

Lesson	Topic	Language Focus	Output
Lesson 1	Indigenous people in Colombia and around the world	Past continuous	- Speaking: an interview with someone who has visited an indigenous tribe - Writing: an account of a visit to an indigenous tribe

SESIÓN 1 · ENCUENTRO CON EL SABER

PAST CONTINUOUS (Pasado continuo)

El Past Continuous se utiliza para hablar de acciones que estaban ocurriendo en un momento específico del pasado.

1. USE — ¿Cuándo se usa?

Use 1. Actions in progress at a specific time in the past.

Una acción estaba ocurriendo en un momento determinado del pasado.

At 8 p.m. yesterday, I was studying English.

Ayer a las 8 p. m., yo estaba estudiando inglés.

Use 2. Two actions happening at the same time.

Dos acciones estaban ocurriendo simultáneamente en el pasado.

The elders were telling stories while the children were listening.

Los mayores estaban contando historias mientras los niños estaban escuchando.

Use 3. An action in progress interrupted by another action.

Una acción estaba en progreso cuando otra acción la interrumpió. Generalmente, usamos Past Continuous para la acción en progreso y Simple Past para la interrupción.

The students were making posters when the teacher arrived.

Los estudiantes estaban haciendo carteles cuando llegó el profesor.

2. USAGE — ¿Cómo se utiliza?

Para formar el Past Continuous, necesitamos dos elementos:

WAS / WERE + VERB-ING

Subject (Sujeto) Auxiliary (Auxiliar) Example (Ejemplo)

I was I was reading.

He / She / It was She was learning.

You were You were studying.

We / They were They were working.

Recuerda:

While suele conectar dos acciones que ocurrían al mismo tiempo.

When suele introducir una acción que interrumpe otra.

Expresiones como at 7 p.m. yesterday y at that moment ayudan a identificar el momento pasado.

A. Read the text

Many peoples, many experiences

Colombia is home to many Indigenous peoples, including the Wayuu in La Guajira, the Nasa in the southwest, and the Arhuaco in the Sierra Nevada de Santa Marta. Their experiences are different, and each community has its own history, knowledge, and relationship with its territory. Around the world, the Māori are Indigenous to Aotearoa New Zealand, the Sámi live across parts of northern Europe, and many First Nations, Inuit, and Métis communities live in Canada. Indigenous communities today teach languages, care for land and water, create art, participate in public life, and pass knowledge between generations. They are contemporary communities, not only part of history. B.

A. Choose the correct answer.

1. Which group is Indigenous to La Guajira, Colombia?

- (a) Wayuu (b) Māori (c) Sámi

2. The Nasa people live mainly in...

- (a) northern Europe (b) southwestern Colombia (c) Canada

3. The Māori are Indigenous to...

- (a) Aotearoa New Zealand (b) Colombia (c) northern Europe

B. True or False:

1. All Indigenous communities have the same traditions. (a) True (b) False
2. Indigenous communities participate in public life today. (a) True (b) False

C. Match the word with its meaning

- | | |
|---------------|---|
| 1. territory | a. keep safe from harm or loss |
| 2. generation | b. an area of land connected to a community |
| 3. protect | c. people of a similar age group in a family or community |

Focus on Vocabulary

Get Ready!

1. Look at the pictures. Do you know or remember anything about these indigenous people?



Maasai



Guaraní



Inupiat



Mursi Tribe



Wayuu

There are approximately 370 million indigenous people in the world, belonging to 5,000 different groups, in 90 countries worldwide.



Adivasi



Sami



Kogi

INDIGENOUS GROUPS

2. Match the words in the box with the underlined synonyms in the text.

huts - villages - crops - rituals - weapons - chief - indigenous people - tribes - elders - warriors

Vocabulary Tip

- Matching words with their synonyms helps you remember vocabulary and expand your lexis.

¹Native people often live together in ²small towns. They often live in ³small houses which they build themselves. Traditionally, many native people are ⁴fighters and hunters. They use ⁵arms to defend themselves and to hunt. Some ⁶groups of native people have a ⁷leader, and there is often a group of ⁸important and clever people in each community. These people make decisions that affect the whole community. Native people are often self-sufficient. As well as hunting, they grow ⁹plants for food, medicine and other uses. They often have ¹⁰traditions in their culture connected to important stages in life, such as becoming adults.

SESIÓN 2 · POTENCIACIÓN DE SABERES

A. Read the scene

A community meeting At 4 p.m. yesterday, members of a community were meeting at the cultural center. Some elders were telling stories, while young people were recording words in their language. Outside, two volunteers were preparing food. A group of students was making posters about protecting the river. People were sharing ideas and helping one another.

B. Choose what matches the text •

1. At 4 p.m., the community members were...
(a) meeting at the cultural center (b) travelling abroad.

2. The elders were...
(a) preparing food (b) telling stories.
3. The young people were...
(a) recording words in their language b) making posters.
4. The volunteers were...
(a) preparing food (b) interviewing elders.
5. The students were making posters about...
(a) a football match (b) protecting the river.

C. Match the group to the action

Group	Action
1. elders	a. were preparing food
2. young people .	b. was making posters
3. volunteers	c. were telling stories
4. students	d. were recording words

SESIÓN 3 · RETROALIMENTACIÓN DE SABERES

A. Select the correct option •

1. At noon, the children... a traditional song.
(a) was learning (b) were learning (c) were learn
2. The guide... the importance of the forest.
(a) was explaining (b) were explaining (c) was explain •
3. We... a film; we were listening to an elder.
(a) wasn't watching (b) weren't watching (c) not were watching •
4. ... the artists painting at that moment?
(a) Was (b) Were (c) Did
5. The community... the plan at 6 p.m.
(a) were discussing (b) was discussing (c) discussing

SESIÓN 4 · APLICACIÓN DE SABERES

A. Read the text

Protecting language and land

Last month, a group of young people was organizing a language day. Some students were interviewing older speakers, and others were writing new labels for objects around the school. At the same time, community members were discussing ways to care for a nearby river. They were combining language learning with environmental action.

B. Choose the best interpretation

- 1. The young people were organizing... (a) a language day (b) a sports tournament.
- 2. Some students were interviewing... (a) older speakers (b) airport workers.
- 3. Community members were discussing... (a) a nearby river (b) a shopping mall.
- 4. The project connected language learning with... (a) environmental action (b) space travel.

SESIÓN 5 · CONTEXTUALIZACIÓN DE SABERES

A. Read the situation

Yesterday at 3 p.m., students at a school were preparing a cultural exhibition. Some students were making posters, two teachers were organizing books, and a group was recording short descriptions of local environmental projects. They were sharing knowledge and learning from one another.

B. Match each group to its action

Group	Action
1. some students	a. were organizing books
2. two teachers	b. was recording descriptions
3. a group	c. were making posters

C. Choose the sentence that matches the context

- 1. At 3 p.m., the students... (a) were preparing an exhibition (b) prepare an exhibition tomorrow.
- 2. The teachers... (a) was organizing books (b) were organizing books.
- 3. The group... (a) was recording descriptions (b) were recording descriptions.