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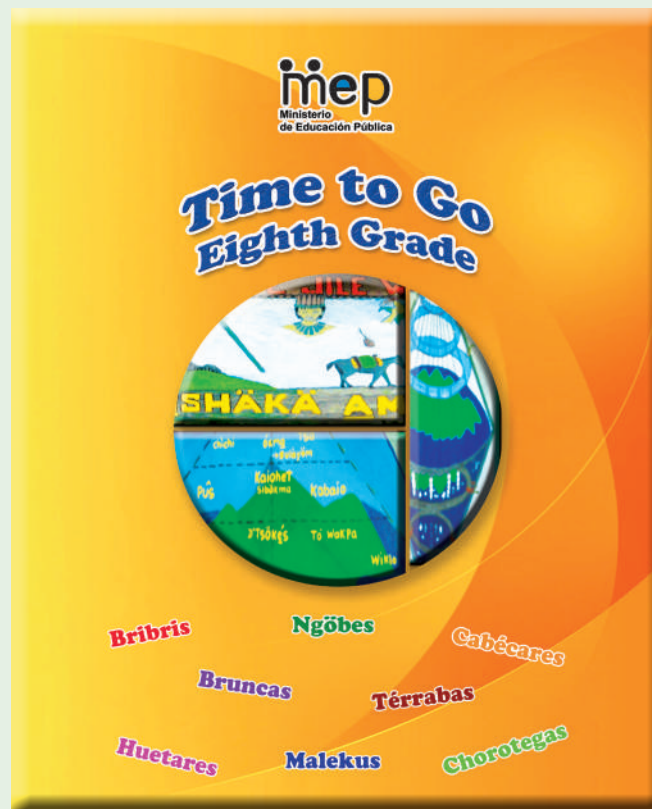
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Presentación

El libro, Time to Go: Eighth 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 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.

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.



Estimado(a) estudiante,

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 siete 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 octavo 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 y co-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.



To the teacher

This is an integrated skills book for eighth 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 eighth grade.

This book is divided into seven 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.



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 the following English teachers.

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Unit 1

Identification of Family Member's and Partner's Relatives





Linguistic Objectives

Listening

Guessing the general meaning of a short passage.
Extracting specific details from short passages.

Speaking

Eliciting basic information from both friends and strangers.

Reading

Deducing the meaning and use of unfamiliar lexical items.
Understanding a range of written materials.

Writing

Writing several sentences to convey familiar factual information.
Expressing personal information, such as likes, dislikes and feelings.



Warm-up

You can use sentences like the following to get the right information from your partners:

Do you live in a beautiful ranch? Yes, I do. / No, I don't.

Do you have pigs and hens living in your house? Yes, I do. / No, I don't.

Look for people in your group who show the following characteristics:

Find Someone Who

Has one brother and one sister	Has more than one uncle	Lives in a beautiful ranch	Only has a mother	Has more than one brother
Feeds dogs in his or her house	Helps his or her mother wash clothes	Has pigs and hens living in his or her house	Has more than two sisters	Has at least one dog in his or her house
Has more than one sister	Has more than one aunt	Has three cousins	Lives with more than two people in his or her house	Only has a father
Speaks more than two languages	Has the same name as his father	Has more than one brother	Has the same name as her mother	Has more than three brothers



Presentation

Take a look at the following information related to family basic vocabulary:

VOCABULARY SNAPSHOT

*To identify family members,
we need to become familiar with
the following terms in English:*
**family – parents – husband – wife -
 mom – mother – stepmother – dad -
 father – stepfather – daughter - son
 stepchild – sister – brother – baby -
 grandmother - grandfather –
 granddaughter – grandson -
 grandparents**

Listening

Listen to your teacher read the following text.

This is who I am

I was born in Turrialba. I live in an indigenous territory. I am 19 years old. My dad is a person of mixed ancestry and my mother is indigenous. I am one of seven brothers. My name is Róger Braulio. I am currently in eleventh grade. Nowadays, I am doing very well with my studies. In my spare time, I like to play soccer and the guitar. I also like to go to my mother's house on weekends. I am a proud father. I have a beautiful eight month old baby whose name is Neymar Fabian. I like to spend a lot time with him when I am free. In the near future, I would like to be a great English teacher, a business man, or a computer science specialist.



Written by Róger Braulio Chavarría Ortiz, 11th grade student at Liceo Rural Fila Carbón I



Listening/ Speaking

Read the following questions and answer them. Then, share them with a classmate.

1. Do you like Róger's letter? _____
2. Do you think Róger's loves his son? _____
3. Where was Róger born? _____
4. What kind of professional does Róger want to be in the future? _____
5. What kind of musical instrument does Róger like to play? _____

Post- listening

Write a short letter to Róger. Tell him about your life: What's your name?, Where do you live? Which clan do you belong to? How old are you? What do you like to do in your free time? What would you like to be in the future?



Speaking

Get together with a classmate and share your letters to Róger. Listen to your classmate's letter first and then read yours aloud to him or her.

Reading

Read the following text about Roger and Pancho, a Peruvian man who has moved to Costa Rica and plans to live in Grano de Oro community.

Family Relationships

Róger: Hi. My name's Róger. Nice to meet you.

Pancho: Nice to meet you, too. My name is Francisco.

Róger: Excuse me, what did you say?

Pancho: Francisco, but all my friends and family back in Peru call me Pancho.

Róger: Okay, Pancho. So, tell me about your family?.

Pancho: Well, I have seven brothers and six sisters.

Róger: Wow. That is a big family. Are you the oldest, Pancho?

Pancho: No. I'm the second oldest in my family.

Róger: So, what do your parents do?

Pancho: My father is a taxi driver in Lima, Peru. It's a hard job, but he works hard to support the family.

Róger: How about your mother?

Pancho: She helps run a small family store with some of my younger brothers and sisters.

Róger: What kind of store?

Pancho: We mainly sell food like bread, eggs, soft drinks, rice, sugar, and cookies-things that people buy every day.



Read the following questions based on the previous text and answer them. Then, share them with a classmate.

1. Where is Pancho from?

2. How many brothers and sisters does Pancho have?

3. Where was Pancho born?

4. What kind of job does Pancho's father have?

5. What kind of products do Pancho's relatives sell?

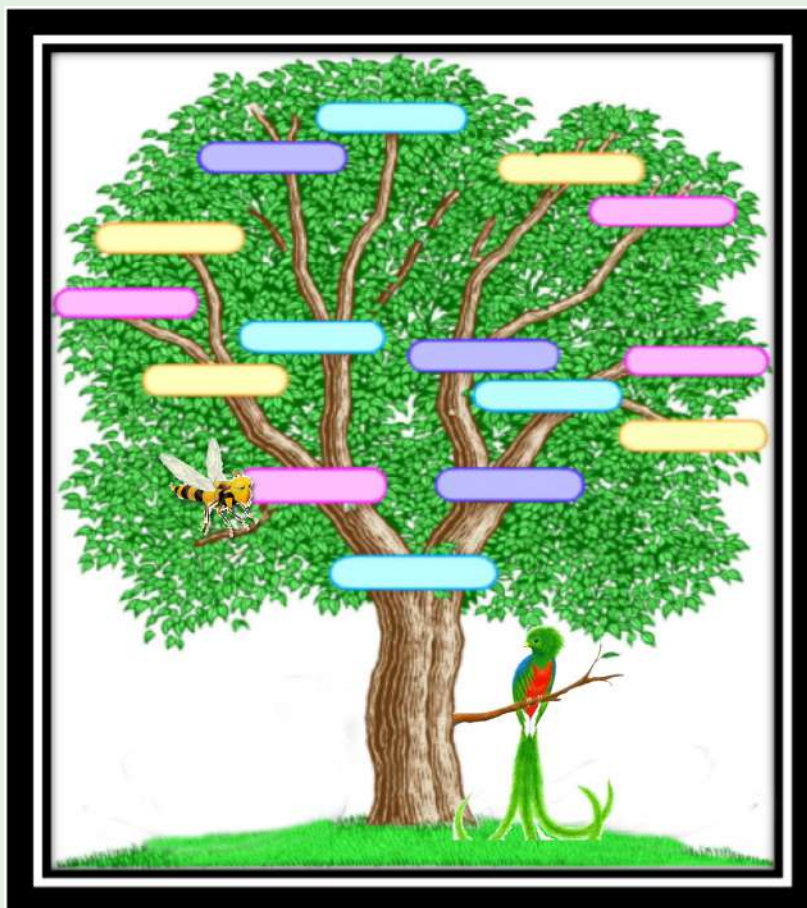
Find a classmate and practice the conversation between Pancho and Róger. Take turns to practicing each role. Finally, be ready to present this dialogue in front of the class.



Writing

Draw a picture of a member of your family and write a small description of him or her.

Create your own family tree.





Create a photo album of your family using real pictures of family members.

Extension Activities

Research project: Watch a series of video clips related to “Families as First Teachers programs” at the following link: <http://www.det.nt.gov.au/parents-community/early-childhood-services/families-as-first-teachers-program/faft-program-video-clips/part-1>

With the help of your English teacher, establish points of comparison between your own community and that of the people in Northern territories of Australia.

Finally, write a one paragraph composition about something you liked about the culture of indigenous families in Northern Australia.



Northern
Territory
Government

Department of Education and Training





Self and Peer Assessment Rubric

Unit Title: Identification of family members and partner's relatives

Student's Name:

Please rate your contribution to the group and evaluate your peers (classmates) on a scale from 1 – 10 with 10 being the highest.

Individual Evaluation

Name

- ___ 1. Following teacher's instructions
- ___ 2. Asking meaningful questions
- ___ 3. Contributing ideas and information
- ___ 4. Helping the group stay on task
- ___ 5. Contributing materials
- ___ 6. Asking for help when needed
- ___ 7. Sharing responsibilities
- ___ 8. Respecting others
- ___ 9. Explaining things to others
- ___ 10. Doing things on time
- ___ 11. Doing my best

I could improve on _____.

I rank my contributions to the group as _____ because _____.



Peer Evaluation


Rank each individual group member using a scale of 1 – 10. Explain your reasons for the assigned ranking.

Ranking	Group Member



Picture Dictionary

Picture	Cabecar	English
	Kuta	Sister
	Ėl	Brother
	Ėl	Cousin
	Ėl	Cousin
	Minael	Aunt (mother's lineage)
	Nua	Uncle (mother's lineage)
	Yak	Aunt (father's lineage)

	Dabai	Uncle (father's tree)
	Tachi	Grandfather
	Mikö	Grandmother (Mother's mom)
	Juyawä	Grandmother (Father's mom)
	Mina	Mother
	Tata	Father



Unit 2

DESCRIPTION OF PEOPLE'S PHYSICAL APPEARANCE



LICEO RURAL ROCA QUEMADA, CHIRRIPO



Linguistic Objectives

Listening

Identifying main points and personal responses.

Interpreting extracts of spoken language made up of familiar material.

Speaking

Listing and brainstorming different items.

Talking in simple language about familiar and concrete situations of own world.

Taking part in short conversations.

Reading

Understanding short texts and dialogues made up of familiar language.

Skimming.

Writing

Composing or adapting a simple dialogue.

Writing sentences to convey simple familiar factual information.



Warm up

1. Brainstorm different colors
2. Brainstorm adjectives
3. Brainstorm shapes



Presentation

Listen to the teacher describe the people in the cover page of the unit using the following descriptive adjectives.

pretty/beautiful/attractive
handsome
ugly
slim/thin
little boy
chubby/fat person
young girl
elderly/old man



Useful language

I am	beautiful/ slim/ fat.
She is	young/ tall.

I have	black eyes.
He/she has	Long/short hair.

Listening

Costa Rican Native Groups



Costa Rica has many native groups such as Bribris, Cabecares, Ngäbes and many others. Their primary occupation is agriculture. They are physically similar in stature, skin color, eye color and hair color. Their food does not contain artificial preservatives, so a 10 years old from this territory may look very young. Because of their healthy lifestyle, very few suffer from obesity or related diseases, such as bulimia.

The natural way of life of indigenous people is greatly valued from generations to generation. These people are the original inhabitants of Costa Rica and their way of life and ancient traditions should be respected and admired.



Listen to the text and identify some of the descriptive adjectives in the chart above.
Read the statements and say if they are true or false. If they are false, give the right answer.

1. Indigenous are not similar physically.

2. Their lifestyle is similar to other cultures.

3. He is single.

4. They seem so old at the age 40.

5. They suffer from bulimia.

Speaking

Describe the girls in the picture, using the adjectives and grammar structure in the charts.
Example:

She is beautiful. She has round face.



Reading

Listen to the text and cross out the items that do not belong to the “Cabecar’s clans names”, according to the reading.



Clans’ Names

Costa Rica has a lot of indigenous territories. Many of them, such as the Bribri and the Cabécar, keep their local language and culture. The difference between cultures and people are the clans because they demonstrate lineage that can sometimes be distinguished by basic physical appearance. In the Cabécar community, each person belongs to a clan, which is named after a fruit, animal, or place. For instance: the black bee people are named Kjoswak, the cocoa clan is named Tsiruruwak, the quetzal people are named Kabekwak, the white grubs clan is named Ulekpawak, the yam people are named Tukwak, and the snake clan is called Tākābiwak.

Match the words on column A which contains clan’s names with column B with the descriptions of them. Write the correct number in the space.



COLUMN A

Kjoswak ()

Tsiruruwak ()

Kabekwak ()

Ulekpawak ()

Tjukwak ()

COLUMN B

1. white grubs people

2. quetzal people

3. yam people

4. black bees people

5. cocoa people

This is me



Writing

Create a postcard in which you write a physical description of yourself. Use any technological devices available. Share the information with your classmate.



Look the picture and answer the following question without referring to the picture.
What color is her hair?

What is her body type?

What color is the skirt she is wearing?

What color is the blouse she is wearing?



Read the following descriptions and identify each person in the picture.



Ilustración indígenas de Alto Chirripó

<p>➤ My name is Ronal. I live in Ñari – Chirripó.</p> <p>I belong to Kjoswak clan.</p> <p>I have short black hair.</p> <p>I have black eyes and brown skin. I am very slim and tall.</p>	<p>➤ My name is Elias. I live in Tsiniklori in Chirripó territory.</p> <p>I am short.</p> <p>I have brown skin. My clan is Tsiruruwak.</p> <p>I am not fat. I have black hair and black eyes. And I love animals.</p>	<p>➤ My name is Yendry.</p> <p>I am tall and and chubby.</p> <p>I have long black hair, black eyes, and brown skin.</p> <p>I live in Jobbata- Chirripó.</p> <p>My clan is Tsiruruwak.</p>
--	---	---

Read the text above and complete the table.

Name	Clothes	Clan	Physical appearance
Ronal			
Elias			
Yendry			



Extension Activities



1. Watch the Michael Jackson video “Black or White”, as an example of different cultures and physical appearances of people around the world. Describe people’s characteristics with your partner.

2. In groups: Cut pictures from magazines or newspapers and create a collage. Then, describe the pictures using adjectives, colors and parts of the body.



3. Choose two people from the picture. Write 5 sentences for each describing clothing and physical appearance.



Create a graphic organizer to list adjectives, clothes, and parts of the body among your family, friends, or classmate. Then write sentences using the vocabulary.



Writing

Write a paragraph describing your family members' appearance. Use the following sentence to start.

"There are certain characteristics about my family that make them special such as their appearance and their clan"...

Read the following text and identify the different colors mentioned.

Earth History

Sibö created the light blue universe and filled it with lots of stars. Then Sibö created the green earth (Jishäkä). Humans were created from the seeds of a corn cob. The corn cob was painted with many colors, each represented different groups of people. For example, the black seeds represented the black people, the white seeds represented Caucasian people, the purple seeds represented the native people, and the yellow seeds represented foreign people.



Sibö used a chocolate brown color and transformed it to be strong red blood.
After finishing, Sibö was very content and celebrated with the animals and spirit friends who had helped him.

Sibö: Indigenous Cabecars 'God

Write four physical descriptions about the corncob.

Check the reading and list the most common parts of the body mentioned.

Match the words with their definitions by writing the number in the space provided.

COLUMN A

ugly	()
slim	()
fat	()
attractive	()
old	()
little	()

COLUMN B

1. not attractive
2. handsome
3. a small person
4. a thin person
5. elderly
6. chubby



The clan “Tukwak”

The ancient legend told to me by my grandparents is about the origin of the Tukwak. The clan Tukwak was named after a root called a yam. A slim little man was born from this root who had a head with two faces, brown skin, big black eyes, and short straight hair.

The little man had an ocarina and conch shell and played melodious music with them when he walked.

Sibö created a little boy with two attractive faces to confuse the ugly evil spirits. Tukwak liked to tell good stories and traditions with one face and with the other face told false stories to distract the evil spirits. The evil spirits had to destroy the Cabecares.

Based on the reading, write four descriptions about the little man’s physical appearance.

List the most common parts of the body mentioned in the reading.

Create a postcard in which you write the physical description of different people from your community. Share the information with your classmates.

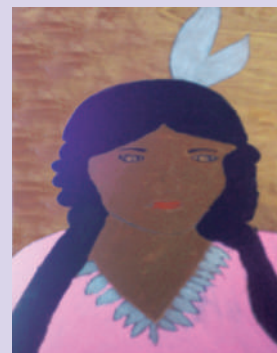
The Dinamá



Throughout their existence, the Cabecar people have seen the value of all existing elements on earth. They respect nature and understand the rational use of it. They have learned that if they destroy nature, they are destroying themselves. Therefore, their stories are used to teach their people that nature and men are connected. The Dimanai story is an example of this.

The water tiger is a spirit of water who lives in rivers. He presents himself to men as a beautiful native girl with long hair, tall, bright black eyes, brown skin, like chocolate, and a small mouth.

Indigenous people believe that when they cross a river, they might see a beautiful girl in the middle of the river asking for help. If they swim to help her, they will be trapped by the water tiger. That's why, they respect river so much.



Read the text and answer the following questions


1. Who is the water tiger?

2. Describe how the tiger presents himself.

3. Where does she or he live?



Picture Dictionary

Pretty/beautiful/attractive		
Handsome		
Ugly		
Slim/thin		
Little boy		
Chubby/fat		
Young girl		
Elderly/old		



Self Assessment Rubric

Criteria	Yes, achieved	I need more practice	Not achieved
I've learned basic vocabulary and language expressions about description of people's physical appearance.			
I can understand specific information related to people's physical appearance.			
I can ask/give information about people's physical appearance.			
I can describe people's physical appearance.			



Unit 3

Personal Travel Plans



Grano de Oro High School



Linguistic objectives

Listening

Guessing the general meaning of a short passage.
Interpreting extracts of spoken language made up of familiar material.
Responding to language spoken at near normal speed in everyday circumstances.

Speaking

Talking in simple language about familiar and concrete situations of own world.
Using the knowledge of language to adapt and substitute single words and phrases.
Taking part in short conversations.
Referring to recent experiences future plans and everyday activities.

Reading

Extracting relevant specific information from such texts as simple brochures, guidelines, letters, and other forms of continuous writing.
Understanding a variety of texts that include familiar language in unfamiliar context.

Writing

Composing or adapting a simple dialogue.
Expressing personal responses, such as likes, dislikes and feelings
Substituting individual words and sets of phrases.
Writing short texts.



Warm up

Look at the pictures from several zones of Chirripó. Talk about the places in the pictures. Then, try to guess the names of those spots, and talk about which is your favorite, where you would like to go, and other aspects you can add.





Presentation

With your teacher's help, practice several phrases used to share your preferences about places to visit. Complete the sentences with information of your own, and practice the pronunciation of some useful phrases to express your ideas.

Use expressions like:

I've visited _____.

I went to _____ last year.

_____ is my favorite place.

I like _____ but I prefer _____.

I don't know _____.

I've never been to _____.

I'm going to _____ next year.

I'd like to go to _____.



Look at the pictures of important items you need when you travel. Also, listen to the teacher's pronunciation and repeat the words.

		
CAMPING	LANTERN	BACKPACK
		
TENT	HIKING BOOTS	TENT STAKES
		
CAMP STOVE	TRAIL MAP	SLEPPING BAG
		
COMPASS	PICNIC BLANKET	ROPE

			
PICNIC BASKET	FISHING	BIRDWATCHING	ORCHID WATCHING
			
HATCHET	SWIMMING	HORSEBACK RIDING	HIKING

Listening

Complete the conversations below with the pictures from the previous exercise following the instructor's explanations. Then, practice the dialogues and present them to the rest of the class.

Let's go _____ this weekend / this vacation / this holiday.

Good idea! We haven't gone _____ in a long time.

Did you bring the _____?

Yes, I did.

What do we need to go camping?

I think we need _____, _____, and a _____.



Speaking

Answer the questions providing your own information. After that, share your answers orally to the rest of the class. Finally, write the answers on the board to check and provide new vocabulary if required.

- Have you ever gone camping / hiking / fishing / horseback riding?
- Where? What equipment did you use?
- Do you like to go on picnics? Where?
- What picnic supplies and food do you take with you?

Reading

Put the places you would like to visit most in order from 1 to 8 in the blank spaces on the left. Then, match the places with the activities that you can do there by writing the numbers inside parentheses.

Column A		Column B
Pacuare River	()	1) fishing
Chirripó River	()	2) swimming
Xiquiari	()	3) shopping
Nimarí Tāwä	()	4) rafting
Tsineklori	()	5) walking
Tsará (Grano de Oro)	()	6) playing soccer
Ñariñak	()	7) horseback riding
Tsimiriñak	()	8) bird watching

Read the advertisement about “The Hotel Hacienda Moravia” and answer the questions by marking the correct option. Look words up in the dictionary and ask the teacher for clarification if necessary.

HOTEL HACIENDA MORAVIA



The Albergue Hacienda Moravia de Chirripó is located on a hill in the middle of the Moravia Valley with marvelous views of the garden, pastures, and the mountains with primary forest. Lodging consists of 6 rooms with a private bathroom and 4 rooms with shared bathroom. Also, there are 2 rooms in the garden with private bathroom and terrace. All the bathrooms have hot water. The rooms have a capacity for 4 to 6 people, very convenient for families and groups. A double room with private bathroom and

handicapped facilities is available. The dining room, with a capacity for 40 people, is where we specialize in Costa Rican typical menu served buffet style. A balcony with hammocks, a terrace open to the garden, and a large multipurpose hall that can be used for special activities or meetings complement the available: 4x4 (4WD) exploration, fresh water fishing, mountain biking, wellness and health, bird watching, hiking, night tour, canopy tour, horseback riding, and yoga.

Hotel Amenities		
<ul style="list-style-type: none"> o cable/satellite television o laundry service o wildlife excursions 	<ul style="list-style-type: none"> o courtesy breakfast o in-room coffee maker o tour desk 	<ul style="list-style-type: none"> o free parking o nature walks o fully equipped kitchen

- What's the name of the lodge?
 1. Moravia River Hotel
 2. Hotel Moravia
 3. Duchí Hotel
 4. Alberga Hacienda Moravia
- Where's it located?
 1. In Grano de Oro
 2. In the Moravia Valley
 3. Near the Chirripó River
 4. Close to the Pacuare River



- How many rooms does the lodge offer?

1. Six
2. Four
3. Two
4. Twelve

- What's the special feature with the bathrooms?

1. They don't have lights.
2. They have cold water.
3. They have hot water.
4. They are in the garden.

- What's the room's capacity?

1. Four to six persons.
2. Six to four persons.
3. Forty visitors.
4. 4X4.

- How many people can have meals in the dining room?

1. Four visitors.
2. Fourteen tourists.
3. Forty tourists.
4. Four WD.

- What kind of food do they serve?

1. Foreign meals.
2. An American menu.
3. Modern Indigenous dishes.
4. A typical Costa Rican menu.

- What can be used for special activities or meetings?

1. The private bathrooms.
2. The handicapped facilities.
3. The big multipurpose hall.
4. The mountain biking

- What service is available in the hotel?

1. A soccer field.
2. A large terrace for fishing.
3. A tour to hunt the wild animals.
4. A walk around the crater of a volcano.

- Which is another activity available on the lodge?

1. Tours to Turrialba.
2. Fishing dolphins and whales.
3. Trips to see foreign animals.
4. Cable television.
- 5.



Writing

Plan your own trip to Chirripó. Choose the place you are going to visit. Answer these questions to organize your trip. Write a paragraph with the teacher's help and share with the class. Use posters, videos, pictures, and drawings as visual aids to reinforce your presentation.

✓ Where are you planning to go? _____

✓ Who are you going with? _____

✓ How are you getting there? Means of transportation: _____

✓ When are you leaving?

Day: _____

Time: _____

Return trip: _____

✓ What do you want to do?

Activities: _____

✓ What things do you need?

✓ Where are you going to stay?

Accommodation: _____

✓ How much money do you need? _____








Extension Activities

Make groups of four students. Research tourist destinations you would like to visit in Costa Rica. Choose a place, research it on line and summarize the most important information. Make sure the other groups chose different spots. Use the chart below to summarize your findings. Obtain pictures or videos to enrich your presentation. When you finish, prepare a Power Point presentation about the tourist destination you selected and share it with the class.

WHERE?	WHEN?	WITH WHOM?	HOW?	ACTIVITIES?

Picture Dictionary

ENGLISH – DITSÄ

ENGLISH	PICTURE	DITSÄ
- Accommodation		
- Bird		
- Clothing		
- Fish		
- Horse		



Self- Assessment Rubric

Criteria	Yes, achieved	I need more practice	Not achieved
I've learned basic vocabulary and language expressions about personal travel plans.			
I can ask/give information about personal travel plan.			
I can understand specific information related to personal travel plans.			
I can talk and write about personal travel plans.			



Unit 4

LIKES, DISLIKES AND PREFERENCES





Linguistic Objectives

Listening

Reacting to language spoken at near normal speed in everyday circumstances.

Speaking

Taking part in short conversations.

Reading

Extracting relevant specific information from such texts as simple brochures, guidelines letters and other forms of continuous writing.

Writing

Expressing personal responses, such as likes, dislikes and feelings.

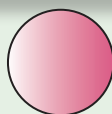
Warm up

Look at the next pictures and choose the one you like the most or dislike the most.

Grinding rice



Traditional dance



Grinding corn



I like _____. I dislike _____.

Presentation

Listen to your teacher describing his/her personal likes and dislikes.

I like to swim/ dance/ study.	I don't like to run.
I love to read/ eat / listen to music.	I dislike to dance.



I like to read books.



I don't like to eat "papaya del monte"



Listening



Listen to the teacher and complete the text with the following words: like, likes, doesn't.

Felicia is a student in Yeri High School. She _____ her culture a lot. What she _____ the most is the food. She _____ cho-ca, and chilate which are prepared with bananas and corn. What she doesn't _____ is chicha which is a traditional drink with alcohol. She _____ like to eat papaya del monte, either.

Speaking

Complete the next sentences by using "like" and "don't like" according to your preferences. In pairs, share the information with a partner.

1. I _____ bananas.
2. I _____ "jaba" baskets.
3. I _____ the typical dress of Yeri.
4. I _____ the traditional huts of Yeri.
5. I _____ to play soccer.



Reading



Ricardo Rojas is a teenager who lives in Yeri. He is sixteen years old. He loves his community, especially all the traditions and customs they have. Ricardo doesn't like to play soccer. He doesn't eat fast food just natural food, such as, banana, chocado, chilate, chicha. He doesn't like to watch TV or wearing "fancy clothes".

He is happy being himself and he is proud of his Bribri culture. He prefers to play, eat, live following his parents' examples and he likes to wear the traditional clothing. The activity which he likes the best is "Sonar el Caracol". This activity consists of blowing into a large shell in order to make a loud sound. He is the best in the community at practicing this Bribri custom.

Even though Ricardo loves his culture unconditionally, he is open-minded about other cultures. This is why he is learning English and wants to become a tour guide in order to teach foreigners the beauty of his invaluable culture.

1. What do you think is the title of the reading? _____
2. What is the name of the boy mentioned in the reading? _____
3. How old is he? _____
4. Where does he live? _____
5. What does Ricardo dislike? _____
6. Does he like to wear the traditional clothes from his community? _____
7. What activity does Ricardo like the best? _____
8. What is "Sonar el Caracol"? _____
9. Why is Ricardo learning English? Why? _____
10. Who is the best at "Sonar el Caracol"? _____



Speaking

Interview your classmates in order to find out his/her likes and dislikes. Record the interview using a cellphone and then fill the chart below with their opinions.

Use the following example:

What is your favorite _____? It is _____.

What is not your favorite _____? It is _____.

<i>Student's Name</i>	<i>Favorite Traditional Food</i>	<i>Least Favorite Traditional Food Favorite Traditional Activity</i>	<i>Favorite Traditional Activity</i>	<i>Least Favorite Traditional Activity</i>
1-				
2-				
3-				
4-				
5-				

Writing

Select one of your classmates and write a paragraph about his/her likes according to his or her answers.

Present the paragraph you wrote in front of the class. Ask one of your classmates to record a video of this presentation using a cell phone. After that, watch the video and make a self-evaluation of your work.



Extension Activities

Students are going to play hangman in pairs in order to find out the likes and dislikes of each other.

1. One student thinks of something he/she likes or dislikes.

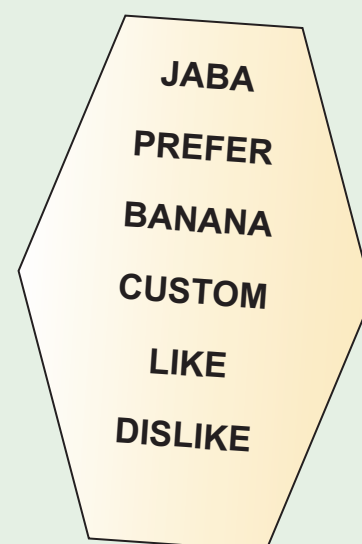
For example: banana

2. He/she mentions if the chosen word is a like or a dislike.
For example: ***“The word I chose is one of my likes/dislikes.”***
3. This student will say how many letters the word has.
For example: ***Banana is the word, so the clue will be like this.***
4. The other student is going to mention letters from the alphabet in order to guess the word his classmate chose. If the chosen word was a “like” this student must guess correctly with four opportunities to error. Each error will result in a letter from the word “like”. If he/she guesses it before the word “like” is written he/she wins the game, if not, he/she loses. If the chosen word was a “dislike” there are seven opportunities to guess.
5. Once the first student wins or loses, it is the turn of the other student to choose the word he/she prefers.

Word-search

Find the words in the box.

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





Research

Research on line about “likes and dislikes” in other countries. You can research about food, clothing, and traditions. Then present your work to the rest of the class.

Self- Assessment Rubric

Criteria	Yes, achieved	I need more practice	Not achieved
I've learned basic vocabulary and language expressions about likes, dislikes and preferences.			
I can ask/give information about likes, dislikes and preferences.			
I can understand specific information related to likes, dislikes and preferences.			
I can talk and write about likes, dislikes and preferences.			



Unit 5

Expressing Preferences and Giving and Following Directions (Traditional Boruca and Curre's Food)





Linguistic objectives:

Listening

Reacting to language spoken at near normal speed in everyday circumstances.

Speaking

Taking part in short conversations.

Reading

Understanding short texts and dialogues made up of familiar language.

Extracting relevant specific information from such texts as simple brochures, guidelines letters and other forms of continuous writing.

Writing

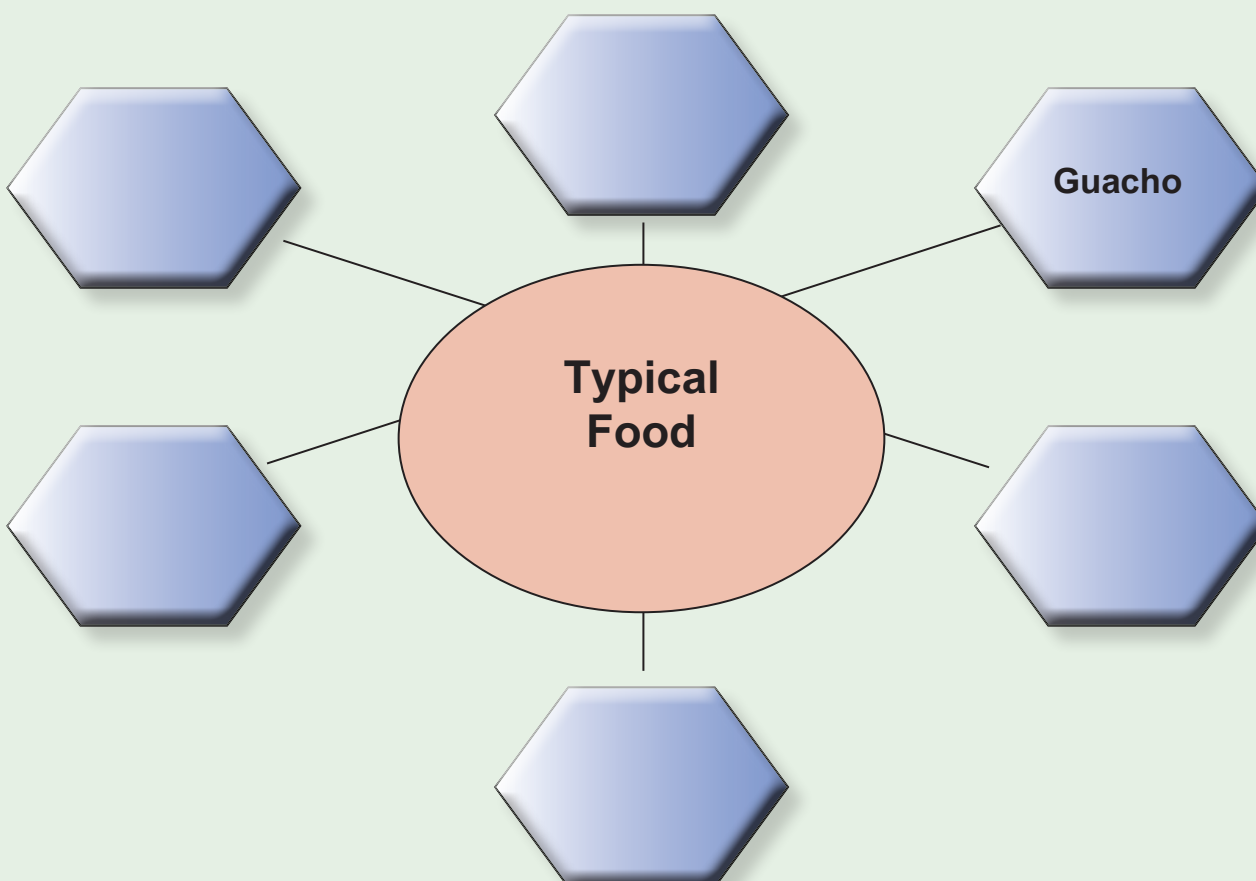
Adapting language from source materials to parallel situations.

Expressing personal responses, such as likes, dislikes and feelings.



Warm up

Look at the pictures shown by the teacher and brainstorm different typical foods you know.



Presentation

Listen to your teacher describing how to prepare his/her favorite typical food.
Information to remember when expressing food preferences.



Listening

Listen to the following conversation between María and José about their food preferences. Complete the chart.

María	likes
	does not (doesn't) like
José	likes
	does not (doesn't) like

Speaking

Listen and repeat the conversation.

María and José meet at a birthday party. They are talking about their food preferences.

Jose: Good morning Maria, how have you been?

Maria: Hi, I have been doing well, thank you.

Jose: What are you eating?

Maria: I'm eating Tamal de arroz. I like it because it is delicious.

There is also Tamal de Elote, in case you want to try it.

Jose: I know how much you like tamales, but what about other types of typical food like Chocao, Tamal Biringo, Guacho, Frito and Pozol?.

Jose: Personally, I like to eat Tamal de Arroz, Pozol and Frito de Cerdo because my mother likes to cook them. However, I don't like to eat Tamal Biringo.

Maria: Yum, they are all round great. I don't like the Pozol maybe because I don't usually eat it at home.

Jose: I think our typical food is very tasty.

Maria: Yes, I agree.



Reading/writing

Look at the pictures. Complete the sentences according to your preference. Decide which foods you like and which you do not like.

Frito de Chancho (Champaina)

1) I like _____

I don't like _____



Biringo

2. I like: _____

I don't like: _____



Gallo Pinto

3. I like: _____

I don't like: _____



Italian Food

4). I like: _____

I don't like: _____





Reading

Identify the typical food. Join with a line.

Chocao	• A heavy fruit bread with spices.
Casado	• A delicious mixture of ripe plantain dried out at the sun and wrapped in the plantain leaf.
Biringo	• A bowl of yellow liquid made with ground corn.
Panbon	• Ripe plantain mixed in a blender, with water or milk but no sugar.
Chicha	• A squash that is used for jellies, preserves and candied dishes.
Chiverre	• A lunch plate of white rice, beans, fried plantain, salad, cheese, diced vegetables and your choice of beef, chicken or fish

List the steps to prepare this traditional dish from Curré: “Tamal de Elote” by identifying the correct order with numbers.

___ Prepare the spices.

___ Make the dough from ground corn.

___ Prepare the wood stove or the place where the tamal will be cooked.

___ Pour water into the pot and let it boil.

___ Serve for breakfast or dinner.

___ The first ingredient is love.

___ Wash and cut the leaves.

___ Mix the dough with oil, spices and leaves.



Match the pictures on the left with the descriptions to the right by writing the corresponding number in the parenthesis.

Try to find the source of each kind of typical food.

Column A



China typical food



Guacho



Fogón

Fried insects

Column B



1. Some people prefer to cook on a wood stove, because they think it gives the food a better flavor.



2. This Chinese food includes ants and other insects.



3. The food is cooked and eaten in the same bowl. It is a traditional eastern food.



4. Beef soup with rice is a dish that people from Costa Rican indigenous territories like to eat.

Speaking / Writing

Interview three students from your high school and ask the following questions.

- 1) What do you usually eat for breakfast?
- 2) What do you usually eat for lunch?
- 3) What do you usually eat for dinner?



Complete the following chart with the information collected

Student's Name	Breakfast	Lunch	Dinner

After the survey, form groups of four students and share the information, use bar graphs. Report the information collected to the class. Use pictures or a power-point presentation. Interview three community members about three dishes that they like and three dishes that they dislike.

Interviewee's name	Food, he/she likes	Food, he/she dislikes

Report the results of the interview using pictures or graphs.

Writing

Answer the following questions and write a small paragraph with the answers.

What do you prefer to eat for breakfast? I prefer ...

Which is your favorite typical dish? My favorite typical dish is.

Which is your favorite typical beverage? My favorite typical beverage is...



Do you prefer Italian food or Costa Rican food? I prefer...
Do you prefer going out to eat or cooking on a wood stove?

Reading/Listening

Read the following directions for preparing “Biringo” and fill in the blank with the missing words.



Grind the two _____ and place _____ of dough on the _____. After that, the Biringos are put on a wood _____ for 40 minutes. It can be served cold or hot.



Frito de Chanco

Ingredients

- 1 Pig's head.
- 1 Pig's liver and heart.
- 4 pig legs.
- 1 Onion, diced.
- 1 small sweet red pepper, diced.
- 2 tablespoon fresh chopped "Coyote" coriander.
- 3 cloves of g, chopped
- 1 teaspoon Annatto coloring ("achiote").



Preparation

First, wash the pig's head and remove the teeth and eyes. Then, boil the head in a pot with water until it is totally cooked.

Next, remove the bones from the pig's head and leave the meat in the pot for a little while. Add a half cup of oil and spices such as cilantro, onion, pepper and garlic. After that, cook the meat for around 40 minutes on a wood stove. Stir frequently.

Reading

Read the text and decide if the following sentences are **TRUE (T)** or **FALSE (F)**

- _____ The pig's head is cooked with all its parts.
- _____ The teeth and eyes are removed.
- _____ Cook the pig's head in a microwave.
- _____ The pig's head is seasoned and cooked on a wood stove.
- _____ To cook the pig's head, you must first pour a little water into the pot.
- _____ The pig's head is cooked for fifteen minutes.
- _____ Butter is the main ingredient of this typical dish.
- _____ Do not stir.



Extension Activities

Interview your partner about his/her favorite typical food and complete the chart below.

What's your favorite typical food?

Student's name	I like....	I don't like....

"Find someone who...":

Students fill out a form by asking questions to the partners:

Do you like....? Yes, I do. No, I don't.

- 1..... chicha
- 2..... picadillo de arracache
- 3..... guacho
4.Pozol
5.something unusual

Search the Internet for food preferences in other parts of the country and the world. Create a video or a power point presentation explaining with pictures their likes and dislikes or the recipe to prepare their special dish. (If you don't have a computer interview people in your community about their food preferences..

Some useful websites to search on typical food are:

http://www.costaricaguides.com/articles/costa_rica_traditional_food.html

<http://www.travelcostarica.nu/recipes>

<http://www.youtube.com/watch?v=vz9DGotQ5-k>

<http://www.recetasvideo.com/boruca-people-traditional-cooking.html>

<http://costaricatravelersblog.com/?p=8>

With the information collected, prepare an oral presentation to share with the class

Analyze your progress. Complete the rubric.

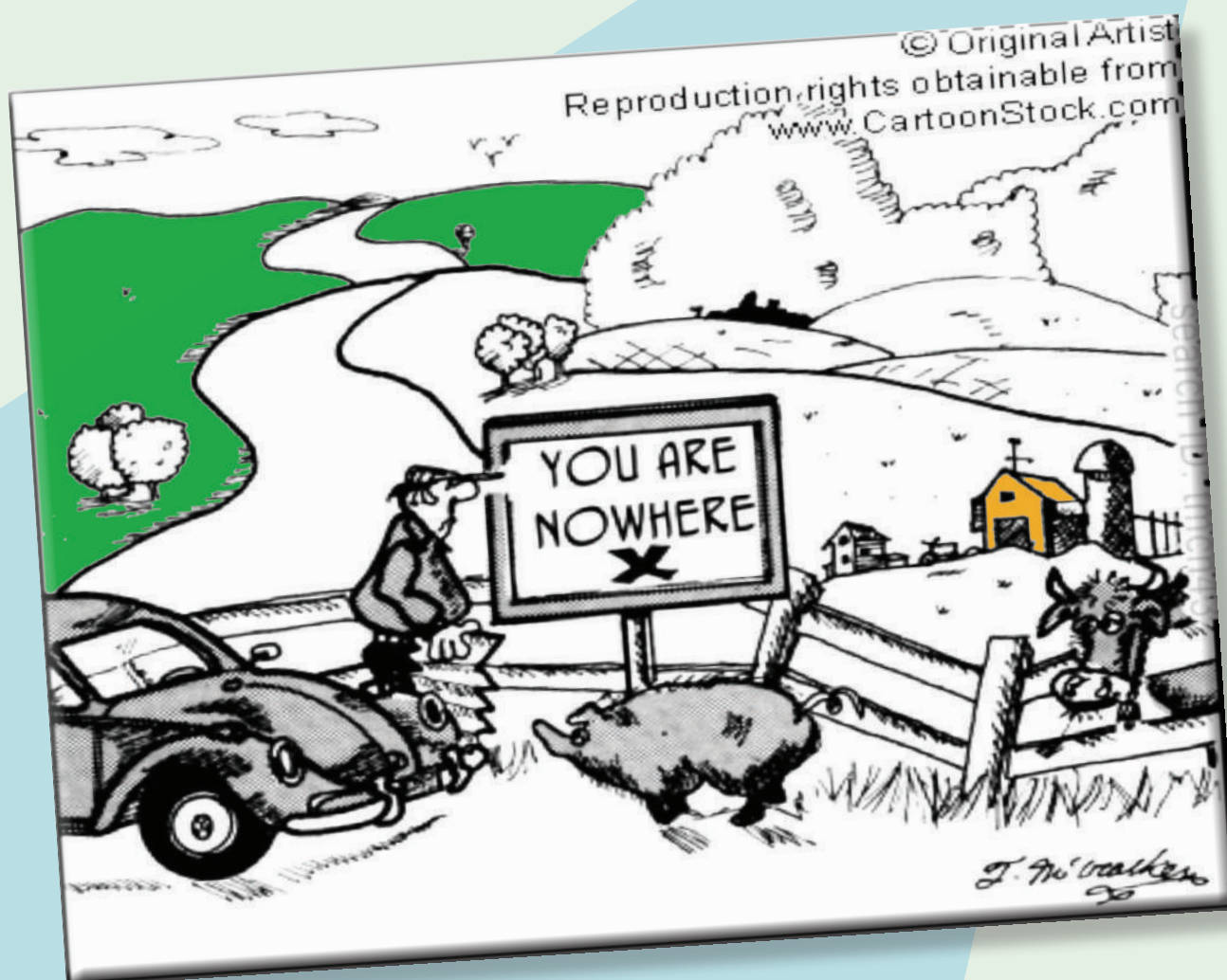


Self- Assessment Rubric

Criteria	Yes, achieved	I need more practice	Not achieved
I've learned basic vocabulary and language expressions about giving and following directions.			
I can ask/give information about giving and following directions.			
I can understand specific information related to giving and following directions			
I can talk and write about giving and following directions.			

Unit 6

Give and Follow Directions





Linguistic Objectives

Give and understand verbal and written directions.

Listening

Identifying and noting main points and personal responses.

Responding to language spoken at near normal speed in everyday circumstances.

Eliciting basic information from both strangers and friends.

Speaking

Asking and responding to questions in less predictable situations.

Comparing information in simple terms.

Using the knowledge of language to adapt and substitute single words and phrases.

Understanding short texts and dialogues made up of familiar language.

Reading

Deducing the meaning and use of unfamiliar lexical items. Understanding information when not explicitly stated.

Skimming/Scanning to locate specifically required information.

Writing

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

Writing short texts. Adapting language from source materials to parallel situations.

Choosing the appropriate form of writing for a particular task.



Warm Up

Where is the _____?

Using the map drawn on the board by the teacher, locate on the map the following important places:

- School
- EBAIS
- The High School
- The Pulperia
- The Soda
- The supermarket

What other important places are missing from the map?

1. _____
2. _____
3. _____
4. _____
5. _____

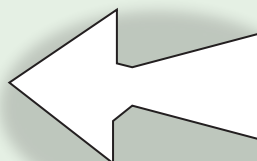
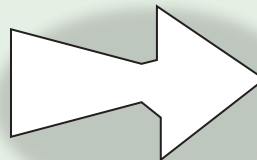
Presentation

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

Directional Vocabulary:

The basics:

Right



Left



When giving or receiving directions, the most common way to tell people which way to travel is by going right or left.

Using the above arrows as clues, what do you think right and left means?

Right _____
Left _____

When giving someone directions, in English we say “Turn right” and “Turn left”

Fun trick: Hold your arms out in front of you, flex your wrists up and extend just your thumb and index fingers on both hands, **the left hand will have a capital L for left.**

Using the community map from the previous activity, let’s label all the important places around town!

Objects/landmarks/important places in your community are useful when giving directions.

Listening

Draw a similar map, and label the following places according your teacher’s instructions.

- Path
- Bridge
- River
- Elementary School
- Clinic/EBAIS
- Church
- Creek
- Usule
- High School
- Supermarket
- Computer Center
- Bar
- Restaurant
- Bus Stop
- Bus Station





Directions Phrases

- Turn right/left
- Go straight.
- You'll see it on the right/left.
- It's across from (the school, the park, the post office)
- It's next to (the police station, the playground, the library)

Speaking



Group work – Using community map

As a group, chose a start and finishing point, and taking turns, have each student give one step of the directions until you have reached your end location.

How do I get to the _____?

Pair work

Using your community map, chose a starting point and an ending point but only tell your partner the starting point. Give them directions to your end point following your community map.

Where am I?

Take turns so each of you can go at least 3 times. Write the directions as you go and present to class.



Writing

Using the direction phrases, create 5 example sentences using the community map to give someone directions from the school to another location

1. _____

2. _____

3. _____

4. _____

5. _____

Reading

Read the text and draw the map.

Example of directions from Talamanca: Katsi to Amubri

Walking:

Walk up the road. After 10 minutes, there is a small grocery store on your right. Next to it is a path. Go down the path about 10 minutes until you pass a small branch of the river Katsi. Cross it and keep walking down the path. After 5 minutes, you will arrive at the Katsi River. Cross in a canoe or on foot. Follow the path another 10 minutes until you reach the center of Amubri.

On a Motorcycle:

Go down the road, about 15 minutes. Cross the river by boat. From there, go up 25 minutes until you reach Suretka. Crossing the Cockles river, you will see a hanging bridge. Continue 500 meters until the intersection, make a left, and continue until you arrive at the river bank. Cross the Telire River, and continue straight for 25 minutes until you reach the center of Amubri.





Find the following words:

Road
River
Left

Path
Arrive
Meters

Cross
Walk
Kilometers

Bridge
Right

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



Writing

Use the words found to fill in the blanks:

_____ up the _____, and make a _____ onto the small _____. Continue 100 _____ until you _____ a _____. Soon you will _____ at a _____. Make a _____ and follow it for 8 _____.

Reading

Giving directions abroad and in large cities:

In the United States

In the United States, directions are different than here in Costa Rica, and are especially different in cities. Instead of using meters, they use feet, and instead of kilometers, they use miles. In cities, they count by city blocks. Streets are numbered or named in cities and in towns, and they also use cardinal directions (North, East, South, West) and uptown and downtown.

For example:

Where is the supermarket?

In San Jose:

Go straight for 200 meters and then make a left, walk for another 200 meters and it's on your left.

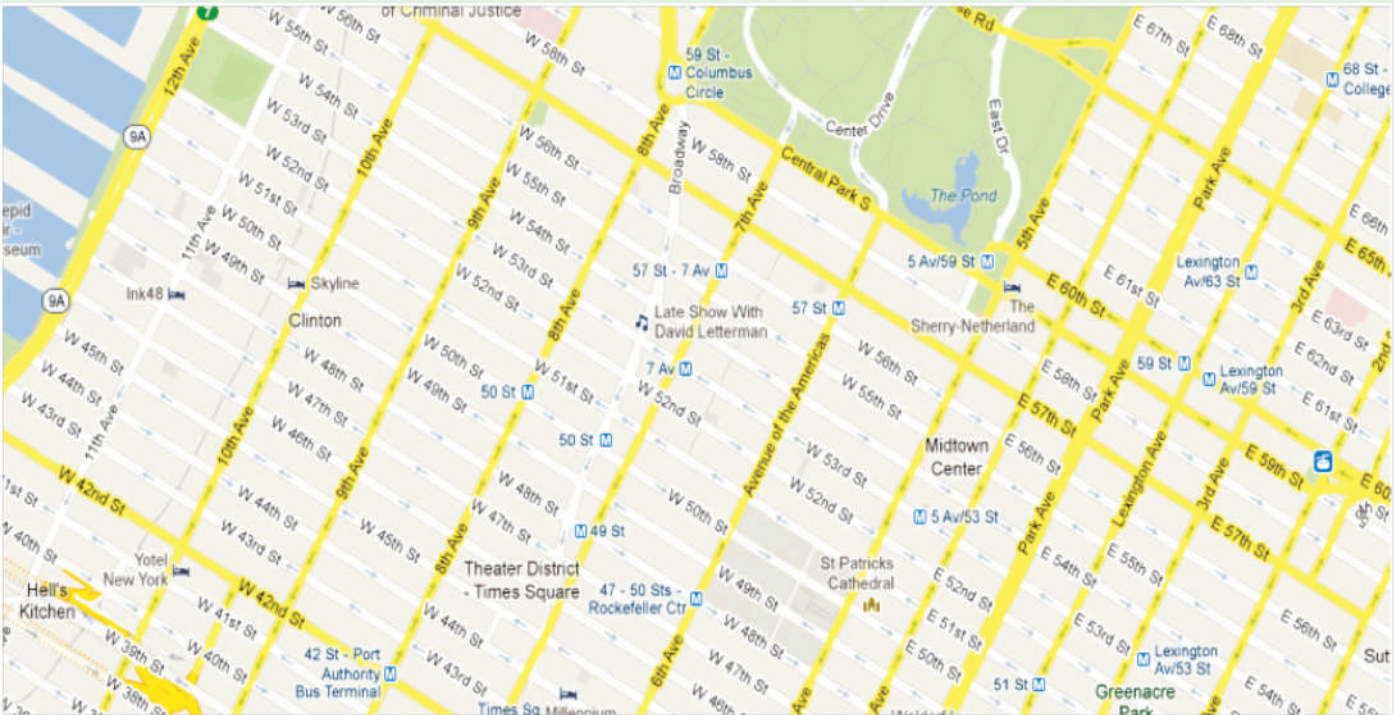
In New York City:

It is on the corner of 10th Street and 1st Ave. Go straight for two blocks until 10th street, then make a left, walk for another two blocks until you get to 1st Ave.





Look at the map, and point out how streets/avenues are labeled, count the blocks from two points.



Extension Activities

Pair work

A. Create a map of your community using technology if available and make a role-play with your partner where you ask for and give information about getting around in your town.

B. Look for information about how to ask and give directions in big cities. Create a small map of a town in a big city. Make a role-play where you ask for and give information about getting around.



Picture Dictionary

Picture	English	Bribri
	Left	Ulà bklik
	Right	Ulà bua`ie
	Go Straight	Shkok yësyës
	Across From	ñalàkköiët
	Road	ñalà
	Cross	E` ökchor



Self-Assessment Rubric

Name of Unit: _____

Students Name: _____

	1 <i>I didn't really participate</i>	2 <i>I made an attempt, but really could improve</i>	3 <i>Although I could improve, I'm satisfied with my effort</i>	4 <i>I put in a lot of effort and am content with the work I did</i>	5 <i>I did the best I could and am completely satisfied with my work</i>
Reading Activities					
Writing Activities					
Pair Work					
Group Work					
Class Participation					
Personal Behavior					
Individual Activities					
Asked appropriate questions					

The thing I could most improve on _____
because _____

The activity I most enjoyed was _____

I still have questions about _____



Unit 7

OCCUPATIONS





Linguistic Objectives

Listening

Understanding short passages (instructions, messages dialogues, etc.) made up of familiar language.

Interpreting extracts of spoken language made up of familiar material.

Speaking

Taking part in short conversations.

Reading

Deducing the meaning and use of unfamiliar lexical items.

Understanding a variety of texts that include familiar language.

Writing

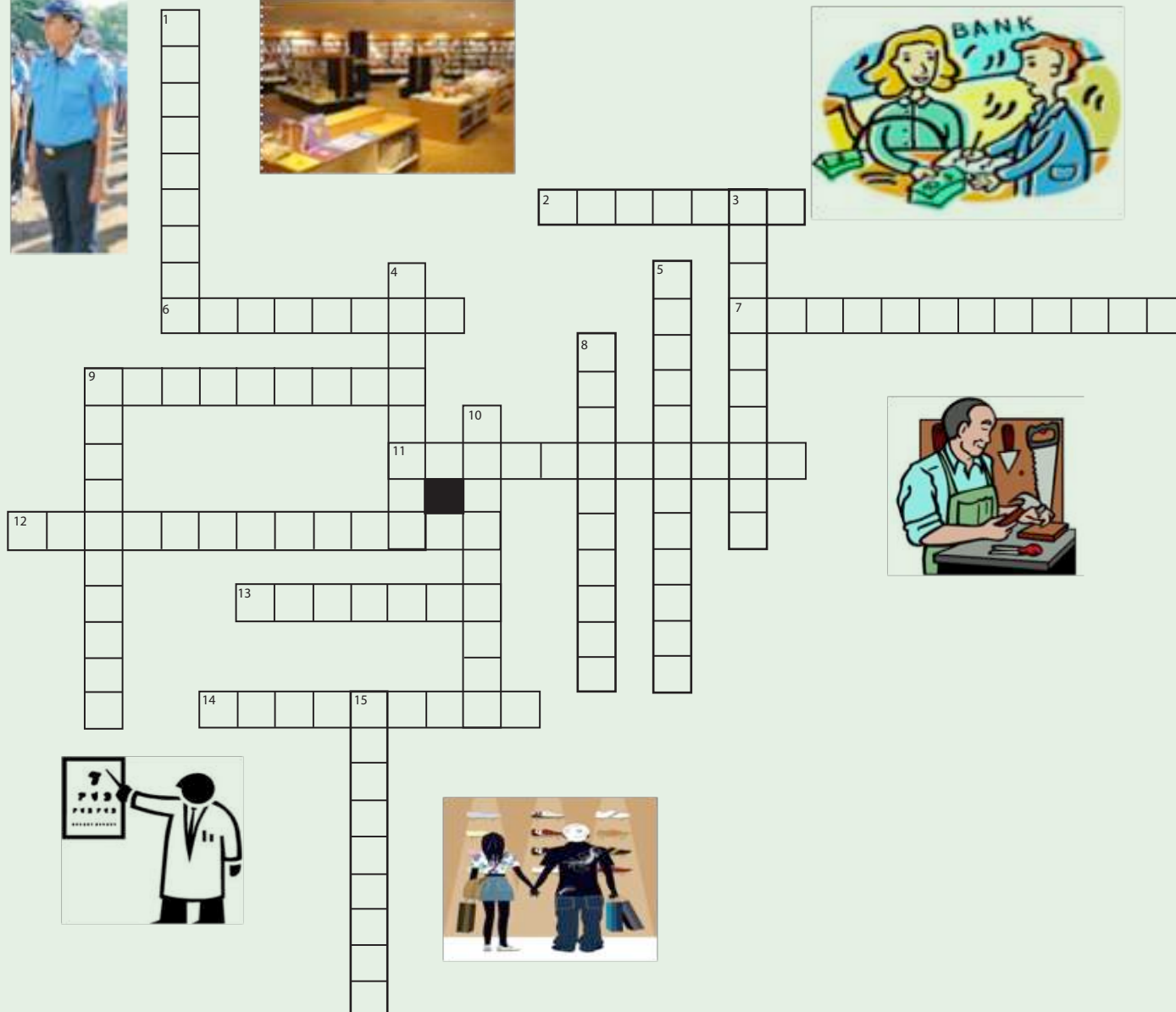
Substituting individual words and sets of phrases.

Writing short texts.

Adapting language from source materials to parallel situations.

Warm up

Cross- word puzzle: Jobs and Places of Work



Across

2. This person looks after your teeth.
6. You can buy shoes here. (4,4)
7. You can book your holiday here. (6,6)
9. This person works in a bank. (4,5)
11. He/She will cut your hair.
12. This person keeps the streets clean. (6,7)
13. This person care for your security.
14. You can get your eyes tested here.

Down

1. You can buy jewellery here.
3. You can buy pens and papers here.
4. You can buy books here.
5. You can get medicines here. (8,4)
8. You can buy golf clubs, foot balls, sportswear, etc. here. (6,4)
9. You can buy bread and cakes here. (6,4)
10. This person works in a library.
15. This person works with wood.



Presentation

Listen to your teacher introduce the vocabulary and grammar needed for this unit. Look at the summaries at the end of the unit.

Listening / speaking

In pair, play “Memory game” using the cards with the names of some local occupations and their main responsibilities. Match the card with the picture to the card with the correct description.

Read the sentences below and circle the correct subject pronoun according to the corresponding verb “to be” form agreement (affirmative or negative).

- 1 **He / We** is an actor
- 2 **We / She** are teachers.
- 3 **She / They** is a doctor.
- 4 **I / They** are students.
- 5 **She / I** is at home.
- 6 **We / He** is a child.
- 7 **It / He** is a taxi.
- 8 **I / They** are in Budapest.

Individually or in groups, read the biography of a person from the community and learn about what he/she does.



Speaking

Individually, answer the following questions related to the story.

- 1) What does she/he do for a living?
- 2) Where does she/he work?
- 3) What kind of job is it?
- 4) What kind of occupation would he or she like to have in the future?

In pairs, share the information collected from the readings and compare them using a graphic organizer. Present your findings to the class.

Reading/Speaking

Select one of the occupations from the list in the annex. Write the words on an index card and tape it to your back. Stand up and be ready to play “find someone who...” Moving around the class, interview your classmates in order to guess the occupations selected.

Do you work in a_____?

Are you a_____. Yes, I am. No, I am not.



Reading

Read the article about Rigoberta Menchú and answer the questions below.



Rigoberta Menchu

Rigoberta Menchú Tum (born 9 January 1959, Chimal, El Quiché, Guatemala) is an indigenous Guatemalan from the K'iche' ethnic group. Both during and after the Guatemalan Civil War (1960–1996), Menchú dedicated her life to Guatemala's indigenous peoples, and to promoting indigenous rights in the country. She received the 1992 Nobel Peace Prize. She is the subject of the testimonial biography *I, Rigoberta Menchú* (1983) and the author of the autobiographical work, *Crossing Borders*.

Menchú is a UNESCO Goodwill Ambassador. She has also become a prominent figure in indigenous political parties, and she ran for President of Guatemala in 2007.

Her father, Vicente Menchú, was a member of the guerrilla movement Guerrilla Army of the Poor. He died in 1980 during the Burning of the Spanish Embassy.

- 1- Who is Rigoberta Menchú? _____
- 2- What is Rigoberta's occupation? _____.
- 3- What is Rigoberta's profession? _____.
- 4- What did she want to publish? _____.
- 5- What did her father do? _____.



Writing

Look at the pictures and get ready to answer the questions below.



Look at each of the pictures. With the help of your teacher identify the name of each occupation.

Take turns with your partner asking and answering the following question:

What does he/she do?

He/she is a(n) _____

Read the questions and answer them.

1. What types of job would you like to do? Why?
2. Where do you see yourself working in ten years?
3. What type of jobs do your neighbors do?
4. Identify two types of jobs that are in your community and write one characteristic for each.
5. List two benefits of having an occupation that will help your community.

Different Occupations in Namaldí



Namaldí is a small town located in Matina, which is on the province of Limón. Most of the people are Indigenous. People are teachers, bus drivers, canoe drivers, cooks, janitors, farmers, fishermen, hunters, police officers, principals, construction workers and housekeepers, among professions.

Indigenous people want to have different occupations in their community such as engineer, judge, astronaut, writer, lawyer, veterinarian and doctor. For this reason, they are studying in different institutions and universities. Most of the time, indigenous people have to walk long distances, to be seen by a doctor. Parents are encouraging their children to study because they want to improve their way of living.

- 1- Where is the town located? _____
- 2- Write four professions people in Namaldí want to study. _____
- 3- Why people are encouraging students? _____
- 4- Write four occupations from Nimadi's people. _____

Extension Activities

- Research: Find different occupations people do in the community and share the findings class. Use flashcards or internet resources as visual aids.
- Simulation: Write about what you would like to do in the future. Use props and a costume as part of your presentation.
- Speaking: Answers the following question about occupations.
- What work would you like to do in the future?
- What kind of job do your parents do?
- What kind of occupation can you find in your town?
- Where would you like to be in ten years? (work, place, etc.) Explain.



Self-Assessment Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Stays on task	Student reads the entire period. This may be independent reading or done with adult or peer assistance, as assigned.	Student reads almost all (80% or more) of the period.	Student reads some (50% or more) of the time.	Student wastes a lot of reading time.
Respects others	Student reads quietly and stays in one place in the reading area.	Student reads quietly. S/he moves around once or twice but does not distract others.	Student makes 1-2 comments or noises when reading, but stays in one place in reading area.	Student reads loudly, makes repeated comments or noises OR fidgets and moves about often, distracting others.
Understands story elements	Student knows the title of the story as well as the names and descriptions of the important characters. Can tell approximately when and where the story happened.	Student knows the names and descriptions of the important characters and where the story takes place.	Student knows the names OR descriptions of the important characters in the story.	Student has trouble naming and describing the characters in the story.
Focus on story/article	Student is lost in the story. There's no looking around or flipping through the pages.	Student seems to be enjoying and moving through the story, but takes some short breaks.	Student seems to be reading the story, but doesn't seem to be very interested. Takes a few short breaks.	Pretends to read the story. Mostly looks around or fiddles with things.

Annex

Solution to crossword puzzle

Across	Down
22. dentist	1. jewellers
6. shoe shop	3. stationers
7. travel agents	4. bookshop
9. bank clerk	5. chemist's shop
11. hairdresser	8. sports shop
12. street sweeper	9. baker's shop
13. soldier	10. librarian
14. opticians	15. carpenter

Vocabulary. Occupations

Fisherman Coffee picker Veterinarian Medical Doctor Singer Teacher Actor Painter Police officer Bus driver Boat driver Sales person Driver Hunter Artisan Nurse Cooker Scientist	Baby sitter House keeper Accountant Vendor Chef Janitor Security guard Truck collector Mail carrier Dentist Photographer Baker Mechanic Reporter Waitress/Waiter Hairdresser Teller	Pilot Computer engineer Investigator Secretary Physical Therapist Mentor Model Director Business women Paleontologist Baseball player Architect Ballerina Animal trainer Teacher Lawyer Obstetrician
---	---	--

Basic Phrases

- Where do they work?
- What do they do at work?
- What do they like about their job?

He is _____	Is he/she a _____?	Is he/she a _____?	Yes, he/she is _____
She is a _____	Yes, he/she is.	No, he/she isn't.	No, he/she isn't a _____