liceo Rural de Fila Carbón

Example:

Shuke is small, but Alto Quetzal is big.



Goods	Services

Useful language

In my community:

We have a } clinic.
 } grocery store.
 } bakery.
 } school.

Writing/speaking

Draw a map of your community. Identify the goods and services and describe it to your partner.

Going Beyond

Listen to your teacher read the text. Then answer the questions below.



Boruca

My name is Andrés . I live in Boruca. My grandparents say that its original name is "Bruncaje ta" that in Boruca language means " tierra de cenizas" or "land of ashes". Boruca is located in the southern of Costa Rica. It has around 2000 inhabitants. My town is well-known for its handicrafts, particularly, the masks. Masks are remarkable and original pieces of art. Artisans put great effort in creating a mask that is unique. The colors used in each mask are also unique. Each painter has a unique style making each painting an original piece of art.

Our town has basic community services such as health center (EBAIS) primary and secondary schools, a police station, a museum and several small grocery stores called "pulperias".

I think that we have to promote the learning of hand crafts on children so that in the future this tradition can be passed generation through generation.

Where does Andrés live?

What does the name "Boruca" means?

Where is it located?

What is Boruca famous for?

Why are masks so unique?



Which community services can you find in Boruca?

Blank purple writing area for the answer to the first question.

Is "Boruca" a small or a big town, why?

Blank purple writing area for the answer to the second question.

How can the tradition of making masks can survive?

Blank purple writing area for the answer to the third question.

Individual Work: Using your own drawings or taking pictures, describe your community in written and oral form, include goods and services, size of the town, location, attractions, natural resources and language spoken.

Example: This is my community. It is located in.... In my community, we have....

Team work: Research communities in Costa Rica or in the world and describe: goods and services, size of the town, location, attractions, natural resources, and language spoken. Use Internet if you have it, or pictures and drawings from books, magazines, or newspapers.

Grammar

Possessive Pronouns

Personal Pronoun

I am Lucia.

He is Alberto.

She is Carolina.

It is a small community

They are my students.

We live in Pozo Azul.

Possessive Pronoun

My high school is small.

His friends are playing soccer.

Her community is very beautiful.

Its people are very friendly.

Their names are Lucia, Alberto and Carolina.

Our community is located in Limon Province.

Complete the text with the appropriate pronoun.

1. _____ am Luisa. _____ community is very small. _____ has a few houses, mountains and rivers.

2. Hello, I _____ Victor. She is _____ friend. _____ name is Marianela.



Unit 3

Let's Talk About Our Families

Look at the pictures of these two families.

How many members does each family have?

Is your family big or small? How many brothers and sisters do you have?

Listen to your teacher describing the family members in the picture and write the words next each family member.





Vocabulary and Pronunciation

My family is } big.
 } small.
 } average.

I have two } brothers.
I have three } sisters.

Listen to the teacher and repeat the words.

father mother brother sister cherish
love live belong attend come

Listening

Listen to the text and complete it with the words from the box.

I _____ in Suiiri. This is a _____ community very close to Amubri, Talamanca. I _____ Sulayöm high school. I _____ from an indigenous family and I _____ to the tubölwak clan. I have _____ brothers and one _____.

I come from a humble family. My _____ is a housewife and my _____ is a farmer. I am a student. I _____ my family. We respect and _____ each other.

Written by María, Donna and Diana, student s from Sulaöm High school.

***belong-attend- father- love-small- cherish- sister-
come- mother-live- four***

Speaking

Let's talk about our families. Interview your partner using the following questions.

Tell me about your family...

Where do you live?





How many are in your family?

How many brothers and sisters do you have?

How old are you?

How old are your mother and father?

How old are your brothers and sisters?

What does your mother do?

What does your father do?

Reading

Read the text and order the sentences below according to the sequence of the text. Use numbers from 1 to 6.

Respecting the clan system

Narrated by

Leopoldo García Salazar
Fila Carbón High School



Cabécares and Bribris' families are divided by a clan system. For example, I belong to the Quetzal clan; therefore, all the people who belong to that clan are my family, even if I do not know them. They will always be my relatives. If I do not respect this law and I reject my family or if I get married to someone who is from my clan, it is considered a terrible sin. The wrath of Sibö will come against me. When I am walking I would see hunger and furious crocodiles who want to eat me or a huge snake that is following me. I would be forbidden to walk next to rivers, the ocean, a lake or walk at night. That is why cabécares and bribris respect our clan system.

- If a person marries from someone from a different clan it is considered a terrible sin.
- All the people who belong to the same clan are family members.
- A consequence of not following the rules is to see furious crocodiles or poisonous snakes wanting to attack.
- Cabécares and Bribris respect the clan's system.



It is forbidden for that person to walk next to rivers, oceans, or walk at night.

Cabecáres and bribris are divided by a clan's system.

Speaking

Read the following two stories and role-play them in pairs.

Written by students from Fila Carbon and Sulayöm High school.

I am Benigno. I study at Sulayöm Academic High school in Amubri, Talamanca. I am in tenth grade. I come from the Bluwak Clan. I am seventeen years old.

Part of my family live in Amubri and the other part live in San José. In my nuclear family, we are four people: my father, my mother, sister and I. I like football, swimming and listening to music.

My family is united, responsible, respectful and friendly with people. My father is a farmer and my mother is a housewife. I study at Sulayöm Academic High School. I am in tenth grade.

My name is **Róger**. I was born in Turrialba. I go to Liceo Fila Carbón High school. I am in eleventh grade. I am nineteen years old. I live in the Indian territory of Chirripó.

My father has a mixed heritage. My mother is Cabécar. I have five brothers and two sisters.

I am a good student. In my free time, I like to play soccer and play the guitar.

On weekends, I like to visit my mother. I am the father of a lovely eight month old baby. His name is Neymar Fábian. I also devote a lot of my free time to him. In the future I want to be a great English teacher, businessman or specialist in computer science.

Student A : You are Benigno.

Student B : You are Roger.

Use these steps as a guide.

- Exchange greetings
- Say your names
- Ask some personal information questions
- Where do you live? How old are you? What grade are you in?
Where do you go to school? How many brothers and sisters do you have?



Writing

Based on the readings, describe your own family. Draw a family tree as a guide.



My family

Going Beyond

Team work. Investigate family size, dating, marriage, and family structure in other places, communities or countries of the world and compare it with yours. Use Internet if you have access.



Unit 4

Let's go to our Traditional House: The "Jü Jâyiri" or "Usule", the Traditional Cabécar- Bribri's House

Look at the drawings. What do you see?

What do you know about the traditional cabécar- bribri's house?

Listen to your teacher and write the English words next to the pictures.

By Ulises Herrera Aguilar, Liceo de Shikabari

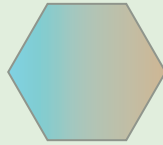
By Josua Romsey Morales Figueroa, Liceo Rural Salitre



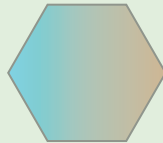
Vocabulary and Pronunciation

Match the words with the pictures. Insert the corresponding number inside the trapezoid.

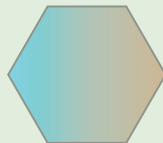
Traditional house
(jü) cabecar (úsule)
bribri



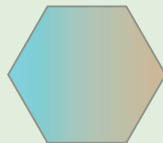
Fire



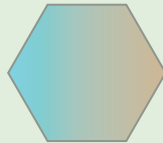
Suita palm leaves



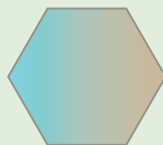
White cane sticks (caña brava)



Restroom (ña)



Hammock



Listening

Listen to your teacher and repeat the words.

house
Suita palm
leaves

fire
White cane
sticks

hammock
bed

restroom
sink

roof
walls

Listen to the spelling and complete the word.

1. h _ _ m _ _ c _ _

3. h _ _ s _ _

5. _ _ st _ _ o _ _

2. _ _ i _ _ s

4. b _ _ _

6. _ _ _ _ f



Speaking

Pair work. Describe this úsule/ jü using the language and vocabulary below.

Use these expressions.

What is a jü/úsule like?

- | | | |
|-------------------|---|--|
| The jü/ úsule is | } | Small/ big. |
| | | Round/ rectangular. |
| It is made of | } | Suita palm leaves/
wood/ zinc/ concrete |
| The jü/ úsule has | | } |



Draw your house and describe it to your partner.



Reading

Read the text and order the pictures. Use numbers from 1 to 6.

How to make a hū

By Theodoro Jiménez Morales, Liceo Rural de Shikabari

To make a hū, first cut the suita palm leaves. Then, fold the leaves and dry them at the sun. Cut the necessary lianas to tie up the leaves to the roof's structure. Next, insert the suita palm leaves and press them to the caña brava sticks with the lianas. Then, make the structure of the house's roof with "cana brava" as well and tie the leaves to the roof. Finally, built the walls of the house with white cane sticks (caña brava) or bamboo sticks.

When the house is built, the family makes a fire in the middle of the house. The family members also make beds around the "hū" to sleep. They also place hammocks around so that visitors and family members can sit and talk.

The "ña" (restroom) is built outside the house. The water is taken from the river.





Pair work. Tell the story to your partner using the pictures above. Take turns.

Writing

Describe in your words how to make a "jü"

Materials

1. Lianas

2. _____

3. Cana blanca sticks (white cane)

Complete the following instructions

Instructions

1. _____

2.. _____

3.. _____

4. Place the white cane sticks on one of your legs.

5. Tie up the ends of the sticks with the lianas.

6. _____

7. _____

8. _____

Describe your house. Use these questions as a guide.

What is the house made of?

It is made of concrete./ It is made of wood.

What color is the house? It is red./ It is yellow.

What size is the house? It is big./ It is small.

What shape is the house? It is rectangular./ It is circular.



Using your written description and the questions above, interview a partner about his/her house.

Group Discussion

How is the jü/úsule different from other types of houses? Is there a traditional house in your community? What is it like? Does it have a special name?

Look at the pictures and write three descriptive sentences for the conventional house.

Useful language:

Parts of the a conventional house

It has a porch, living room, dining room, bedrooms, bathroom, and a yard.





A large rectangular area with a wavy, scalloped border, divided into seven horizontal lines for writing.

Going Beyond

Oral Practice. Giving and following instructions.

Situation: Imagine that you want to learn how to make a “jü”/ úsule. Two elders from the community are going to explain the process to you. They begin the explanation with the materials needed. If you have a computer, create a video or take real pictures to make the explanation more clear.

Investigation: Interview the elders of your community and find out how the traditional houses were made in the past. Identify similarities and differences between your community and Cabécar- bribri’s people. Use your camera and video recorder to present the information to your classmates. Make a collage, a conceptual map, or a photo album.



Unit 5

Let's Listen to my Favorite Stories

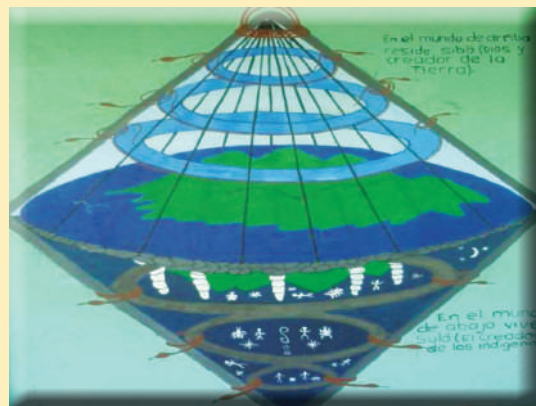
Look at the pictures.

What do you see?

Listen to your teacher as he/she describes them and explains some vocabulary.

Do you know old stories and tales from your people?

Match each picture with the title of the story it represents.



La Creación de la Tierra, Cuasrán , La culebra, El baile de los Diablitos



Vocabulary and Pronunciation

Match the words with the definitions.

Sibö



Armadillo



Corncob



Stick



tail



Ear of corn



1. The hard thick cylindrical central core where the grains of an ear of corn grow, usually in rows

2. It is surrounded by protective leaves called the husk.

3. The posterior part of an animal. It is usually elongated and thin.

4. Bribri's God. He is the creator of Bribri's people.

5. It is an animal that is insectivorous. It is covered in armored plates of hardened skin on its back, sides, limbs and tail, a great source of protection against predator.

6. A branch or stem cut from a tree or shrub.

Listening

Listen to your teacher say the definition. Guess the name of the word.

Illustrate the words. Listen to your teacher describe the pictures and number them following the sequence given.

Armadillo	Sibö	Stick
Tail	Ear of corn	corncob



Describe the picture in oral form. Example: This is a (stick).

The creation of the Bribri People

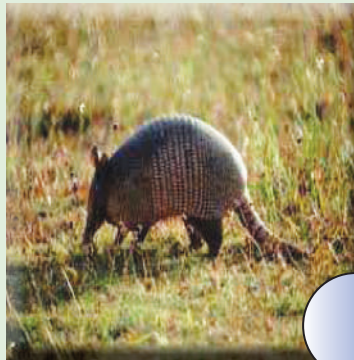
by Rosa Iglesia and Mileidy Morales

Sulayöm High School

Listen to the story told by your teacher.

Bribris come from the seeds of a corncob. The story says that an armadillo was in charge of taking care of the seeds. This armadillo previously was a human and he wanted to eat the seeds. Therefore, as punishment, Sibö hit him with a white cane stick. That is why the armadillo's tale looks like the stick of the white cane. Later, Sibö asked an old lady to take care of the seeds which eventually produced the Bribris.

Look at the pictures and arrange them using numbers from 1 to 6. Follow the sequence of the story.



Pictures taken from [www. google.es](http://www.google.es)

Speaking

Retell the story to your partner using the pictures.

Reading

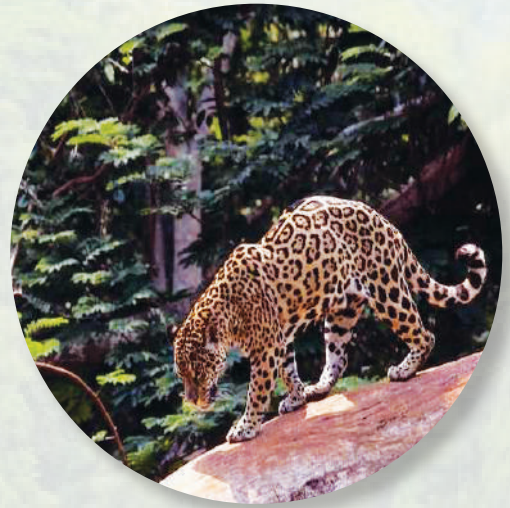
The Tiger and the Man

Told by student a from IEGB de Palmeras

1. Look at the pictures.

What do you think the story is about?

Pictures taken from [www. google.es](http://www.google.es)



2. What do you think about hunting?

Have you ever been in the jungle?

How have you felt?

Listen to the story told by your teacher.

Once there was a man who liked hunting, but he had a problem. He made fun of tigers. In Cabécar´s tradition, you must not make fun of animals.

One day when the man decided to go hunting, he met a tiger, but the tiger did not look like a feline. The tiger had transformed itself into a friendly young man. The young man offered the hunter to accompany him in the jungle. The hunter walked ahead the young man and felt the presence of a tiger behind him. Every time, he turned his head to look behind him, he just saw the young man. On this day, he could not hunt anything.

The next day, he went hunting again. The young man appeared and offered company again, but the hunter refused. Then, the hunter walked high in the mountains. He saw people but when he tried to approach them, they disappeared. He also felt that an animal was following him, but when he turned his head to see, there was nothing behind him. He was very scared.

The tiger was following him. When the night fell down, the tiger showed himself to the man but hid away quickly. The man did all he could to kill the animal. Without any respect for the animal, he jumped onto the animal. Both fought on the ground. Finally, the man killed the tiger. He took it home. When the man arrived home, he also died.

This story teaches us that we have to respect the animals that live in the mountains; otherwise, we will be their prey.

Decide if the following statements are TRUE or FALSE.

The hunter made fun of tigers.

The man did get lost in the mountains.

The tiger transformed into a beautiful young woman.

The man was scared of the tiger.

The hunter decided not to hunt anymore.

Match the pictures with the sentences that describe them.



- 1 • The hunter was scared.
- 2 • The hunter fell dead.
- 3 • The hunter killed the tiger.
- 4 • The tiger transformed itself into a friendly young man.
- 5 • There was a young man who liked to make fun of tigers.



ja, ja



Vocabulary. Match the verbs or expressions with their definitions.

- | | | |
|--------------|-----|---|
| To meet | () | 1.To contend in battle or physical contact. |
| To see | () | 2.To reach a destination or place. |
| To disappear | () | 3.To come in contact with a person. |
| To fight | () | 4.Not in the view of people, without trace. |
| To fall | () | 5.To pursue prey for food. |
| To arrive | () | 6.To drop freely. |
| To hunt | () | 7.To perceive using the eyes. |



Listening

Listen to your professor read this part of the story. Complete it with the words that you hear.

Once upon a time, there was a _____ who liked to make fun of _____. In cabécar's cosmovision you have to respect all _____. One day the hunter decided to go hunting. He met a tiger, but the tiger transformed itself into a young _____. The tiger accompanied the hunter into the _____. At the end of the story, the hunter _____ the tiger and when he arrived _____ he died, too.

Writing

Team Work

Is there a story in your culture about the creation of humanity and the world different from Bribri? Can you illustrate it using tools such as paint or Internet? Summarize the story describing the pictures.

Use expressions such as...

Once upon a time...
 Next...Later...
 After that...
 Besides,..But...
 Finally...
 There was/
 there were...

My story told with pictures



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Blank writing area with two horizontal lines.

Blank writing area with two horizontal lines.

Blank writing area with two horizontal lines.

Blank writing area with two horizontal lines.

Blank writing area with two horizontal lines.

Tell it to your partners and teacher.

Going beyond

Team work

1. Select one of the traditional stories of your community. Write the script and dramatize it.
2. Investigation project: Choose an indigenous people from a different culture in the country or the world and compare one of their traditional stories and tales with one from your community. Make a presentation using drawings and share it with the class.

Unit 6

Let's Share our Arts and Crafts

Look at the pictures.

What do you see?

Where these arts and crafts come from?

Listen to your teacher as he/she describes them and explains some vocabulary.

Match each picture with the indigenous people it belongs to.



(Huetar, Boruca, Ngöbe, Malecu)



Vocabulary and Pronunciation

Can you identify where these masks come from? What are they used for? Have you ever worn a mask, with what purpose?

Do you know about other cultures who design masks for special occasions?

genuineafrica.com

www.korean-arts.com

Taken from: www.borucasmask.com

www.masksoftheworld.com



Descriptive adjectives. Listen to the teacher explaining and pronouncing the following vocabulary.

Colorful, scaring, sophisticated, ugly, beautiful, funny, small, big, expensive, cheap, black, brown, wooden

Sample Language

**The mask is made of wood/ cloth/ ceramics/metal.
It is green and black.**



Listening

Listen to the teacher describing each mask. Write a number from 1 to 4 next to the mask being described.

Speaking

Pair work. Describe the following handcrafts from Costa Rica (masks, baskets, bracelets, collars, hats, bags, vases, oxcart) using size, shape, color and material.

www.nacion.com



www.skyscrapercity.com

Example:
I like the bracelet. It is made of seeds.

I like the decorated pieces of wood. They are colorful.

Reading

Reading: Match the following descriptions with the corresponding mask using numbers from 1 to 4.

1. The mask is round. Its face has big black eyes and green-yellow eyebrows. _____
2. The mask represents the face of a woman. It has a golden crown around the head. _____
3. The mask's face has big teeth. The mouth is open. It has two horns. _____
4. The mask has only three colors: brown, white and black. The eyes are closed. _____



Writing

Identify similarities and differences in the handcrafts shown before based on the adjectives above.

Example:
Mask A is more sophisticated than mask B.
This mask is bigger.
This one is more beautiful

Handwriting practice area with five horizontal lines.

Reading

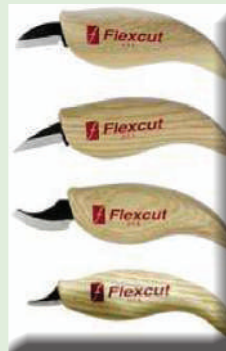
Group Discussion. Look at the following pieces of art made from Boruca and discuss with your partner the questions below.





What do you know about Boruca's masks?
 What materials are they made of?
 What type of designs and colors are traditionally used?

Which of the following materials and tools are necessary to make a mask or handcraft? Can you identify their names in English?



Curving chisel, curving knives, balsa wood, painting brushes, knitting thread

Listen to your teacher and repeat the words.

Painting brushes	carving knives	Knitting thread	Sewing machine
carving chisel	cloth	glue	seeds

Listening

Listen to the teacher and draw the tool that you listen



Read.

Share the meaning of the following words with a partner.

How to make masks

By Félix Suazo Lázaro from
Boruca High School

Materials

Balso wood

A mold of what you want to create

Carving chisels

Carving knives

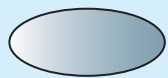
Carving mallet

Painting brushes

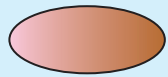
Thumbtacks



Listening. Listen to your teacher's instructions and number them from 1 to 6.



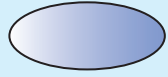
Start to carve the wood following the printed pattern.



Polish the carving with a knife.



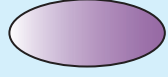
Paint the mask.



Place the mould in the piece of wood and pin it with thumbtacks.



Copy the drawing on the piece of wood.



Measure and cut the piece of wood that you need.

Writing and speaking

Investigate about how the materials needed and the steps to follow in order to design a handicraft made in your community.

Prepare an oral and written presentation for the class.



Going beyond

Team work. Look at the following artistic expressions of Costa Rican Indigenous people. Can you guess which indigenous people they belong to? Investigate your own or other artistic manifestations of our indigenous Costa Rican arts and crafts. Include materials needed and procedures. Use digital tools and the Internet to create a written and oral presentation.





▶ Unit 7

Let's Get Celebrate our Ancient Heroes and Modern Leaders

Look at the pictures.

What do you see? Do you know these men?

Listen to your teacher as he/she describes them and explains some vocabulary.

Match each picture with the name of the hero.



Ismael González, Mayor Gnöbe, Cuasrán, Pablo Presbere



Vocabulary and Pronunciation

Personality traits

Write the antonym (opposite) next to each adjective from the following set of words.

brave- rude- insecure- weak- coward- disloyal- dishonest- trustworthy-self-confident- honest- strong- kind

Adjective	Antonym

Listening

Listen to the teacher and repeat the words.

Listen to the teacher describe some personal characteristics of heroes and modern leaders and circle the characteristic that he/she mentions.

brave- rude- insecure- weak- coward- disloyal- dishonest-trustworthy-self-confident- honest- strong- kind

Speaking

Do you know a hero? What is a hero for you?
 In your opinion, which of the following personality traits describe a hero and why?
 For me, a hero is someone who is...





Reading

Anticipation: Have you heard about Pablo Presbere? What do you know about him?

Read the story of Pablo Presbere and complete the chart below.



**Told by Alonso Guerra Segura,
Colegio Sulayöm**

Pablo Presbere was an indigenous leader and defender of indigenous people's right to freedom. He was humble and fought against white people who wanted to remove indigenous from their lands. Many brave indigenous men from Talamanca fought with Presbere against the Spaniards who entered the Indian villages, raped women and took indigenous men as slaves. In this war, Pablo Presbere killed many white men. Finally, Pablo Presbere was captured and assassinated in Cartago in 1710. Today he is remembered as a defender of indigenous people's right to freedom and justice.

Name of the hero	Main personality traits	Most important heroic act	Why was he killed?	How and when did he die?

Cuasrán

Look at the picture. What is happening? Who are the characters? What do they stand for?



**Told by José Carlos Morales
Colegio de Boruca**

My favorite Boruca figure is Cuasrán. He is the most important person for Boruca People. He was a native who hid away in the mountains to avoid being baptized by the Spaniards. He took all his treasures with him because he did not want the conquerors take them. The story says that Cuasrán still lives in the mountain where he hid himself. Many animals that have lived in Boruca since long ago also accompany him. Old people say that Cuasrán has a son. His name is Sancrahua. Cuasrán and his son take care of nature and Boruca's community.

Read the story and decide if the following statements are true or false. Write **F** next to the sentence that is false and **T** next to the sentence that is true.

- Cuasrán is an important Ngöbe hero.
- Cuasrán did not resist the conquerors.
- Sancrahua is Cuasrán's grandson.
- Cuasrán took all his treasures with him into the river.
- Cuasrán and his son protect the animals and the Boruca community.



Match the action verbs with the definitions. Put the number inside the circle that best describe each action verb.

- | | | |
|-----------------|-----------------------|--|
| To hide away | <input type="radio"/> | 1.To protect something or someone from danger. |
| To take care of | <input type="radio"/> | 2.Keep out of eyes for safety or protection. |
| To avoid | <input type="radio"/> | 3.To carry or transport something or someone. |
| To take | <input type="radio"/> | 4.To have your home somewhere. |
| To live | <input type="radio"/> | 5.To stay away from someone or something. |

Modern Heroes

Here is a brief excerpt of the life of Rogoberta Menchú. She is an indigenous leader and activist.

Rigoberta Menchu / *By Christopher Minster*



Rigoberta Menchú Tum signing the guest book at the Nobel Peace Center in September 2006.
Copyright © Nobel Peace Center 2006
Photo: Kirsti Svenning

Rigoberta Menchú Tum is a Guatemalan activist for native rights and winner of the 1992 Nobel Peace Prize. She became famous in 1982 when she was the subject of a ghost-written autobiography, I, Rigoberta Menchú. At the time, she was an activist living in France because Guatemala was very dangerous for outspoken critics of the government.

Rigoberta Menchú was born on January 9, 1959 in Chimel, a small town in the north-central Guatemalan province of Quiché. The region is home to the Quiché

people, who have lived there since before the Spanish conquest, maintaining their culture and language. At the time, rural peasants like the Menchú family were at the mercy of ruthless landowners. Many Quiché families were forced to migrate to the coast for several months every year to cut sugarcane for extra money.

http://www.nobelprize.org/nobel_prizes/peace/laureates/1992/tum-photo.html



Writing

Based on the reading complete the following extract of the text with the words missing. Use the words below.

Rigoberta menchú is an indigenous _____ and _____. She _____ on January 9, _____. She is from the Guatemalan province of _____. This region is home to the _____. They have lived there before the Spanish _____. They preserve their _____ and _____.

woman - language - Quiché people - was born - conquest - Quiché - activist - honest - 1959 - culture

Going beyond

Investigation Project: Using the Internet, research about the lives of other famous indigenous leaders from the past or present in your community, in the country or around the world. Design a collage or an album showing the most important aspects of his/her life.

Present your findings in oral form to the class.

Start your investigation consulting some of these sites.

http://www.californiaindianeducation.org/famous_indian_chiefs/

http://www.skwirk.com.au/p-c_s-17_u-455_t-1230_c-4708/SA/6/Famous-Indigenous-Australians/Indigenous-people

<http://www.creativespirits.info/aboriginalculture/sport/famous-aboriginal-athletes>



► Unit 8

Let's Enjoy our Delicious Traditional Food

Look at the pictures.

What do you see?

Listen to your teacher as he/she describes them and explains some vocabulary.









Write the new words next to type of food.





Vocabulary and pronunciation








Types of foods. Match the words with the pictures

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

turkey - yucca root - palm peach - corn - green bananas - red beans - ripe bananas - pig

Listen to the teacher and repeat the words.

Food Preparation. Match the verbs with the definitions. Insert the number inside the circle.

- | | | |
|-------|---|---|
| add |  | 1.To prepare food for eating. |
| mix |  | 2.To cut meat or bread in thin, flat pieces. |
| boil |  | 3.To put amounts or numbers together. |
| grind |  | 4.When a liquid is so hot that bubbles rise to the surface. |
| cook |  | 5.To combine two or more substances. |
| stir |  | 6.To mix food or liquids by moving a spoon around. |
| slice |  | 7.To crush something like a coffee bean into small pieces. |



Listening

Listen to your teacher describe the picture and the cooking utensils being used. Write the words next to each picture.



Speaking

Describe the pictures using simple sentences.

Example:

They are at the dining room.
They are eating lunch.

The students are using glasses and plates.

Role-play.

Situation:

Student A: You are in the store buying some cooking utensils. You need the following: a pot, a pan, a knife, a cooking spoon, three spoons, three knives and three forks and three plastic glasses.



Follow these procedures:

- Greet the clerk
- Tell the clerk what you need (I need a...)
- Ask for the price (how much is the pot?....)

Student B: You are a clerk at the store. You offer help to the client.

Follow these procedures:

- Greet the customer
- Offer help (Can I help you?)

Reading

Read the steps to prepare "chilate" and put them in order using numbers from 1 to 5.






Chilate (yular) *By Javier Vargas Ortiz, Liceo Rural de Salitre*

Ingredients

- Corn
- Ripe banana
- Water
- Milk



Preparation

-  Cook for several minutes.
-  Add some milk.
-  Grind the corn and the bananas on a grinding stone (tumba).
-  Serve and enjoy.
-  Put the dough in a pot and add the water



Team work. Read the recipe. Divide the reading in four parts (introduction, ingredients, preparation, and conclusion) Then explain your part to the rest of group members. Make drawings explaining ingredients and preparation steps. Present the information to the class in oral form using visual aids.

Rice Tamal (Nalí)

By Hazel Vidal Elizondo from Liceo Rural de Salitre

My name is Hazel Vidal Elizondo. I live in Salitre, Buenos Aires. I study at Salitre High School. I am in tenth grade. My clan is Brurán. I want to share one of my favorite recipes.

Ingredients

Rice
Pork fat
Chicken or pork meat
Onions
Red pepper
Garlic
Achiote
Bijagua or plantain leaves



Preparation

- 1- Cut the leaves
- 2- Wash the rice and add the pork lard and the salt
- 3- Cut the meat in small pieces and cook.
- 4- Chop the onion, garlic and red pepper in small pieces.
- 5- Mix all the ingredients with the meat and fry them.
- 6- Clean the leaves.
- 7- Put two teaspoons of rice in one leaf, add the meat and another teaspoon of rice.
- 8- Wrap the leaf and tie it up with a string.
- 9- Cook for two hours.

This is a very traditional meal. We prepare it especially for birthdays and Christmas. It is also common in community activities like fairs or sporting activities.



Listen to your teacher and complete the recipe with the words below.

Corn Chicha
by Bill González González
Colegio de Boruca

Ingredients

- 5 kilograms of corn
- 5 _____ of water
- Corn _____
- _____

Preparation

Grind 1 kilogram of _____ to make the yeast.

Moisten the _____, cover it and let it _____ for three days.

Make a _____ to obtain the yeast.

_____ the yeast next to the fire to smoke it.

_____ until the yeast has dried out.

_____ four kilograms of corn.

In a _____ mix this dough with five gallons of water.

_____ the yeast and _____ well.

Cover the chicha and leave it there for several days or _____.

If you leave it for several days it will be _____ if you leave for month it will become _____.



hang - dough - gallons - ferment - yeast - weeks - dough ball - sugar - corn - wait - bitter - grind - container - sweet - add - stir



Writing

Write an e-mail to your best friend describing him/her how to prepare your favorite typical food.

Include: ingredients and preparation.



Going beyond

Team Work. Find out about traditional recipes in your town from your grandparents. Obtain the ingredients and the procedures to prepare it. Design a small recipe book. Bring the ingredients and the food to class and show how it is prepared.

Research Project. Find out about traditional food in other places of the world. Obtain the recipe, prepare it and share it with the class



▶ Unit 9

Let's Celebrate Our Holidays

Look at the pictures.

What do you see?

Listen to your teacher as she describes them and explains some vocabulary.

Write the new words next to type of type of activity being performed.





Vocabulary and pronunciation

The following pictures represent things people do during the Ngäbe Festival.



Listen to the teacher read the text and explain the vocabulary with the pictures.

We usually celebrate the Ngäbe Festival during the third week of April. We usually **dance “el jegui”** which is our traditional dance. We **play the marimba and the flute** and we **sing spiritual songs**. We **tell stories**. We **eat our traditional food**. We **exhibit our hand-crafts**. We **wear our traditional outfit**. This occasion is very special because **the family gets together to celebrate**.

- Listen to your teacher and repeat the phrases in boldface.
- Identify the sentences that are not represented in the pictures.



Listening

Listen to the teacher's description of each picture and number them following the sequence given.

Speaking

Pair Work. Using the pictures above, explain to your partner how do Ngäbes celebrate their Cultural Festival.

Make a list of the celebrations that you have during the year in your community and write the activities that you usually do.

Name of the celebration	Activities that we do	Date of the celebration

Look for a new partner and exchange the information in oral form.

Reading

Read the text and answer the following questions.

By Luis Gerardo Hernández from Colegio de Boruca

Boruca's traditions

I am Luis Gerardo Hernández. I live in Boruca. I like my town very much, especially its traditions, customs, and legends. Boruca is well-known for the celebration of "Fiesta de los Diablitos". This celebration takes place at the end of December. It starts at midnight on December the 29th until the first of January. During three days, the little devils represent through its dances the fight between the invader, represented with the bull, and the Borucas. The fight lasts three days with the victory of the Borucas. This victory is represented by the burning of the bull.



Time to Share



One of the things that worries me is that few people speak the Brunka language. This is an important part of our culture that should be as well passed from generation to generation.

Where is Luis Gerardo From?

What is the most important celebration in Boruca?

When is it celebrated?

How long does the celebration take?

What do the "Diablitos" represent?

What does the "bull" represent?

What do people do during the celebration?

How do you think this tradition originated?

Listen to your teacher and complete the text with the missing words.

I am David. I _____ in Shukabari. In our town, we have different reasons to _____ and get together. One cause for celebration is the inauguration of _____, the ripe of a new crop, the birth of a child among others. During our celebrations, we _____, sing, _____, eat and _____ chicha.

tell stories - live - drink - celebrate - dance - a new house



Writing

Write a description of your favorite celebration. Include the following information:

- Name of the celebration
- Date
- Activities people do
- Type of clothes they wear
- Reasons why you like it

Present the information to the group in oral form.

Going beyond

Team work

Research other celebrations of indigenous people in Costa Rica or around the world. Identify some similarities and differences in terms of the following. Be ready to share the information with the class.

- Name of the celebration
- Date
- Activities people do
- Type of clothes they wear
- Reasons why you like them.



Celebrations of indigenous people in Costa Rica or celebrations around the world

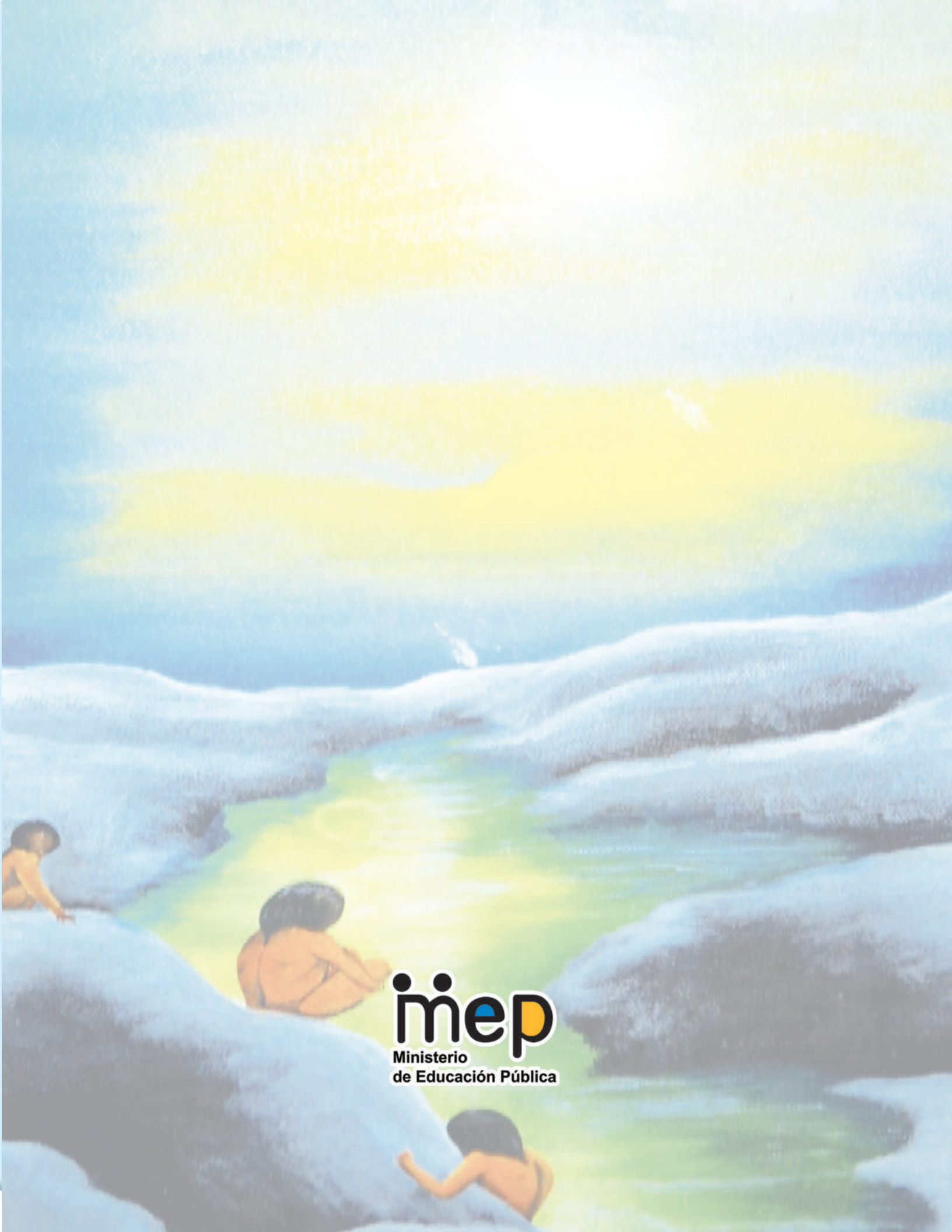
Blank lined writing area with a peach background and a decorative border.

Blank lined writing area with a light green background and a decorative border.

Blank lined writing area with a light purple background and a decorative border.

Blank lined writing area with a light orange background and a decorative border.





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TIME TO SHARE

STUDENTS' VOICES COMING ALIVE

Integrated Skills Reading Material
for Learners of English in III Cycle

CUSTOMS

TRADITIONS

DREAMS

Bribri

Ngöbe

Cabécar

Brunca

Térraba

Huetar

Maleku

Chorotega