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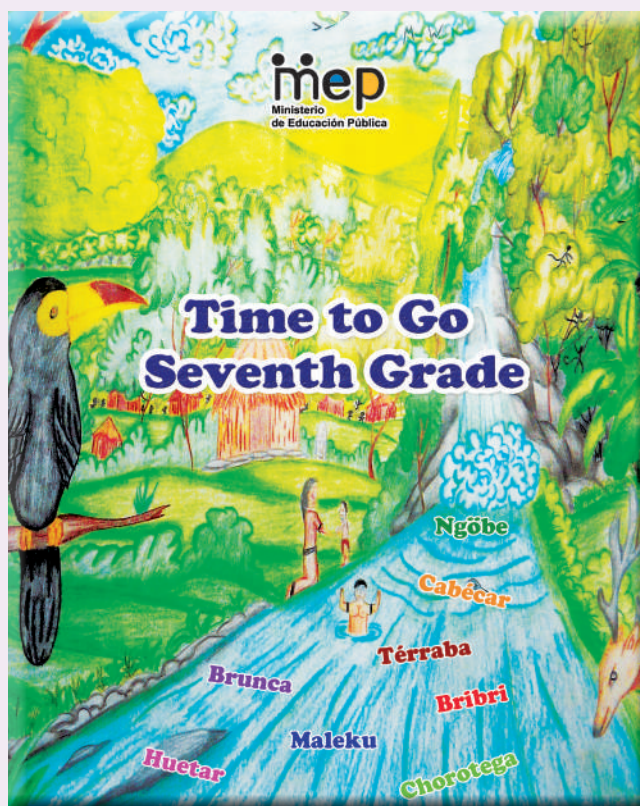
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Presentación

El libro, Time to Go: Seventh 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 recursos pedagógicos 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 es una de las materias básicas del currículo nacional. Además, es considerada por las y los estudiantes y padres de familia en los territorios indígenas como una herramienta necesaria para ampliar sus oportunidades laborales, profesionales y de intercambio intercultural.

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

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



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 ocho 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 séptimo año.

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

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

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



Dear teacher

This is an integrated skills book for seventh 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 seventh grade.

This book is divided into eight 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, but 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 possible connecting new information with prior knowledge, 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.



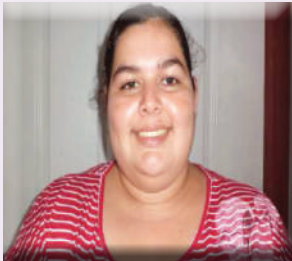
In order to communicate effectively in English, students need to be able to listen, speak, read and write. All efforts should be based on enabling students to become fluent in the target language, emphasizing oral work.

Rebecca Oxford (2001) views these four main skill set: 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.

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| | | |
|---|---|---|
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|  | Grace Rojas Pérez | La Casona High School, Coto Region. Unit 2: Introducing Oneself to Others |
|  | José Emmanuel Chale Barrantes, Arelis Mayorga Zúñiga | Shiroles High School San Vicente High School, Sulá Region. Unit 3: Presenting Oneself to Others: Unit Review |
|  | Heber Guevara Vásquez, | Alto Conte High School, Coto Region. Unit 4: Classroom Objects |
|  | Bernabel Saldana Montezuma, | Alto Guaymi High School, Coto Region. Unit 5: Description and Location of Classroom Objects |

| | | |
|---|--------------------------|--|
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|  | Sivviany Arrollo Najera, | Térraba High School, Grande del Térraba Región. Unit 7: Goods and Services San Rafael High School, Coto Region |
|  | Katty Mata R. | Abrojo Montezuma High School Unit 8: Following and Giving Instructions. |
|  | Jeinny Villegas , | San Rafael High School, Coto Region Unit 8: Following and Giving Instructions |





Unit 1

Exchange Greetings, Leave-takings and Introductions



Linguistic objectives

Listening: identifying sounds in context.

Speaking: Responding with single words or short phrases to what is seen or heard.

Reading: Understanding simple words presented in a familiar context.

Writing: writing items-simple signs, instructions and set of phrases.

Warm up. Guess which language these greetings belong to.



Isthö ba shkina



Ñan täre degä__



1.English 2.Cabecar
3.Ngäbere 4.Bribri



Is be'shkena

How are you?



Presentation

Listen to the teacher.

Study the following greetings, leave takings and introductions in the following chart.

| Greetings | Introductions | Leave takings |
|-----------------|----------------------|------------------------|
| Hello! | I am Maylin. | Good bye, Jose. |
| Hi! | My name is Gamaliel. | See you later, Amelia. |
| How are you? | | Bye, Arturo. |
| Good morning. | | |
| Good afternoon. | | |
| Good evening. | | Good night. |

Listening

- Listen to a dialogue in Cabecar about greetings and leave takings. Then, listen to the dialogue in English. Compare similarities and differences.



Ana: Shö! Carlos.
 Carlos: Jishtö ba shkina, Ana.
 Ana: Jirä yis ñariäkakla je kië rä, Luis.
 Carlos: Jishtö bä shkina, Luis.
 Luis: Bäi sibö ki.
 Ana: Smeepa Carlos.
 Carlos: Sa ña suani jirä kamiskla, Ana
 Carlos: Smeepa, Luis
 Luis: Smeepa.

Ana: Hello! Carlos.
 Carlos: How are you, Ana?
 Ana: This is my friend, his name is Luis.
 Carlos: How are you, Luis?
 Luis: Fine, thanks.
 Ana: Good bye, Carlos.
 Carlos: See you later, Ana.
 Carlos: Good bye.
 Luis: Good bye.



Compare similarities and differences

| Cabecar | English | Your native language |
|--------------------------|---------|----------------------|
| Greeting Leave-taking | | |

Listen to the dialogue in English and practice the pronunciation with the teacher.

Speaking

Practice the conversation in pairs.

Listen to the following greetings and leave-takings. Classify them.

Greetings

Leave- takings

So long. See you. Bye. How are you? Hello!
Take care. How are you doing? Good night. Hi!
Good morning.

Reading.

Put the pieces of this conversation in order. Use numbers from 1 to 6.

____ **Jerónimo: Good Morning, teacher.**



- ☐ Teacher: See you later, Jerónimo.
- ☐ Teacher: I am fine, thank you. How are you?
- ☐ Jerónimo: See you later, teacher
- ☐ Jerónimo: How are you, teacher?
- ☐ Jerónimo: Fine, thank you.
- ☐ Teacher: Good morning, Jerónimo. Good to see you.

Listen to your teacher say the conversation twice and check your answers.

Practice the conversation in pairs.

The vocabulary in the box has formal and informal greetings and leave-takings. Compare them with the help of your teacher.

| Formal greeting | Informal greeting | Formal leave-taking | Informal leave-taking |
|--------------------|---------------------|---------------------|-----------------------|
| Hello! | * Hi! | So long. | See you. |
| Nice to meet you. | How are things? | Good-bye. | Bye. |
| How are you doing? | *How have you been? | | Take care. |
| How do you do? | How's it going? | | |
| | | | |
| | | | |

*Are both formal and informal

Writing

Group Work. Use the greetings and leave-takings in the box, make a dialogue and practice the pronunciation.

Reading

Complete the dialogue with the words from the box below.



Situation: Fernando meets Yensy at Kjakuo Sulo high school.

Fernando: _____, Yensy. How are you?

Yensy: Fine, thank you, _____?

Fernando: _____

Yensy: Fernando, this is my new friend, Elena.

Fernando: _____, Elena

Elena: Nice to meet you, too.

Yensy: Good _____. Fernando. We have to go.

Fernando: _____.

Nice to meet you.

Take care.

and you?

Hello.

Very well, thank you.

bye.

Personal Introductions

Speaking

Listen and repeat. With the help of the teacher, identify ways to introduce yourself in English.

Situation

Luis and Enrique are students. They are meeting for the first time. They are talking about their vacation plans.

Luis: Hello. I'm Luis García. What's your name?

Enrique: My name is Enrique López. Nice to meet you, Luis.

Luis: Nice to meet you, too. Tell me Enrique, where are you going on vacation?

Enrique: I am going to Chirripó National Park.

Luis: Where is it?



Enrique: In Pérez Zeledón.

Luis: I am going to Puntarenas.

Enrique: Great, give me a call when you can?

Luis: All right.

Enrique Bye, Luis

Luis: See you, Enrique.

Extension Activities

Activity A: Identify some greetings and leave-takings in the previous dialogue and re-write it using personal introductions. Then role-play it with a partner.

Activity B: Introduce yourself and practice the dialogue with your partner.

Useful expressions

English

Beto: Hello.

Jose: How are you?

Beto: Very well.

Jose: See you in class.

Beto: All right.

Jose: Bye.

Beto: Bye.

Cabecar

Beto: Shä.

José: Ishtä bä shkina.

Beto: Bäiebä.

Jose: Sä ña suani säyörke mate waska.

Beto: Bäira.

Jose: Smeepa.

Beto: Jää.

Self- assessment

| Criteria | Yes, achieved | I need more practice | Not achieved |
|---|---------------|----------------------|--------------|
| I can greet in different times and places. | | | |
| I can say Good – bye in different situations. | | | |
| I can introduce someone. | | | |



Unit 2

IDENTIFICATION OF ONESELF TO OTHERS



I am Ngäbe.
These are
my friends.



We are from La
Casona Ngäbe
Community.



We are good
dancers. Are
you?



I am proud to be
a mother and a
student as well.

LINGUISTIC OBJECTIVES

| | |
|------------------|--|
| Listening | <ul style="list-style-type: none"> • Understanding a range of familiar statements and questions. • Understanding clear speech. |
| Speaking | <ul style="list-style-type: none"> • Using appropriate form for personal address. • Asking and responding to questions in clearly and defined situations. • Taking part in simple structured conversations of at least three or four exchanges. • Using the spelling of familiar words in order to spell others that are unfamiliar. |
| Reading | <ul style="list-style-type: none"> • Understanding simple vocabulary and expressions presented in context. |
| Writing | <ul style="list-style-type: none"> • Write short phrases with understanding spelling. |

Warm-up

In a round table setting, students introduce themselves to the group.



Presentation

Listen to the teacher's personal information.

Grammar preview

| Wh- questions | Introductions | Personal Pronouns |
|-----------------|-----------------------------|---------------------|
| What...? | I am... | I am... I'm |
| Where...? | My name is... | You are... You're |
| Who ...? | I live in | He is... He's |
| What is her...? | My phone number is... | She is... She's |
| What is his...? | My address is... | It is... It's |
| | Her/His name is... | We are... We're |
| | Her/His address is.... | They are... They're |
| | Her /His phone number is... | |

Listening

1. Listen to the teacher and repeat the following personal introduction.



My name is Ana, I am Ngäbe.
I am an Elementary School teacher.
I live in La Casona.
My address is 250 meters South from the School.

2. Listen to conversation twice and answer the following questions.



- What is her name?
- What is her address?
- Where does she live?
- Is she Ngäbe?

3. Students listen to the teacher and follow up the conversation.

Situation: Tigön is a High School student which is introduced by his friend Zacarías to a new classmate from Boruca.



Tigön: Hi Zacarías, What's up?

Zacarías: Everything's ok! Are you ready for school?

Tigön: Yes, I am. Who is your friend?

Zacarías: Oh! This is Chochi. He is our new classmate.

Tigön: Hey, nice to meet you. Where are you from?

Chochi: I'm from Boruca, an Indeginous community.

Tigön: Wonderful! Do you speak another language?

Chochi: Yes,I speak brunka!

Tigön: Cool, I speak ngäbere.

Zacarías: Ok guys, it's time to go to the Ngäbere language class.



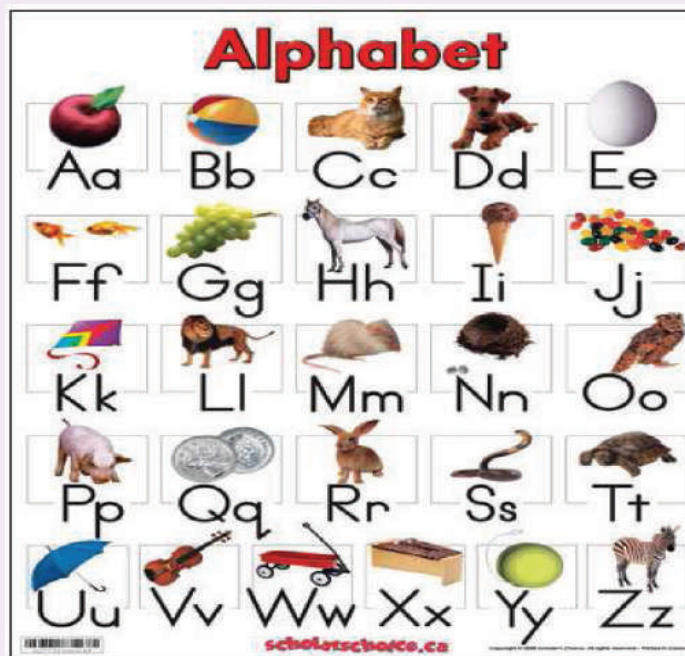
4. Listen to the teacher again and answer.

- Who are they?
- Where is Chochi from?
- Are they students?
- What languages do they speak?

Speaking

5. Read the dialogue and perform the situation.

6. Listen to the teacher presenting the English alphabet.



7. **Spelling game.** Listen to the teacher spell some words and write them down.

8. **Pair work.** Write several names in your notebook. Sit with a partner and take turns spelling names.

Reading

1. Read the following dialogue and complete the blank spaces with the vocabulary given in the chart below.

Carlos: _____ Daniel?

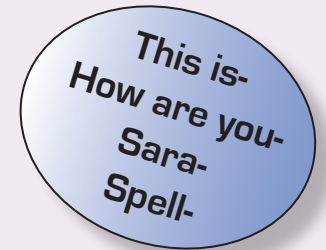
Daniel: Everything Ok!

Carlos: Who is this?

Daniel: _____ our new classmate, Sara Montezuma

Carlos: Hi _____ welcome to Liceo Rural La Casona, by the way How do you _____ your last name.

Sara: M-O-N-T-E-Z-U-M-A



2. Read the following conversation between Dr.Söchil who works in La Casona EBAIS and a patient. She needs to fill out the patient's file.



Match the questions made by the Doctor on the right column to the information given by his patient on the left column.

Dr. Söchil

- a) Good morning!
- b) What is your name?
- c) How old are you?
- d) Where do you live?
- e) What do you do?
- f) How do you feel today?
- e) How do you spell your name?

Patient

- () T-I-G-Ö-N
- () My name is Tigön.
- () Good morning!
- () I feel sick.
- () I'm a student.
- () I live in La Casona.
- () I'm 14 years old

3. In pairs, you will receive an envelope with the dialogue between Dr.Söchil and her patient cut out in pieces. You have to organize the conversation. The pair who finishes faster is the winner.

Speaking

1. Sit back to back with a partner. Make Wh- questions in the target language to fill out the chart below. Each person has 1 minute to get the answers and fill out the chart. When you finish, look for a new partner to complete the whole chart. Whoever finishes first is the winner.

| Name | Address | Age | Occupation | Language | Phone number |
|------|---------|-----|------------|----------|--------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Extra Activity Guessing Game

Create personal information cards, either on paper or using a computer. You may add a photograph and print it out. The cards are put inside a box. In a round table, you will take one and read it out loud, and the class will guess who he/she is.

Writing

1. Look at the picture. Write a short paragraph with personal information statements.



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Situation: You have finished High School and you are filling out job applications which have to include your personal information. Read and fill out the following form given to you by EBAIS clinic.

| Job application | |
|----------------------------|------------------|
| First name: _____ | Last name: _____ |
| Date of birth: _____ | Age: _____ |
| School: _____ | |
| Languages you speak: _____ | |
| Address: _____ | |
| Phone number: _____ | |

Unit - review

1. Listen to the conversations and mark the correct answer with (X).



Situation #1

1. What is her first name?

a) Katalina b) Catalina c) Both d) Bejarano

2. What is her surname?

a) Catalina b) Bejarano c) Catalina Bejarano d) Cata

Situation # 2

1. Where does he live?

a) English Teacher b) Chirripó c) Bernny d) La Casona

2. What is his first name?

a) Ovaes b) Chirripó c) Bernabel d) English

Extension activities

- a) You will interview three people who you consider important in your community. Ask for personal information such as name, address, age, telephone number, e-mail and others. Take pictures and create a Power Point presentation to introduce them in oral form to the class.
- b) Choose one classmate and write a short personal presentation about him/her. Then, call three people to come to the front including the person you selected. Next, you will introduce that classmate without revealing his/her name, and the class will guess who you are describing.

Picture Dictionary with Wh- questions

1. What is your name?



My name is Ana.

2. Where do you live?



I live in La Casona,
a Ngöbe Community.

3. Who are you?



We are Ngäbe students.

4. What's her name?



Her name is Thessaly.







5. What's your phone number?



It's 8-6-7-8-4-2-9-0.



Self-assessment chart

| Objectives | Yes | No | Needs improvement |
|--|-----|----|-------------------|
|  I can understand short statements by aural input. | | | |
|  I can introduce myself to others. | | | |
|  I can ask questions related to personal information. | | | |
|  I can answer to personal information questions. | | | |
|  I can spell my name. | | | |
|  I can write short phrases with understanding correct spelling. | | | |

Unit review listening scripts

Listening #1.

- a) Good morning Miss! What's your name?
- b) My name is Catalina Bejarano
- a) Catalina with C or K?
- b) Catalina with a C.

Listening #2

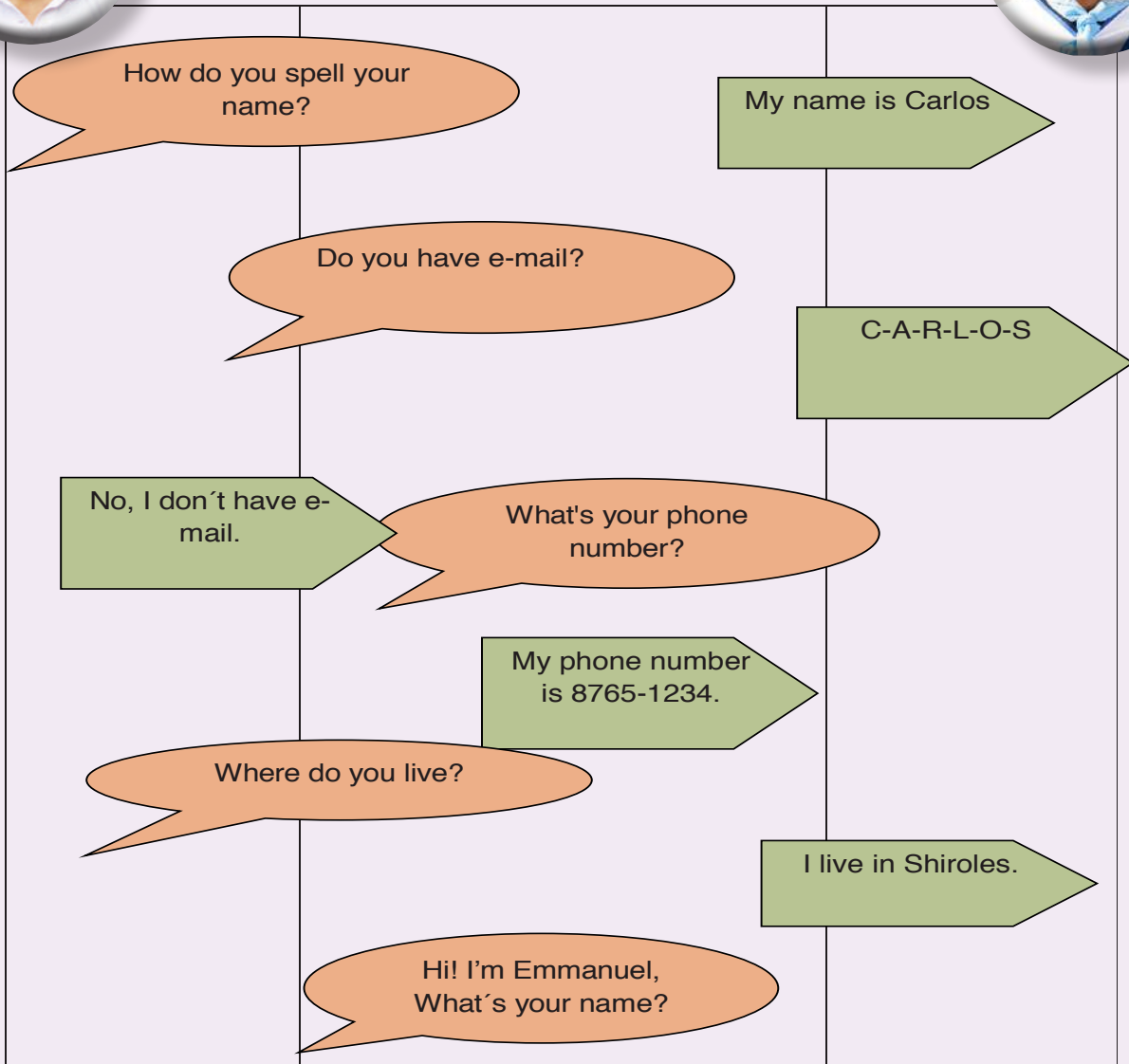
Hello everyone! I'm your new English Teacher,
My name is Bernabel Ovaes , I live in Chirripó, I'm happy to be here.

Unit 3

Presenting oneself to others: Unit Review

Warm up:

Put the conversation in order. Practice the conversation in pairs.



Presentation.

Study these charts with the guide of your teacher.

Contractions

| | |
|----------|---------|
| I am | I'm |
| You are | You're |
| He is | He's |
| She is | She's |
| It is | It's |
| We are | We're |
| They are | They're |

WH- questions

| Question | EXAMPLE |
|----------|-----------------------|
| Where | Where are you from? |
| When | When were you born? |
| Who | Who are your parents? |
| How | How old are you? |
| What | What is your name? |

| Personal pronouns | Possessive adjectives | EXAMPLE |
|-------------------|-----------------------|--|
| I | My | I live in Gavilán. My town is small. |
| You | Your | You are from Chiná kichá. Your classmate, too. |
| He | His | He is my brother. His horse is brown. |
| She | Her | She is my teacher. Her name is Nauka. |
| It | Its | It is a good boat. Its owner is Carlos. |
| We | Our | We like to swim. Our favorite river is Cuen. |
| They | Their | They are sleeping in their hammock. |

Language Functions

Asking for and giving personal information.
Creating and filling out forms.

Listening

- 1) Listen to the teacher. Complete the chart below.

Hi, I'm Carlos, but my friends call me Namú. It means "tiger" in Bribri language. I'm from an indigenous town called San Vicente. I go to high school in Shiroles and my friend María, does. She is from Suretka. She lives next to the pulpería (a small grocery store) called Chumuta. This means banana in Bribri. That's why my classmates call her Chumuta. I live close to the river. Its name is Chumuri. It's near the town of El Progreso. I walk for an hour and a half to get to the high school. If it rains a lot, I always call my English teacher to let her know I'm running late. Her name is Elena and her phone number it's 8967-4523. She lives in Shiroles, 50 meters north of the police station. We call her "Niña".

| NAME | NICK NAME | LIVE IN | ADDRESS | PHONE NUMBER |
|------|-----------|---------|-----------------------|--------------|
| | Namú | | | |
| | | | Next to the pulpería. | |
| | Shiroles | | | 8967-4523 |

- 2) Match question in column A with the correct answer in column B.

COLUMN A

- What's your name? 1)
 What's his name? 2)
 Where are you from? 3)
 Where is she from? 4)
 Are you married? 5)
 How old are you? 6)
 What do you do? 7)

COLUMN B

- () His name is Carlos.
 () I'm 13 years old.
 () I'm from Talamanca.
 () No, I'm not married.
 () I'm a student.
 () My name is María.
 () She is from Chirripó

Speaking

- A) Get in groups of three and introduce yourself to one another. Use information from the box below.

What's your name?

My name is ...

What's your address?

My address is ...

Where do you live?

I live in ...

What do you do?

I am a student.

What do you like to do in your free time?

I like to

- B) When you finish, take turns and introduce one of your partners to someone else.

Reading

- 3) Read this information. Then write "T" if the sentence is true, "F" if is not, and "NG" if the information is not given.

Juan Chavez is a thirteen years old boy. He helps his grandfather, Carlos Chavez on week-ends. They live in Bribri. He is a student and his favorite subject is English. He likes to play soccer. Right now, he plays for his high school team. They usually play on Wednesdays. He lives in Shiroles, Talamanca. He is single. His phone number is 2204-5803. And his ID card number is 708630478. His parents' names are Ramón Chavez and Magdalena Contreras. His father is a farmer and his mother is a housewife.

- 1) Juan Chavez helps his grandfather on Wednesdays. _____
- 2) Juan is a farmer. _____
- 3) Juan likes to swim. _____
- 4) Juan is not married. _____
- 5) Juan is over 18 years old. _____
- 6) Ramón's ID card number is 5-088-978. _____
- 7) Ramón's father lives in Bribri. _____
- 8) Magdalena is a dress maker. _____
- 9) His high school's phone number is 2204-5803. _____
- 10) Carlos favorite subject is English. _____

Writing

- A) Create a short conversation based on the situation below.

Situation: Dariana and Rodrigo are friends. Moisés wants to play in Rodrigo's soccer team, but he doesn't know Rodrigo. Then, he asks Dariana to introduce Rodrigo so they can be friends and play on the same soccer team.

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

EXTENSION ACTIVITIES

- A) Listen to the teacher and complete each statement.

The boy's full name is: _____

The boy's address is: _____

His sister's name is: _____

He likes to: _____

- B) Listen again and write any additional information about him.

| |
|--|
| |
| |

TEACHER'S SCRIPT FOR LISTENING A

Hi! My name is Steven Mendez. I'm 20 years old. I work in a supermarket and I like to help my neighbors making our traditional hut with "suita". That is a kind of palm tree. Leaves are used for building the roof. I live in China Kichá. That means root of the orange tree. Here in my community, everybody knows how to build our traditional hut, úsule, even my little sister. Her name is Carmen. She likes swimming in the river.



Unit 4

CLASSROOM OBJECTS



Linguistic Objectives

LISTENING

Understanding a range of familiar statements and questions.

SPEAKING

Naming and describing people, places and objects.

Taking part in brief prepared tasks of at least two or three exchanges.

READING

Understanding short phrases presented in a familiar context. Responding to written or visual stimuli.

WRITING

Making short substitutions (two or three words) in a short, familiar written task.

Warm up




Find five classroom objects hidden in the picture.



Presentation

Listen to the teacher and repeat. Identify the classroom objects in the picture. Write the name next to each one.

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

| | | |
|--|------------------------|---|
| <p>This is a waste basket.</p>  | <p>What is that?</p> | <p>It is the ceiling fan.</p>  |
| <p>These are pencils.</p> | <p>What are those?</p> |  <p>Those are books.</p> |

Listening

Situation:

Julio and Natividad are teenagers. They are in seventh grade and they are chatting on Facebook.

J: Hello! How are you?

N: Hi! Fine and you?

J: Very well! Where are you from and how old are you?

N: I'm from Ciudad Neilly and I'm thirteen years old, and you?

J: I'm from Alto Comte.

N: Really? Where is it?

J: It is in an Indigenous community.

N: Amazing! Is there a high school there?

J: Yes, there is. It is beautiful and today was my first class.

N: Great! Today was my first class, also. Is your classroom beautiful?

J: Yes, there are many things in my new classroom. We have a white board, a desk, posters, a clock, a calendar, and a garbage can. And what about you?

N: My classroom is beautiful, too. We have a white board, a computer, and many posters with English phrases, a desk, and a big bookshelf.

J: Send me a picture of your classroom and I will send you one.

N: Here, it is.



J: Cool!!! This is mine.



J: Ok Bye.

N: Bye.





Listen to the conversation and answer the following questions.

1. How many people are chatting on Facebook?

2. What are their names?

3. What do they study?

4. What are they talking about?

Listen to the conversation and complete the chart with the information required.

| Students | Classroom objects |
|-----------------------|--|
| Natividad's classroom | 1. Clock 2. _____ 3. _____ 4. _____ |
| Julio's classroom | |

Speaking

Role play the conversation.

The teacher gives the "Find someone who...?" exercises and then the students ask to each other the following questions.

Who has a red ruler?

Who has a computer?

Who has a chakra as a back pack?

Who has a recycled note book?

Who has an English dictionary?

Reading

- a. Match the following pictures in column A with the corresponding meaning in column B. Insert the number in the right square.



1. That is a map.



2. Those are colored pencils.



3. This is a pencil sharpener.



4. That is a whiteboard.



5. This is a globe.



6. That's a computer.



7. This is a desk.



8. That is bookshelf.

Writing

Fill in the blank with a question or the answer based on the information provided.

1. _____?



R/ This is a pencil.

2. _____?



R/These are books.

3. What is that?



R/_____.

4. What are those?



R/_____.

5. What is that?



R/_____.

Extension Activity.

In groups, the students walk around the high school looking for classroom objects in other classrooms. With their phones or their cameras, they will take pictures of the objects found. Then, they will share the information collected and make a video or a poster to present their findings in oral form to the group.

| Criteria | Yes, achieved | I need more practice | Not achieved |
|--|---------------|----------------------|--------------|
| I can name classroom objects. | | | |
| I can understand short sentences related to classroom objects. | | | |
| I can ask/give information about classroom objects. | | | |
| I can write short sentences identifying classroom objects. | | | |

Self- assessment

Analyze your progress. Complete the rubric.



Unit 5

LOCATION OF PEOPLE AND OBJECTS



Identify in this picture our
traditional things and people

Judron nikwe kore abota Ngäbe, konene uai nebtä

Linguistic objectives

Listening

Understanding clear speech in a free from environmental interference.

Speaking

Responding with single words or short phrases to what is seen or heard.
Asking and responding to questions in clearly defined situations.

Reading

Responding to written or visual stimuli.

Writing

Labeling and selecting appropriate words to complete short phrases or sentences.

Warm up

Match the English words that identify six objects in this picture with the corresponding meaning in Ngäbere using numbers from 1 to 6. Then, compare with your native language and Spanish.



1. Ngäbe bag.
2. Container.
3. Banana.
4. Pilon.
5. Cocoa .
6. Ngäbe cup.

Presentation

English prepositions

Prepositions are short words (on, in, to) used to describe the position relative to an object or time. One preposition in your native language might have several translations depending on the situation.

Prepositions of place

| | | | |
|-------------|---------|--------|--------|
| on | in | at | inside |
| In front of | Next to | out | over |
| between | Below | behind | above |

How to use prepositions?

They usually go in after the verb .

Example:

1. The sio (Ngäbe' glass) is on the table.
2. The book is next to the bag.

1.1. Listen to the teacher describing his/her classroom. Identify the people and objects that are being described. Write the name of each student or object you listen to.



Listening

Listen to the teacher read the text. Identify and write in each space the correct prepositions using the words in the box. Some prepositions are repeated.

In front of - on - behind - in - from - next to - at

This is my English classroom. We are students _____ Alto Guaymi. We want to show you our classroom. First, you can see Maria. She is the girl _____ the middle of the classroom entrance. Antonio is the boy _____ Maria. In the wall _____ Antonio, there is a map. _____ the right corner, there are three students. Natalia and Mario are sitting _____ each other. Ana is _____ them. The boy _____ the teacher's desk is Victor. He has a world globe and a notebook _____ the desk. _____ the teacher's desk, there are many objects. Can you tell where are they located?

Speaking

Listen to the mini- dialogue and practice in pairs. Present the conversations in front of the class.

A- Ana, I lost my pencil. Do you know where it is?
B- YES, I think it is under the desk.
A- Thank, you.
B- You're welcome.

A. Javier, I lost my dictionary. Have you seen it?
B. Look. It is on teacher's desk.
A. Ah! Thank you very much.
B. Don't mention it.

A. Ireno, I lost my kra (chacara), do you know where it is?
B. Yes, it is behind your back.
C. Oh! I am going crazy. Thank you
D. It is ok.

You have lost the three items on the cards. Ask your partner where they are. Your partner has to answer using prepositions.

Student A
I lost my...
Pencil
Pencil sharpener
notebook

Where is my ...?
It is next to the...

Student B
I lost my...
Machete
Boots
hat

Reading

Read the text and answer the questions.



This is my house, it is far way in a small community called Carona (Punta Burica) where I live with my father, mother and brother. In my house, we are very neat and organized. We keep the home clean and in order.

When I get home from the high School Alto Guaymi where I study, I put away my school supplies. I always put my book, pencil, pen and notebook on the table to do my homework. After I finish, I put the chair next to the table, I put the pen and pencil inside of the pencil case and I place my Kra (Ngäbe bag) near my door.

Later, my mother prepares my uniform. She always washes it and hangs it outside the house to dry. I wash my boots because on the way to school there is a lot of mud, I place my boots behind the door, and my father does the same.

1. Where is the narrator from?

2. Who does he live with?

3. Where does he place the chair?

4. Where do the father and the son place their boots?

5. Where does the student place the pen and pencil?

6. Where does the mother hang the uniform after washing it?

Writing

Look at these picture. Locate the objects. Write sentences using prepositions.



Example:

1. The calendar is on the wall.

2. _____

3. _____

4. _____

5. _____

6. _____

1. The globe map is on the desk.

2. _____

3. _____

4. _____

5. _____

6. _____



1. The banana is between of sio (Ngäbe cup) and the cocoa.

2. _____

3. _____

4. _____

5. _____

6. _____





Extension activities

1. In pairs, describe the pictures above in oral form.
2. In pairs, ask questions to your partner about the position of the objects in the picture.

Example:

STUDENT A: Where is the pen?

STUDENT B: It is on the table

3. Guessing game:
4. Identify two people and two objects in the classroom. Tell your partner the location. Your partner has to guess who or what it is.
5. Take pictures of your community or your house and write sentences describing the position of the people and objects. Make a presentation using digital technology if available, and present it to the class.
6. Make a skit with partner in which someone has lost some objects and is asking for information to find them.

Listening script

(1.1.,1.2) This is my English classroom. We are students from Alto Guaymi. We want to show you our classroom. First, you can see Maria. She is the girl in the middle of the classroom entrance. Antonio is the boy behind Maria. In the wall, next to Antonio there is a map. In the right corner, there are three students. Natalia and Mario are sitting next to each other. Ana is in front of them. The boy in front of the teacher's desk is Victor. He has a world globe and a notebook on the desk. On the teacher's desk, there are many objects. Can you tell how are they located?

Self- assesment

| Criteria | Yes, achieved | I need more practice | Not achieved |
|---|------------------|----------------------|-----------------|
| I can locate people and classroom objects in oral form. | | | |
| I can understand short sentences related to the location of people and classroom objects. | | | |
| I can ask/give information about location of people and classroom objects. | | | |
| I can write short sentences to locate people and class-room objects. | | | |



Unit 6

Goods and Services



CATHOLIC CHURCH



**HANDCRAFTS
STORE**



GROCERY STORE

Linguistic objectives

Listening

Reacting towards instructions for setting tasks.

Speaking

Using short phrases to express personal responses, likes, dislikes.

Reading

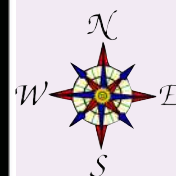
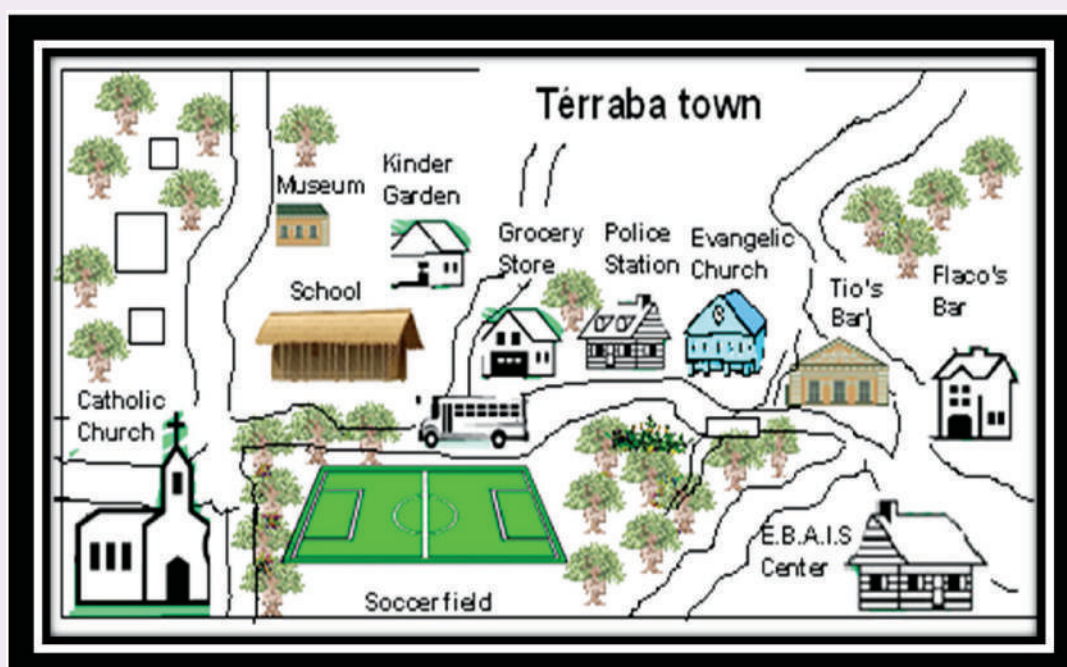
Understanding explicitly stated information.

Writing

Writing short phrases with understanding spelling.

Warm up

Play the game “Pin the Butterfly”, for identifying some community locations in Térraba using the following butterfly.





Presentation

1. Listen to your teacher introducing the topic "Goods and Services".
2. Look at the flash cards with commercial places from your community. (grocery store, craft store, elementary school, high school, church, soccer field and others) and the services you can get there.
3. Listen to the teacher's explanation and repeat the pronunciation of the words.

| | |
|--|--|
| This is _____. | These are _____. |
| Excuse me, where is the grocery store? | It's in front of the public phone. |
| Where can I buy ___ / get toothpaste? | In Cacao's grocery. |
| How can I get there? | Go straight ahead on the main road. It's next to EBAIS. |
| Can I help you? / What can I do for you? | Yes, please. I'm looking for toothpaste. |
| Here you are. Thank you! | |

Listening

Listen to the following conversation. Practice the conversation in pairs.

Situation: David is a new neighbor and he wants to buy some things. Estrella is a nice young girl who likes to help people.

David: Excuse me, I am new here, and I don't know how to get around yet. I need to buy some groceries: milk, eggs and bread.

Estrella: Well. It's easy because Terraba is a very small town. The grocery store is right there, on that corner. There, you can get food. Then, next to the grocery store, there is the dairy store, you can get milk, cheese, fresh eggs and other things.

David: Oh, I also need a haircut.

Estrella: All right, if you turn left at the grocery store, you will see Lucrecia's house. She is our hairdresser.

David: Oh, thanks a lot!

Estrella: You're welcome. Enjoy your stay here.

Speaking

In groups of four, create a role play using the situations below. You can make variations.

Situations:

1-In Térraba community, we have El Descanso Lodge. Enrique is spending the night in the community and needs information about where to stay.

2-Fidelio is an old man in the community. He is not familiar with new services that Térraba has to offer. Please, help Fidelio find the new goods and services of this community.

Reading

Read the text and complete the chart. Identify the differences and similarities that exist in the public services of the Térraba's community and Buenos Aires town.

WHAT IS MY COMMUNITY LIKE?

Térraba is a small town. It is located in Buenos Aires de Puntarenas. Térraba is a beautiful place you can visit all year long. You can find grocery stores, an EBAIS, bus services, an elementary school and a high school. Térraba is near Buenos Aires. Buenos Aires is a small city in Buenos Aires county. There you can find pharmacies, restaurants, a park, Red Cross, bus station, supermarket, a clinic, elementary schools and a high school. I enjoy these places.

In pairs check your answers. Describe the similarities and differences found.

Example:

Térraba has an EBAIS.
Buenos Aires has a clinic.

| Name of the places | Public Services | Goods of these places |
|---------------------|-----------------|-----------------------|
| Térraba's community | | |
| Buenos Aires town | | |

Writing

Using pictures, describe the goods and services of your community.



CATHOLIC CHURCH



GROCERY STORE



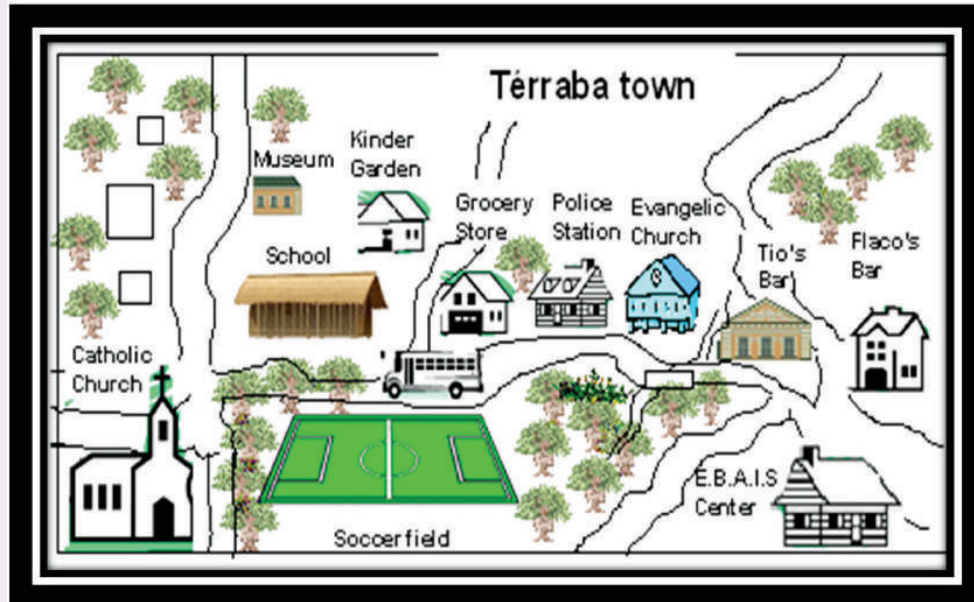
**HANDCRAFTS
STORE**

Extension Activities

1-Bingo Game. Listen to the teacher or a partner and identify some goods and services in your community.



2- In pairs, ask for and give information about the different goods and services at Tèrraba community.



Where's the Catholic Church?

Where's the Police Station?

Where's the Tio's bar?

3. Make a skit where you ask for and give information about the goods and services in your own community.

4. Search the Internet for pictures of bigger cities and identify their goods and services. Compare it with your own community.

Self-assessment

Analyze your progress. Complete this rubric.

| Criteria | Yes, achieved | I need more practice | Not achieved |
|--|------------------|----------------------|-----------------|
| I can identify goods and services in my community. | | | |
| I can understand short sentences related to goods and services. | | | |
| I can ask/give information about how to locate goods and services in my community. | | | |
| I can write short sentences related to location of goods and services in my community. | | | |

Pictionary

Térraba Services



GROCERY STORE



HANDCRAFTS STORE



CATHOLIC CHURCH



ELEMENTARY SCHOOL



HIGH SCHOOL

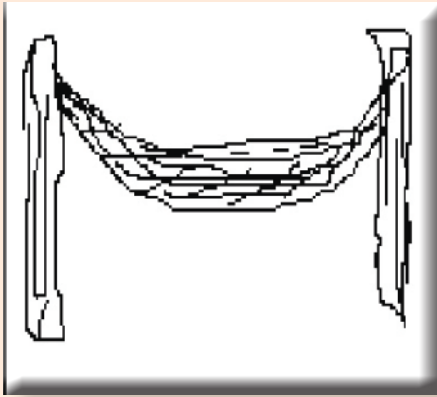


CHURCH

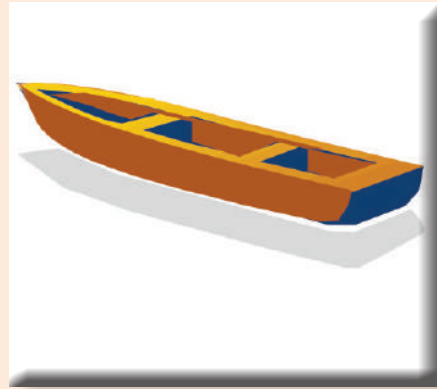


RANCH

Térraba Goods



Hammock



Boat



Pestle and mortar



Mask



Rice



Unit 7

Following Instructions



Follow



Our



Way

Linguistic Objectives

Listening

- Understanding a range of familiar statements and questions.
- Reacting towards instructions for setting tasks.

Speaking

- Responding with single words or short phrases to what is seen or heard.
- Taking part in simple structured conversation of at least three or four exchanges.

Reading

- Understanding public notices, signs and procedures.

Writing

Writing items: simple signs, instructions and set phrases.

Warm up

Listen to the teacher and pronounce the following words.

Bonfire (fogón), coffee pot, stove, chorreador, blender, radio, computer

Look at the following word search and find the words that are related to the pictures.



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| C | h | o | R | c | e | a | b | s | c |
| b | h | r | T | o | p | o | l | m | o |
| c | f | o | F | m | g | n | e | e | f |
| r | g | r | R | p | r | e | n | x | f |
| o | i | d | A | r | c | a | d | i | e |
| b | o | f | R | t | e | u | e | c | e |
| F | o | g | O | n | w | a | r | i | p |
| f | e | l | E | r | i | s | d | v | o |
| c | o | m | P | u | t | e | r | o | t |
| s | t | o | V | e | e | n | y | t | r |



bonfire, coffee pot, stove, chorreador, blender, radio, computer



Presentation

Look at cover picture and describe the devices you see in the picture.



Listening

Listen to the story. Read the story aloud with your partner.

This is Mechi. She lives in San Rafael Norte, an indigenous community. She is a very good cook. She loves to prepare “guacho”. First, she mixes rice with “cilantro coyote”, a native plant. Then, she adds all kinds of vegetables and chicken. Finally; she adds salt and mixes it all very well. Mmm.... It’s delicious.



Pronunciation: Listen and repeat.

Verbs

Plug
Unplug
Turn on
Turn off
Put
Press
Place
Mix
Pour

Nouns

Filter Basket
Stove / Range
Food Processor
Mixer
Pilon
Chorreador
bonfire
Television / TV
Radio
Blender
Computer
Iron
Water tank
On / Off
button

Steps

First
Second
Third
Fourth
Fifth
Then
Next
Following
After
Before
Finally

Speaking

Draw some of the items in the vocabulary box in the squares below.

Play bingo with the words.

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

Reading

E. Look at the pictures in column A and read the short descriptions in column B. Match each picture in column A with the corresponding description by writing the number in the parenthesis.

Column A



Column B

1. This is an electrical appliance. You use it for watching movies, cartoons, or soap operas. First, plug it in. Second; turn it on; then sit down. Select your favorite program, and enjoy.

2. It is used to cook. The first step is to find any kind of wood. Second, you have to put the wood together, third light the match, and throw it to the wood. Then, the fire will start so you can cook.

3. To use it you have to follow these steps. First, boil water. Second, put the cloth filter in the hole. Next; put coffee in the cloth filter. Then, put a pot under the coffee bag. Pour the water. Finally, serve and enjoy a delicious cup of coffee.

4. Some steps to use it are: first, plug it in and turn it on. Second, open the cover. Third add food . Press the button, and wait a few minutes. Then turn off and unplug it. Serve the food and enjoy your food.

5. First, add the rice. Second, crush it until removing the seed from the rice.

Listen to / Read the article.

Costa Rican Style with a “Chorreador de Cafe”. We are well acquainted with the traditional way of brewing coffee. The Costa Rican method is simple. All you need is a wooden stand with a round hole at the top. There you place a cloth filter to hold the ground coffee (two tablespoons of fine ground coffee quite popular throughout the country. Many of us are still using the traditional “chorreador de cafe”. You will find those at the Central Market in San Jose or in any supermarket around the country). Bring water to a boil and pour it down the filter and into the coffee pot, which has been placed underneath the cloth filter. It is critically important to bring water to a boil; otherwise coffee will lose its aroma and flavor properties.



1. Circle the correct option according to the previous text:

1. The text talks about the (coffee maker / the chorreador de café)
2. The use of chorreador de café is (modern / traditional) in our community and in Costa Rica.
3. It is very important to boil (Coffee/ water) to keep its delicious taste.
4. You need the (coffee pot / a fabric bag) to filter the coffee.
5. The first step to make coffee is to (serve the coffee in a glass / boil water).

Listen to the text again and order its sequence using numbers from 1 to 5.

- _____ You can find a “chorreador de café” at the central market.
- _____ For brewing coffee the traditional way, you need a wooden stand with a round hole on the top and a cloth filter.
- _____ You have to boil water, then put it down the filter and into a coffee pot.
- _____ Add some coffee from the coffee pot to a cup to enjoy a cup of coffee.
- _____ Add ground coffee into the cloth filter.



Speaking. Give and follow the instructions.

Situation: Student A gives instructions to student B about the different steps he has to follow to use the “chorredor” de café. Then student B has to follow the procedures and he has to give some details about his experience.

Read the information and complete and practice the dialogues.

The Stove

Plug in the stove, turn it on, select the heat level, place a pan on a ring, wait for the food to be ready, turn it off, and unplug it.



The bonfire

For cooking in a “fogon”; find wood chips, place the wood chips together, and light them up with a match. Once the fire starts, add some wood, and cook what you want.



Student A:

Hello: Do you know how to operate a stove? I'm hungry but I don't know how to use the stove.



Student B:

Hi: it's simple. First, you just have to ____ the stove. Second, you ____ it _____. Third, select the heat level, then, ____ the pan over the burner and wait for the food to be ready, ____ it ____ and finally ____ it.



Student B:

The stove is a little complicated to use. Some people say that all dishes prepared on a “fogon” are so delicious. I'd like to know how to use a “fogon”. I wonder if you can help me!



Student A:

Sure. ____ you need wood chip., Second, you ____ the wood chips together. Then, ____ them up with a match, ____ when the fire starts, you ____ wood, and you can finally start cooking.

Writing

Put the following sets of instruction in the correct order.

How to use the Coffee Maker

- Press the start button.
- Plug in the coffee maker
- Open the lid.
- Unplug it.
- Add water to the tank.
- Put coffee in the filter.
- Turn it off.



| | |
|---------|--|
| First | |
| Second | |
| Third | |
| Fourth | |
| Fifth | |
| Sixth | |
| Seventh | |

Extension Activities

Look at the following pictures. Unscramble the following words.



1. peclelhon: _____
2. rotalculca: _____
3. adrio: _____
4. earrrodoch: _____
5. karfecofme: _____

Search on Internet about the description and operation of electrical appliances in your house or in the high school. Look for pictures or make your own drawings and explain the steps to the class.

Evaluation Self-progress











I can do it WellRegular..... Bad

1. It is easy for me to identify the different traditional and modern devices.
2. I can talk about steps for operating modern or traditional devices.
3. I can make a comparison between all devices found in my community with the ones that are out of my community.
4. I can use a bonfire or a stove by following instructions.
5. I can follow steps to use many different devices.

Pictionary

| ENGLISH | SPANISH | PICTURE | Native language |
|--------------|---------------------|---|-----------------|
| Plug | Enchufar / conectar |  | |
| Press | Oprimir |  | |
| Put | Ponga |  | |
| Turn off | Apagar |  | |
| Turn on | Encender |  | |
| Water tank | Tanque de agua |  | |
| Power button | Botón de encendido. |  | |

| ENGLISH | SPANISH | PICTURE | Native language |
|-------------------|------------|---|-----------------|
| Coffe maker | Cafetera |  | |
| Filter basket | Filtro |   | |
| Stove/Range | Cocina |  | |
| Matches | Fósforos |  | |
| Chorreador | Chorreador |  | |
| Pastle and mortar | Pilón |  | |
| Fogón | bonfire |  | |

Self- assessment

Analyze your progress and complete the rubric.

| Criteria | Yes, achieved | I need more practice | Not achieved |
|---|------------------|----------------------|-----------------|
| I've learned basic vocabulary about how to give and follow instructions. | | | |
| I can describe how to operate a stove or a bonfire. | | | |
| I can understand short utterances related with following and giving directions. | | | |
| I can ask/give information about how to operate electronic equipment. | | | |
| I can write the steps to operate a stove. | | | |



