

NUKANCHIPA LLAGTA APUNTI NISKA

Pichka Ñambi



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Nukanchipa Llagta Apunti Niska ***Picka Ñambi***

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This book is meant to be used by English language students in cycle 5 (10th grade), who, according to the Common European Framework of Reference for Languages, have an A2 English level. It was specially designed and created with the fondest of appreciation for the Inga community of Aponte-Nariño.

Note. The material may be used according to teachers' consideration.



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Module: **SUG**

Territory

In this module you will find:



UNIT 1: COMMUNITY


Lesson 1: Runa sinchi **Chusku chungu chusku**

- ✘ **Main theme:** Important members of the Inca nation
- ✘ **Grammar focus:** Present simple (positive form)
- ✘ **Language Skills:** Reading & Writing

Lesson 2: My chagra **Sugta chungu sug**

- ✘ **Main theme:** The importance of a chagra in our community
- ✘ **Grammar focus:** Present simple (negative form)
- ✘ **Language Skills:** Reading – Writing – Listening

Lesson 3: Family members **Kanchis chungu kimsa**

- ✘ **Main theme:** Family
 - ✘ **Grammar focus:** Present simple (questions)
 - ✘ **Language Skills:** Reading & Writing
- 

UNIT 2: HISTORICAL MEMORY

Lesson 1: **Maimanda samunchi** Sug

- ✘ **Main theme:** Inca mythology
- ✘ **Grammar focus:** Past simple – regular verbs (positive form)
- ✘ **Language Skills:** Reading – Writing – Listening

Lesson 2: **Ancestors** Chunga

- ✘ **Main theme:** Inca history
- ✘ **Grammar focus:** Past simple -irregular verbs (positive form)
- ✘ **Language Skills:** Reading & Writing

Lesson 3: **Tawantisuyu** Iskai chunga iskai

- ✘ **Main theme:** Inca legacy
- ✘ **Grammar focus:** Past simple – questions (negative form)
- ✘ **Language Skills:** Reading – Writing – Listening

UNIT 3: AILLU

Lesson 1: **Nukanchi kai i iukaska** Pusag chunga Iskun

- ✘ **Main theme:** Indigenous communities' rights violation
- ✘ **Grammar focus:** Future simple (positive form)
- ✘ **Language Skills:** Reading – Writing – Listening









Lesson 2: **Our culture** Patsa

- ✘ **Main theme:** Cultural loss
- ✘ **Grammar focus:** Future simple (negative form)
- ✘ **Language Skills:** Reading – Writing – Listening

Lesson 3: **Atun suglla iui ai** Patsa chunga pusag

- ✘ **Main theme:** Unity and duties
- ✘ **Grammar focus:** Future simple (questions)
- ✘ **Language Skills:** Reading – Writing – Listening

Icons

Reading activity	<u>LISUNCHI</u> 
Vocabulary activity	<u>MUSU RIMAIKUNA</u> 
Writing activity	<u>KILLKASUNCHI</u> 
Grammar activity	<u>IMASAMI KILKANCHI</u> 
Pronunciation activity	<u>RIMARISUNCHI</u> 
Listening activity	<u>UIASUNCHI</u> 
Audio recording	
	



Unit 1: Community



In this unit you will....

- Identify relevant heroes in the Inca history.
- Learn about the chagra.
- Recognize members in your community.



Read about our heroes through the Inca and Inga history, the Chagra and family members.



Listen to other teenagers' daily routine.



Write your point of view about the Kipumayoc and Chaski.



MUSU RIMAIKUNA



1. Draw a face for the vocabulary according to how you feel about.



I know the word

I do not
remember the
meaning

I do not know
the word

Town

Packages

Train

Nation

Footwear

Memory

System

Feathers

Fresh

LISUNCHI



2. Read and listen to the following text about the Chaskis.



THE CHASKIS

It is believed that part of the Incas took the Great Route and Many years ago, in the big Inca **nation** Tawantisuyu, in every **town** is a group called the chaskikuna. The chaski are men that work as messengers for the communication **system**.

They have to deliver important messages, **packages** and even food between towns that are at a very long distance. It is said that in the Inca table you could find **fresh** fish within 24 hours of being out of the water.

Usually, they are men between 18- 25 years old, that **train** to be chaski when they are kids. They have to be very strong, fast, have a lot of energy, and a good **memory** for the messages they have to deliver. They wear tunics or shirts. Their typical **footwear** are ojotas, a bututu to signal their arrival and white **feathers** on their heads to be recognize from a long distance.



Glossary

Messenger: Chaski - Mensajero

Deliver: Karai - Entregar

Distance: Karu karu - Distancia

Strong: Sinchi - Fuerte

3. Answer the following questions.

a. What activities can a chaski do?

They can:

_____, _____, _____, _____.

b. Are they important figures? Yes/ No. Why?

c. Name typical features of their attire.

d. Why do you think they trained a lot?
 Because _____

e. Are they considered heroes such as Batman?
 Why are they different?



Nukapa achala

Try to answer without reading!

MUSU RIMAIKUNA



4. Match the vocabulary with the pictures.



Town



Packages



Nation



Feathers



Memory



System



Footwear



Fresh



Train

IMASAMI KILKASUNCHI



Nation	Packages	Train
Town	Footwear	Memory
System	Fresh	Feathers

5. Complete the sentences using the vocabulary.

Example: I need to train because I want to run very fast.

- a. My sister has a good _____, she remembers all the details of a conversation.
- b. My chicken is very fast, she leaves _____ on the floor.
- c. Mariela's _____ consists on sandals, tennis and boots.
- d. I got _____ oranges from that tree. It is better to consume organic.
- e. The water _____ in my town is good. It is very quick.
- f. The inca _____ was amazing! They were very advanced.
- g. They open the _____ they received.
- h. I live in a _____ where everyone knows each other

6. Correct the mistakes in the following sentences.

Example: The chaskis works as couriers (the chaskis **work** as couriers).

a. It are the duty of everyone to protect nature.

b. She grow her own food.

c. Kike send fresh food to his sister every morning.

d. There is much medicinal plants that grow in the chagra.

e. I wants to be strong like the chaski and help my community.

f. They likes the new footwear they designed.

Nukapa achala

The use of the “s” at the end of a verb is determined by the subject. Only if it is third person (She, he, it).



LISUNCHI



7. Read and listen to the following text about Climaco's imaginary friend and highlight the verbs in present simple that follow the third person rule.



MY IMAGINARY FRIEND



Climaco Pujimuy

For me, *chaskis* are true heroes. If a man was named a *chaski* they did all possible to help the Inca nation Tawantisuyu. My imaginary friend is a *Chaski*, he runs very fast, he has a very good memory, and he learns very quick. He also reads the *kipu*; it contains messages woven with (cords-knots). He respects his *Taitas* and helps the nation prosper.

8. Answer ark true (T) or false (F) according to the reading “My imaginary friend”.

- The name of the boy is Freddy Jacanamejoy. ()
- He does not have an imaginary friend. ()
- The *chaskis* are his heroes. ()
- His friend the *chaski* reads the *kipu*. ()

KILLKASUNCHI



9. Go back to page *Chusku chungu sug*. Write a reflection about the importance of the *chaski* in the Inca culture. Use the words in the rock to help you write.

My ancestors the chaskis

Rumi Llankaska

- ❖ For me the...
- ❖ I like ...
- ❖ I agree with...
- ❖ I disagree with...

IMASAMI KILKASUNCHI



Present simple verb form in third person

1. We add “s” at the end of most verbs.

Example: She **runs** around her house. (Run- Runs)

2. We add “es” for verbs that end in -O, -CH, -SH, -SS, -X, or -Z

Example: He **washes** the laundry. (Wash-Washes)

3. We delete the Y and add “ies”

Example: It **carries** the fruit. (Carry- Carries)

10. Complete the text using the correct form of the verb in present simple.



Hello María, I _____ (**be**) Carlos Mavisoy. I ____ (**be**) your classmate from history class. I think we have to _____ (**work**) on a project together about the importance of the *Kipu*. This tradition _____ (**record**) the number of animals, people, participants or things. Also, the text we saw in class _____ (**talk**) about the *Kipucamayoc*. They ____ (**be**) heroes of the great Inca nation who used this system. The teacher _____ (**want**) us to work together because you know a lot about the *kipucamayoc*.

11. Read again exercise 10 and with the verbs in bold create complete sentences using the pictures.

Example: **Be:** I **am** happy to see my friends in school.

a. **Work:**



b. **Record:**



c. **Talk:**



d. **Be:**



e. **Want:**



Nukapa achala

Look at the pictures carefully. They will guide you.



RIMARISUNCHI




Vowels (short sound) in English


In English the vowels *a*, *e*, *i*, *o* and *u* are pronounced according to their position in a word (at the beginning, middle and end) and stress. They can be classified into short vowels, long vowels, and diphthongs.


Short vowel sound = *Sun, bit, pet, put, and dog

- ✓ Try to read them out loud. Make each letter and vowel sound separately, for example: B/ I / T.
- ✓ Take a short breath and pronounce the vowel as fast as possible. Count in your head one second when you pronounce it


15. Record each word and compare it with the following audio. It does not have to be perfect; the goal is to make sure that the vowel sound does not last more than a second.

 Sun – S/ *{ʌ} /N

 Bit – B/ I /T

 Pet – P/ E /T

 Put- P/ U /T

 Dog – D/ O /G

*Remember! In English we do not read the words as in the way we spell them, that is why in words like **sun**, **cut**, **but**, **cup**, etc. the vowel sound is more like an **a**, not a **u**.

LISUNCHI



12. Discuss the following questions with your *Taitas*.

Write the answers in the blank spaces.

- a. Is the *kipu* a reading method? Why yes? Why not?

- b. Is the *kipu* used in your community? Why yes? Why not?

- c. Do you think anybody can read a *kipu*? Why yes? Why not?

- d. Have you ever heard about the *Kipucamayoc*? Why yes? Why not?

Rumi Llankaska

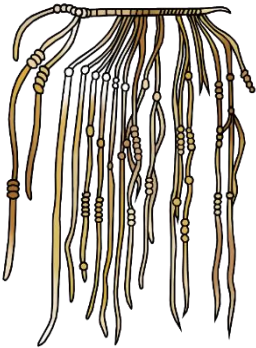
- ❖ Yes, it is, because...
- ❖ No, it is not because...
- ❖ I have
- ❖ Not really

13. Read and listen to the following text, pay attention to the words in bold.



THE KIPUCAMAYOC

The *kipu* was considered in the great Inca nation as a powerful system to **measure** and carry the accounts of the number of foods, animals, people, nature and much more.



This was a traditional **classification** used by the Inca community. However, not everyone in the community could use it, there existed a **special** group dedicated to creating, understanding, decoding and sharing the **knowledge** kept in the

Kipu. The name of this group of people were The *kipucamayoc*.

The *Kipucamayoc* are considered in some **degree** messengers just as the *Chaski* because they had to deliver the messages written in the *kipu*. Not only was this a system to **quantify** the number of things but it also was a writing system used to **preserve** their collective memory of their traditions, people and culture.

Particularly, the *kipucamayoc* were very respected and trusted in the community. One of the ways in which they shared the information was through oral tradition. This way, they use the *kipu* as a visual count and then explained the information collected.



Unfortunately, this method was **demonized** as an **unholy** tradition when the Spanish **invaders** took over *Tawantisuyu* and tried to eradicate their traditions. Nowadays, some communities such as the Inga community of Aponte still use it to record the number of sheeps, participants in *Mingas* to honor their heritage.

Glossary

Accounts: Ipachikuna - Cuentas

Memory: Iari - Memoria

Oral: Simi rimai - oral (hablar)

Eradicate: Tukuchi - Eliminar

14. Go back to the text and match the statements to their complements. Use different colours to match them.

COLUMN A	COLUMN B
1. The <i>kipucayamoc</i> are considered	a. Measure system to carry the accounts of food, people, animals, nature...
2. The <i>kipu</i> was a	b. Messengers of information in a similar way as the <i>chaskis</i> .
3. This group of people were named	c. Tried to eradicate this tradition.
4. The Spanish invaders	d. The <i>kipucamayoc</i> .



Nukapa achala

Which part of the text was the most interesting to you?

15. Find the following words in the word search.

Measure classification knowledge Unholy Special
Invaders preserve degree Quantify Demonized

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

16. Answer the following questions related to the text about the kipucamayoc.

- a. Is this tradition still important in your community? Why yes? Why not?

- b. Do your friends know about the *kipucamayoc*? Ask three of them.

17. Write sentences in the present simple that compare the *Chaskis* and the *Kipucamayoc*



1. They are messengers
- 2.
- 3.
- 4.
- 5.



1. They create *kipus*
- 2.
- 3.
- 4.
- 5.

MUSU RIMAIKUNA



1. Look at the following pictures and name the fruits and vegetables that you know in English.



a:



b:



c:



d:



e:



f:



Nukapa achala

What is your favorite food?
Mine is pangapi maitudu.
Yummy!

KILLKASUNCHI**2. Answer the following questions.**

a. What are your favourite vegetables?

b. Where do you find them?

c. What are your least favourite vegetables?

d. What do you know how to cook?

e. Is cooking a relevant skill to learn? Why yes? Why not?

Rumi Lankaska

- ❖ I really like
- ❖ I hate eating
- ❖ ... is not my favorite





***"Pachamama mana iukas, mamin iukanchi
kawsai, alpa mana iukas nukanchipas
kawsai iuiyai wañun mana alpa yukagura"***



Sin tierra no hay producción, no hay cosmogonía, no hay vida. Indígena despojado de su espacio vital no muere como indígena, pierde la conexión que le da un motivo a su existencia.

*La chagra tradicional inga corpoamazonia
2010*

Nukapa achala

Do you agree with this quote?



MUSU RIMAIKUNA



3. Write the letter in the picture to match the vocabulary.

- a. Cultivation b. Physical space c. Organic d. Wisdom
 e. Biological diversity f. Nourish g. Hummingbird h. Weave



Ask a member of your family about the *Chagra*.

LISUNCHI



4. Read and listen to the following text about the Inga chagra.



THE CHAGRA

The *chagra* in Inga language refers to traditional **cultivation** and life for the Inga community. It is a single **weave** that can lead to external, internal, physical, and spiritual reflections, at different scales. The external ones by recognizing the *chagra* as a **physical space** that can be contemplated as site of interaction where it is visible an organic "polyculture", some may mention an apparent "disorder" as a first impression. However, it contains a lot of **biological diversity**.



Thus, the grandmothers and grandfathers say that the *chagra* is life, **wisdom**, mathematics, food and medicine; through the colours that **nourish** to give health, to live longer, to feel the rich flavour in the soup, to see the animals that visit the *chagra* among them **hummingbirds**, bees, butterflies that

approach the flowers and squirrels that come for corn or sweet passionfruit.

Aura Tisoy Tandioy Chagra tradicional Inga, espacio de reflexión y de soberanía alimentaria 2020

Glossary

Disorder: Vulachidu -Desorden

Spiritual: Aia suyu - Espiritual

Interaction: Sugllapi kausai -Interaccion

5. Tick ✓ if the statement is correct or put a red mark ✗ if is not correct.

Statement	Correct/incorrect
a. The <i>chagra</i> is not important for the traditional cultivation.	
b. Some food you can find are corn and sweet passionfruit.	
c. The <i>chagra</i> is only an external reflection.	
d. The <i>chagra</i> does not contain a lot of biological diversity.	

KILLKASUNCHI



6. Look at this drawing of a *chagra*. Write down vegetables and fruits you can find in a *chagra*.



- a. Corn
- b. *Chundursh*
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

7. Make a drawing of a *chagra* in your community. Use the list in the previous activity as a guide.



8. Answer the following questions.

a. Can you go to the *chagra* in your community?

b. Who is not allowed to enter the *chagra*?

c. Why is the *chagra* considered a sacred place?

d. Write down the traditional food you eat in the weekdays. Example:

Monday	Tuesday	Wednesday	Thursday	Friday
- Sara api	-	-Sara yuyu	-	-
-	-	-	-	-
-	-	-	-	-

RIMARISUNCHI

How to pronounce words with the /æ/ sound?

This is a short vowel sound that can be found in words like:

that, add, and cat. To pronounce this short vowel, follow the next steps:

Step 1: Try to pronounce the vowel e for some seconds. Pay attention to the shape of mouth.

Step 2: Keep making the e sound and open your mouth slowly.

Step 3: Now, start pronouncing letter a.

Step 4: Once you got the position of your mouth, take a short breath, and produce the sound for less than a second.



- 1. Take a mirror and imitate the image. Record yourself and compare to the audios.**



Trap -



Back -



Lap

UIASUNCHI



9. Listen carefully to the audio “My busy day”.



10. Mark **T** for (true) and **F** the following sentences.

- a. Sofia and Carlos are friends.
- b. Sofia wakes up at 10 am.
- c. Sofia and her grandmother picked strawberries in the *chagra*.
- d. Carlos is the best fisherman in the world.
- e. Sofia is not good with maths.

11. Listen again and match the question to the answer.

- | | |
|---|--------------------|
| a. Is Carlos a student? | 1. Yes, she is. |
| b. Did Sofia eat lunch at 12:00? | 2. Yes, he is. |
| c. Is Sofia helping her sister? | 3. No, he doesn't. |
| d. Does Carlos know the English homework? | 4. Yes, she did. |

12. Complete the charts with information of the audio.

What is the name of
the girl? _____



What does she do in the
morning?



What does she do in the
afternoon?



What does she do at?
night?

KILLKASUNCHI



13. Write down your routine on Mondays. Take as an example Sofia's routine.

- a. 6:00 am: _____
- b. 9:00 am: _____
- c. 12:00 am: _____
- d. 2:00 pm: _____
- e. 5:00 pm: _____
- f. 9:00 pm: _____

14. Answer the questions. Then, ask them to 3 friends. Write down both answers. Are the answers similar or different?

a. Do you wake up early?

You: _____

Friend: _____

Compare: _____

b. What activities you don't do in the weekdays?

You: _____

Friend: _____

Compare: _____

c. What are your responsibilities in the morning?

You: _____

Friend: _____

Compare: _____

IMASAMI KILKASUNCHI



1. Complete the sentences with the negative.

- My mother _____ (like) to go to sleep very late.
- Why _____ (be) uncle Hernando here?
- My sister _____ (do) complete her school homework.
- My grandmother _____ (do) tell me and my sister about the *Chaskis*.
- My friend told me she _____ (do) want to visit her brother.

MUSU RIMAIKUNA



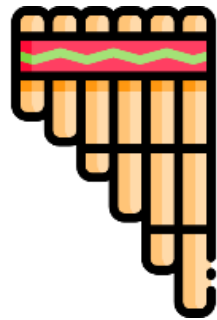
2. Read and listen the text about the zampona. Complete using the words in the box.



The Zampona

Hello! My name is Waira, I live in Caquetá. A very beautiful place. I am learning^a how to play the Zampona. It is a _____^b instrument with many tubes. It is a traditional instrument in my community and my mother is an _____^c with it. She is so _____^d with me, I am slow and she doesn't get _____^e when I don't play it right. My mother is _____^f.

Learning	Musical
Amazing	Expert
Angry	Patient



LISUNCHI



3. Describe a family member in 4 lines. Use the adjectives in the *Rumi Llankaska* as a guide.

Rumi Llankaska

- ❖ Active, sad, angry
- ❖ He is tall, short, fat, thin
- ❖ She is not happy...

4. Answer the following questions.

a. How many members are in your family?

b. Where do your uncles and aunts live?

c. What is the name of your grandfather? What is the meaning of his name?

5. Read and listen the text about family and Inga traditions.



MY AILLU

The territory where I lived was not safe anymore. With my family we had to move constantly from one place to another.

My mother Josefina Chasoy is a proud Inga woman. She never gave up the dream of us living together as a family. With my father Carlos, and my brother Antonio we searched several **hills** and walked through **wilderness** until we



found the perfect place to establish ourselves and live in peace. It was not easy at the beginning, a lot of work to do and not many hands **available**; but we are happy now, our family and community is now bigger, with a significant number of members. My grandparents decided to move with us and help us **progress** in this dream for freedom and **connection** with our *Nunkanchipa Alпамama*. I remember

my aunt always telling me about the importance of keeping our culture alive and one of the best ways for me is with music.

I love our traditional music and playing different instruments like the flute, the cascabeles, *dulazaina* and *loinas*. I am working on a song right now, it is about **perseverance**, love to our culture and most of all love to family which for me is the most important thing I have. I want to sing it to all my community when we gather in the *tulpa* to eat together.

Glossary

Move: Kuiuri -Mover

Living: - Kausai- Vivir

Freedom: suglla kausai - Libertad

6. Read the text again and answer the questions.

a. Who is Josefina?

b. Why is it working together as a community so relevant?

c. What was the dream of Josefina?

d. What instruments does the author love to play?

7. Write down the questions you would like to ask to Josefina.

Example: Why did you continue to look for a place to live?

- a. _____ ?
- b. _____ ?
- c. _____ ?
- d. _____ ?

MUSU RIMAIKUNA



8. Select the synonym of the word in bold.

Example: We searched several **hills**.

1. Highland.
2. Ditch.
3. Bottom.

- a. Walked through **wilderness** until we found the perfect place.
1. Forest.
 2. City.
 3. Suburb.

- b.** A lot of work to do and not many hands **available**.
1. Limited.
 2. Occupied.
 3. Accessible.
- c.** My grandparents decided to move with us and helps us **progress**.
1. Fail.
 2. Advance.
 3. Retreat.
- d.** This dream for freedom and **connection** with our *Nunkanchipa Alpamama*.
1. Gap.
 2. Division.
 3. Bond.
- e.** It is about **perseverance**, love to our culture and most of all love to family.
1. Determination.
 2. Weakness.
 3. Indifference.



Do you know of a story like Josefina's?

9. Look at this picture. Do you think they are a family?

Yes, or not? Why do you think that?



10. Write the names of the family members in English.

a. Mama: _____

b. Taita: _____

c. Uagki: _____

d. Pani: _____

e. Taita siñursh: _____

f. Mama siñura: _____



Nukapa achala

What is the happiest memory you have with your family?

11. Complete the spaces with the family members:
Aunt, grandmother x2, sister, cousin.

1. Me

2.

3.

4.

5. Uncle

6.

7.

12. Discuss the following questions with your *taitas*.
Write your conclusions in your notebook.

- What is the purpose of the *tulpa*?
- Will you continue with this tradition with your family?
- What activities do you do with your parents when you are eating in front of the *tulpa*?

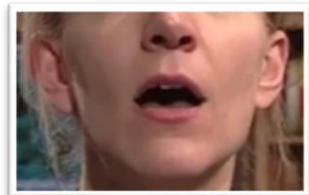


RIMARISUNCHI

**How to produce the /ə/ sound?**

This is the most common sound in English, it can have any spelling, for example:

- 🔊 About
- 🔊 Banana
- 🔊 President
- 🔊 Lemon



The schwa sound is very easy to produce:

Step 1: Relax your face. Do not tension any muscle, like when you are bored.

Step 2: Slowly and with your face relaxed open your mouth.

Step 3: Start trying to say “aaaaa” with your mouth, tongue and face as relaxed as possible.

Step 4: Take a short breath and with your relaxed face say “a”. Remember that short vowels do not last more than a second.

Take a mirror and follow the steps. Then, record yourself and compare to the audios.

- 🔊 Of. 🔊
- 🔊 Comon. 🔊
- 🔊 Balloon. 🔊
- 🔊 Problem. 🔊

UIASUNCHI



13. Listen to “*Pamillangbe shinyac*” – La familia alrededor de la *tulpa*”

<https://maguare.gov.co/pamillang-shinyac-la-familia-alrededor-de-la-tulpa/>

14. Look at the lyrics. Circle the words that rime.

Tojtsejetan or
Shinyac mochjatotbiam
Tojtsejetan or
Shinyac mochjatotbiam
Taitá mamá y baseng
Jontsän jomantiñan
Taitá mamá y baseng
Jontsän jomantiñan
Mochantsenocuentañ
Ndayam tmojenangme
basengbioy tabuayenan
cachengbe tsábiam

Tojtsejetan or
Shinyac mochjatotbiam
Tojtsejetan or
Shinyac mochjatotbiam
Taitá mamá y baseng
Jontsän jomantiñan
Taitá mamá y baseng
Jontsan jomantiñan

Note. This song belongs to the Kamëntsá community

15. Complete the missing words of the song in English.
Use a dictionary as a guide.

SPANISH	ENGLISH
<p>Cuando llega la noche Se reúnen y se sientan la familia Alrededor de la tulpa Cuando llega la noche Se reúnen y se sientan la familia Alrededor de la <i>tulpa</i></p> <p>Papá, Mamá e hijos Comienzan a cenar Papá, Mamá e hijos Comienzan a cenar</p> <p>Luego comienzan a Dialogar sobre los trabajos diarios Después continúan los padres Transmitiendo cuentos y consejos sabios a sus hijos Para que en el futuro no fracasen.</p>	<p>When the night a) _____ They get together and sit in family b) _____ the <i>tulpa</i> When the night c) _____ d) _____ e) _____ together and sit in family f) _____ the <i>tulpa</i></p> <p>g) _____, h) _____ and children i) _____ to dinner j) _____, k) _____ and children l) _____ to dinner</p> <p>Then they m) _____ to n) _____ about the daily o) _____ Later the p) _____ continue sharing stories and wise q) _____ to their children so in the r) _____ they don't s) _____.</p>



Nukapa achala

Check your answers with a dictionary when you finish!

16. Answer the questions about the song.

a. What do you think about the rhythm?

b. What instruments are being used?

c. What is the song about?

d. Do you think the Inga culture can be promoted with music?

e. If a famous Inga musician would come to your community, what questions would you ask him/her?

Rumi Llankaska

- ❖ The music is ...
- ❖ I liked it very much
- ❖ I think it needs...
- ❖ The authors are...

UNIT PROJECT








Brainstorm ideas

1. Go back to pages: *Chusku chungu pichka, Pichka chungu sugta, Sugta chungu pichka, kanchis chungu pichka.*
2. Select your favorite topic.
 - a) Heroes.
 - b) Chagra.
 - c) Family.
3. Why was that your favorite topic?

Because _____

4. Go back to page *kanchis chungu sug*. Listen to the song again. Analyze the lyrics and write down your favorite part.

5. What did you feel when you listened to the song “Pamillangbe shinÿac”? Put an ✕ in front of the emoticon.

Exited		
Bored		
Joyful		
Upset		
Interested		



Song writing

6. Start writing the first verse. Write it in Inga and then in English.

Topic: _____

a) Do you know how to play an instrument? Which one(s) would you add?

b) Write the lyrics of your song, 3 verses in total. First, write it in Inga with the help of your taitas. Then, in English. Use the vocabulary seen in the unit.

Verse # 1 (**Inga**)

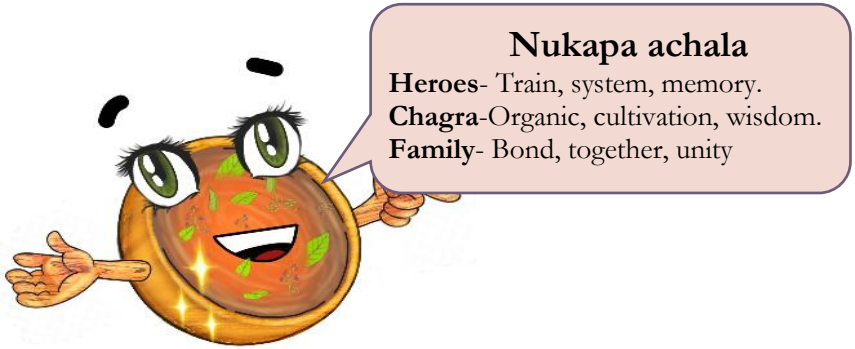
Verse # 1 (**English**)

Verse # 2 (**Inga**)

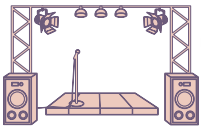
Verse 2 (**English**)

Verse # 3 (**Inga**)

Verse # 3 (English)



7. Ask a friend to listen to your composition and make changes.

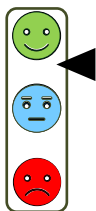


Singing time!





8. Present your song in an English activity or school event. You can record your song and upload it to social media.

- Explain your process of reading, your inspiration and how you wrote your song.
- What is the symbolism behind your lyrics?

Assess your English skills!

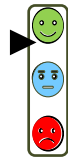


1. Tick the appropriate box according to your proficiency on the skill.





Skill	Ability				
		25%	50%	75%	100%
Reading	I can identify the main idea of a short text				
	I can relate the readings to previous experiences or knowledge				
	I can discover the meaning of words because of the context				
Listening	I can understand what people talk about their regular activities				
	I can understand the topic of a conversation				
	I can identify familiar vocabulary				
	I can look for specific information				
Writing	I can make correct use of the tenses				
	I can express my opinion in short sentences				
	I can use new vocabulary in my writings				



Assesst your Studying skills!



1. Tick the appropriate box according to the frequency of your study habits.

Study habit	 25%	 50%	 75%	 100%
I use different tools like dictionaries, textbooks, computers, or cell phone to develop challenging tasks				
I organise the new vocabulary and relate to known words				
I use the material for my English classes				
I discuss with classmates or seek help when I found a difficult task				
I try to use new vocabulary into my daily life				

Time to assess our unit!

Complete the sentences:

My favorite activity was...

Three key things I learnt on the unit

1.

2.

3.

My favorite expression or word was...



Unit 2: Historical Memory



In this unit you will...

- Learn about the history of the Inca nation.
- Reflect on how our history affects our present.



Read myths about the foundation of the Inca nation and their legacy.



Listen to Mariela's Sinchi appointment, two Ingas narrating their visit to the Sinchi and Peru, and an interview to a community leader.

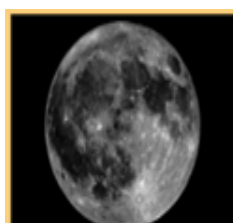


Write about yourself and give your opinion.

MUSU RIMAIKUNA



1. Write under the picture the correct word from the box below.



2. Complete the sentences with the previous vocabulary. Select only seven words.

- I had three _____ Sofia, David and Miguel.
- We planted corn during the full _____
- Some of our ancestor came from a _____
- Our _____ was beautiful before their arrival.
- The _____ was full of stars.
- I visited the Ricaute _____ with my family.
- According to the Muiscas, their _____ had gold at the bottom.

LISUNCHI



3. Complete the following task with the help of your mayores or a Taita.
 - a. Who created the Inca people?
 - b. How was Nukanchipa Alpa Mama created from? Make a drawing on your notebook to describe it.
4. Read and listen the story of the Manco Capac and Mama Ocllo.



MANCO CAPAC AND MAMA OCLLO

A long time ago, Wiracocha came out of Lake Titicaca. He divided the cosmos into three: Hanan Pacha – the up world -, Kai Pacha - the here world- and Uku Pacha – the below world. In Hanan Pacha, he made the sun, the moon, stars, and all we see in the night sky, including its beauty and functions. Then, in Uku Pacha, he created men and women with rocks and stones. These new people arrived at the Kai Pacha through the Pakarina (original places like caves, lakes, and springs). In Kai Pacha they founded multiple villages and kingdoms with the help of Manco Capac and Mama Huaco.



They had a rod of gold that they used to throw into the air to choose the best place to settle down. This place was Cuzco, near Huanacaure Hill. Manco Capac and Mama Ocllo taught men how to work the land, grow corn, and build houses. They showed women how to spin wool and cotton to make dresses. They guided the people and revealed their godly origin.



Glossary

Came out: llugsisa - Salió

Below: Uraladu - Abajo

Godly: Aia - Divino

Settle down: Saiarisakuna - Establecerse

Wool: Milma - Lana

Rod: Kaspi iuiái - Bastón de mando

5. Answer true (T) or false (F) according to Mama Ocllo Y Manco Capac text.

- a. Wiracocha came from Hurin Pacha ().
- b. Wiracocha divided the universe into four ().
- c. The sun and stars were created in the Uku Pacha ().
- d. People were created in Hanan Pacha ().
- e. Manco Capac and Mama Huaco used a golden rod to select a territory to settle down ().
- f. Mama Ocllo taught people how to read and write ().



IMASAMI KILKANCHI

6. Look at the verbs in the sentences bellow and answer the questions:

- Wiracocha divided the cosmos into three: Hanan Pacha, Kai Pacha and Hurin Pacha.
 - He created men and women with rocks and stones.
 - They arrived at the Kai Pacha.
 - They founded multiple villages and kingdoms with the help of Manco Capac and Mama Huaco.
- a. What do they have in common?
 - b. When did the events occur; in the past, present or in the future?

7. Complete the following sentences with the given verb

Example: They stayed (stay) and participated (participate) in the Minga of thought.

- a. Yesterday, I _____ (pass) by the cemetery after 6 p.m.
- b. Last week, I _____ (visit) our sinchi.
- c. Last month, my dad _____ (help) me to take my medicine.
- d. My family _____ (plan) last year Atun puncha.
- e. My aunt _____ (cook) mote, yesterday.
- f. Last night, I _____ (vomit) my lunch after I walked through the cemetery.

UIASUNCHI



8. Answer the following questions on your notebook.

- What does kuku waira mean?
- How do you get kuku waira?
- What can you do if you get kuku waira?

9. Listen to Mariela talk about her visit to her Sinchi.



10. Listen again and enumerate the following sentences according to the audio.

- _____ Mariela visited her sinchi.
- _____ She vomited her lunch.
- _____ Mariela picked some eggs.
- _____ She walked through a cemetery.
- _____ Her sinchi make the spiritual harmonization.
- _____ She made some cheese.
- _____ Mariela got kuku waira.

11. Listen again and complete sentences with the verb in past or past adverbs (yesterday, last week, 2 days ago, etc.).

- _____ I got Kuku waira.
- I _____ some eggs.
- I _____ to our Sinchi's ambi wasi.

- d. Where he _____ a spiritual harmonization.
- e. When we _____, he _____ me to not shower, go out or eat meat, _____, milk and _____.

LISUNCHI



12. Search the following places and describe them with 5 adjectives. Then, paste an image or draw it.

Urubamba Valley

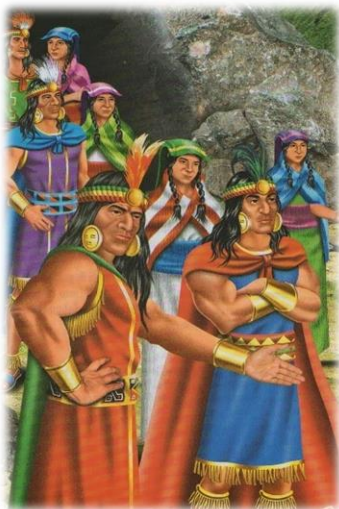
Huanacaure Hill

13. Read and listen the myth of the Ayar siblings.



THE AYAR SIBLINGS

The God Wiracocha makes eight siblings - Ayar Cachi, Mama Huaco, Ayar Uchu, Mama Ipacura, Ayar Auca, Mama Rahua, Ayar Manco and Mama Ocllo. They came out of the Pakari, tambu cave and went to the Huanacaure hills. There, Ayar Cachi climbed the hill and threw four rocks with his slingshot to mark Inca's land. The other siblings feared Ayar Cachi's strength, so they decided to lock him up in the Pakari



tambu cave and they continued their way to Cuzco, but Ayar Manco decided to fly through the sky to talk to his father Sun and asked him to change his name to Manco Capac. The Sun agreed and turned him into a pile of rocks. The rest of the siblings Mama Huaco, Ayar Uchu, Mama Ipacura, Ayar Auca, Mama Rahua, and Mama Ocllo planted coca and ají in a village close by Urubamba, then in Cuzco they were named "Children of the Sun".

Glossary

Strength: Sinchi iawarsh - Fuerza

Fear: Manchai - Temer

Lock him up: Wichikai - Encerrarlo

Turn into: Sinchiachi - Convertir

KILLKASUNCHI



14. Read again the two Inca myths Manco Capac and Mama Ocllo and the Ayar siblings and answer on your notebook using the expressions in the Rumi Llankaska.

- a. Do you think it is important to learn these myths, why?
- b. Can you identify any Inga belief in these myths? Which ones?
- c. Why do you think that both myths are used as an explanation for the origin of the Inca people?
- d. Is the invasion of America by the Europeans related to the history gaps in indigenous communities? How so?
- e. In what ways can we lose our culture? How can we keep our culture alive?





Rumi Llankaska

- ❖ I think that...
- ❖ I believe that...
- ❖ From my point of view...
- ❖ One important aspect...
- ❖ The main issue is...

RIMARISUNCHI

**Vowels (long sound) in English**

Long vowels are vowel sounds that are extended. They are represented in the phonemic alphabet with the following symbol “/:/” Look at the next examples.

1. For the long /ɑ:/ vowel sound: **Park, heart, father.** 
2. Examples of long /i:/ vowel sound: **Field, see, keep.** 
3. Examples of long /ɔ:/ vowel sound: **Fork, door, four.** 
4. Examples of long /u:/ vowel sound: **Boot, group, move.** 

Listen to the examples and pronounce them in front of a mirror.

Pair the word with the correct long vowel

15. Record each word and compare it with the following audio. It does not have to be perfect; the goal is to make sure that the vowel sound does not last more than a second.

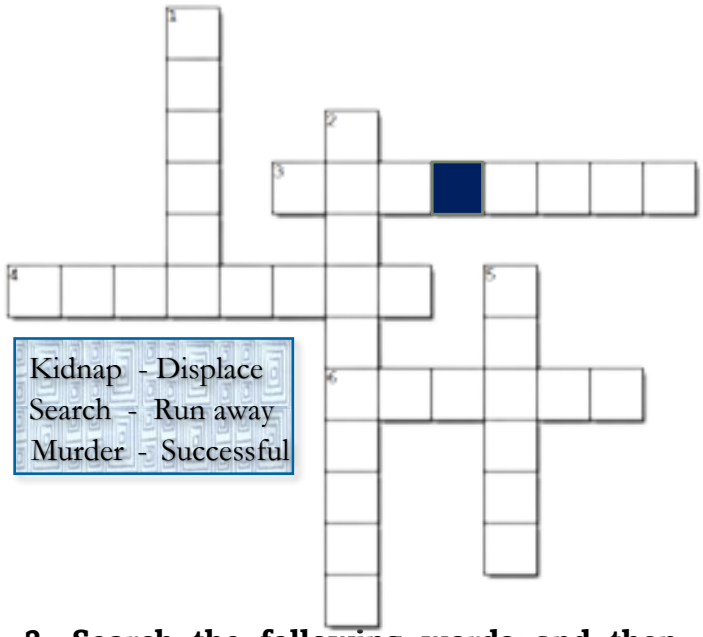
1. Meat
2. To
3. For
4. Car
5. Burn



- a. /ɔ:/
- b. /u:/
- c. /i:/
- d. /ɑ:/
- e. /ɜ:/

MUSU RIMAIKUNA

1. Complete the following crossword with the words in the box.



Kidnap - Displace
Search - Run away
Murder - Successful

Across

- 3. To leave a place or a person secretly and suddenly.
- 4. To force someone to leave their home.
- 6. To look somewhere to find something.

Down

- 1. To take a person away illegally by force, usually to demand money in exchange to release them.
- 2. Achieving the results wanted or hoped for.
- 5. The crime of intentionally killing a person.

2. Search the following words and then, draw their meaning. You can use symbols, images, objects, etc.

Kingdom

Civilization

Inca nation



LISUNCHI



3. Read and listen the following story of the invasion and extermination of the Inca nation.



CAJAMARCA MASSACRE

The great Inca nation was one of the most successful countries in the history of South America. The Incas dominated a vast land, from north of Chile to the south of Colombia, until the Spaniards began to invade and found this great civilization. In 1513, Francisco Pizarro led the Massacre of Cajamarca where he kidnapped, and later murdered the leader Atahualpa. This allowed the invaders to get inside Cuzco and dominate the whole region of Tawantisuyu.



After this event, the other communities around the great Inca nation were murdered, forced to join the Spanish kingdom, or displaced. Many of them ran away from their land and searched for a better place. Part of the Incas took the Great Route and entered from Ecuador to Putumayo, Colombia; and then continued their way and settled down in the Valley of Sibundoy. These war crimes committed by the Spaniards not only destroyed the nation, but also their culture, meanings, and images.

Glossary

Commit: Wañuchi - Cometer

Meaning: Nirimi - Significado

Vast: Atun - Vasto

Spaniard: Iura runa - Español (gentilicio)

Get inside: Iaikui - Entrar

4. Choose the correct answer according to the Cajamarca Massacre text.

- a. Before the Spaniards, how big was the Inca nation?
1. It was a disorganized country.
 2. It was the biggest in South America.
 3. It was the smallest in South America.
 4. It was a small village of natives.
- b. How did the Spaniards take control of the Inca nation?
1. They murdered and kidnapped Atahualpa.
 2. They bought the Incas land.
 3. The Incas gave them the land as a gift.
 4. They negotiated with their leader Atahualpa.

- c. Why did the Incas leave their home?
1. Because they wanted to invade other lands.
 2. Because they did not like their home.
 3. Because they were invited to Colombia by the Spaniards.
 4. Because they were victims of a genocide and were invaded by the Spaniards.
- d. What are the long-lasting consequences of war crimes?
1. Loss of the Inca culture, history, territory, language, and social position.
 2. Loss of the Inca's money and food.
 3. Loss of the Latin-American biodiversity.
 4. Loss of Spaniards' wealth, and lives.

IMASAMI KILKASUNCHI



5. Go back to the text and highlight all the verbs, then answer:

a. How many of them were in past (murdered, continued, destroyed)? _____

b. How many of the verbs did you already know?

6. In your notebook, make a list of the verbs that you do not know and search for the meaning, list at least 5.

7. Complete the following wordsearch with the verbs in past from the previous text.



a. Is there more than one way to turn verbs in past? Yes / No.

Most verbs in the English language use -ed at the end to indicate past. There are some exceptions in which the verb is completely different. For example, the **verb to be** changes to *was* or *were* depending on the subject:

- **I was** at the Minga last night.
- **We were** part of the Cabildo Mayor.

8. Select five verbs from the Cajamarca massacre text and write the correct form of the verbs in each column.

Infinitive	Past	Verb Type Regular/ Irregular	Meaning in Inga/Spanish
<i>Commit</i>	<i>Committed</i>	<i>Regular</i>	<i>Wanchi/Cometer</i>

9. Use two regular and two irregular past verbs to write four sentences about things you did last month. Use the expressions suggested by the Rumi Llankaska.

- _____
- _____
- _____
- _____

Rumi Llankaska








- ❖ Last week/weekend...
- ❖ Yesterday...
- ❖ Some days/weeks ago...

RIMARISUNCHI

**Diphthongs**

The English diphthongs are a group of vowel sounds. They are composed of two vowel sounds that go together. There are 8 diphthongs. Look at the examples.

Look at the following words and match them with the diphthong pronunciation.

- | | |
|--|---------|
|  1. Years | a. /əʊ/ |
|  2. Town | b. /aɪ/ |
|  3. Communication | c. /aʊ/ |
|  4. Wear | d. /eɪ/ |
|  5. Arrival | e. /ɔɪ/ |
|  6. Boy | f. /ɪə/ |
|  7. Slow | g. /eə/ |

ɪə here	eɪ wait	
ʊə tourist	ɔɪ boy	əʊ show
eə hair	aɪ my	aʊ cow

MUSU RIMAIKUNA



10. Match the below images with the words in the box.



- | | |
|-------------|-----------|
| 1- Jungle | 2-Rainbow |
| 3- Plantain | 4- Rubber |
| 5- Interact | |



LISUNCHI



11. Read and listen to the following text about Ameo from the Huitoto community.


AMEO

My name is Ameo, I am 16 years old. I was born in the Reserva Predio Putumayo on October 19th of 2006. I speak three languages Huitoto Murui, Spanish and English. I grew up nearby the river Igará-Paraná, in the Huitoto community. I love my community because we work together



and cooperate with mother nature, we are proud of being “jungle people”. My people are descendants of the Huitotos in the Peruvian Amazon, but the Spanish invasion and later the exploitation of rubber by Casa Arana in the 1890s displaced us to Putumayo, Amazonas, and Caquetá in Colombia.

Our maloka is the universe, we interact with others, learn our language, create, and celebrate our rituals, and even return from death. Our main activities are fishing, hunting and growing ñame, ají, coca, plantain and tobacco. In our language, Ameo means rainbow. My last name Díaz means son of Diego; and my second last name, Floréz comes from the name Floro, it means flower in Latin. I have these last names because the Spaniards gave their names to the Africans or indigenous people that they kidnapped and exploited. I like my name because I think rainbows are beautiful, and I feel in love

and creative every time see them. Also, it reminds me of my culture, my people and mother nature.

Glossary

Grew up: Wiñashani - Crecí

Proud: Alli iachi - Orguloso

Even: Chasa llatata - Incluso

Amazon: Suyu amazonas - Amazonas

Fishing: Chalwa api - Pescar

Hunting: Wiwakuna api - Cazar

12. Choose the correct answer according to Ameo's story.

- a.** Where does Ameo live?
1. Peru.
 2. Bolivia.
 3. Colombia.
 4. Brazil.
- b.** How many languages does Ameo speak?
1. Four, English, French and Spanish.
 2. Three, Spanish, Huitoto Muri and English.
 3. Two, Spanish, Arawak and English.
 4. Two, Spanish and French.
- c.** Why were Ameo's Ancestors displaced?
1. Because they wanted to live by a river.
 2. Because of Spanish invasion and rubber exploitation.
 3. Because of governmental laws.
 4. Because they wanted to explore the world.
- d.** Why does Ameo like his name?
1. Because it sounds elegant in Huitoto Murui.
 2. Because he likes looking at rainbows.
 3. Because it reminds him of her community and nature.
 4. Because he is a Spanish descendant.

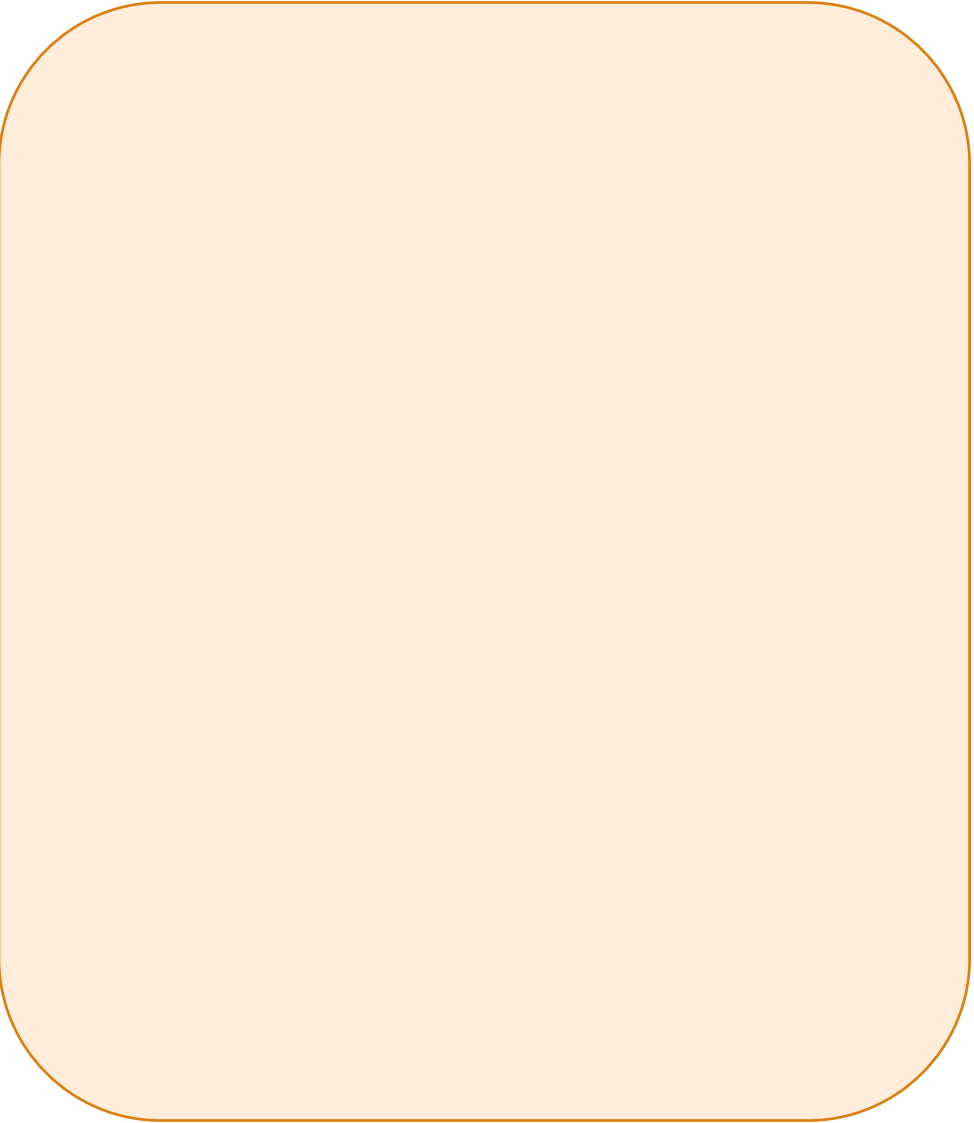
KILLKASUNCHI



13. Complete the following table with your personal information.

1. What is your name?	
2. Where and when were you born?	
3. Where do you live?	
4. How many languages do you speak?	
5. What is your community?	
6. What do you like about your community?	
7. How did your community end up in their current place?	
8. Mention three fun facts about your community.	
9. Search online or ask your parents what do your name and last names mean?	
10. Do you like the meaning of your name?	
11. Are you proud of your name or last name? Why? / Why not?	

14. Look at Ameo's story and write a similar text. Use the answers from the above table and the Rumi Llankaska on the next page.



Prepositions of time

In

At

On

Used with

Unspecific part of the day, months, years, seasons, centuries.

- He sings **in** the evening.
- She was born **in** 1996.

Specific time of the day, noon, night, and midnight.

- I go to school **at** 8:00.
- He eats lunch **at** noon.

Days of the week and dates.

- **On** October 12th.
- We have the Minga **on** Wednesdays.

Rumi Llankaska

- ❖ And...
- ❖ Also...
- ❖ But...
- ❖ So...
- ❖ Because...

MUSU RIMAIKUNA



1. Connect the correct image with the word. Use different colors.

Machu Picchu



Ride a (animal)



Peruvian



Llama



Road



Qhapac Nan /
Great Inca Route



2. Read the definition and unscrambled the words. It starts with the letter in red.

Example: (Tyas) Stay : to not move away from or leave a place or situation.

- (Tesecedandn) _____: a person related to someone from an earlier generation (all the people of about the same age within particular family).
- (ciontconstru) _____: the work of building or making something, especially buildings, bridges, etc.
- (Ritp) _____: a journey in which you go somewhere, usually for a short time, and come back again.

UIASUNCHI 

3. Listen to the next audio about Freddy's trip to the Qhapac Nan.



4. Select the correct answer.

- Where did Freddy go?
 - He went to Pasto.
 - He went to Santiago de Chile.
 - He went to Cuzco.
 - He went to Brazil.
- How long did Freddy stay?
 - He stayed a week.
 - He stayed two weeks.
 - He stayed twenty weeks.
 - He stayed four weeks.

- c.** What was the Minga of thought about?
1. The history of the Inca nation.
 2. The meaning of being an Inca descendant.
 3. The history of the Great Inca Route.
 4. The meaning of being Inga.
- d.** What is the Qhapac Nan?
1. It is a city.
 2. It is a park.
 3. It is a long road.
 4. It is a lake.
- e.** How many kilometres did the Inca Rout have?
1. It had fourteen kilometres.
 2. It had four kilometres.
 3. It had forty-three kilometres.
 4. It had forty kilometres.
- f.** What did Freddy do at the Qhapac Nan?
1. He walked, helped with some chagras and drank chicha.
 2. He visited villages, talked to the Incas' descendants, and helped with chores.
 3. He drank some chicha, saw beautiful mountains, and talked to the president of Peru.
 4. He climbed a tree, rode a llama, and made some friends.
- g.** Why did Freddy ride a llama?
1. Because Peruvians killed all the horses.
 2. Because he feared horses.
 3. Because he loves llamas and wanted to ride one.
 4. Because llamas do not deteriorate the Inca route

LISUNCHI



5. Complete the sentences according to the image.



a. I sent a **p** _____ to my friend in Cuzco.



b. The **c** _____ brought you a package.



c. They **a** _____ this house 30 years ago.



d. I like playing at the **t** _____ nearby my house.



e. The rain **d** _____ the road.



f. I received a **m** _____ from my brother.

6. Read and listen to the following text about the Great Inca Route.**THE QHAPAC NAN - GREAT INCA ROUTE**

In the 15th century, the Incas built a big road that started in Pasto, Colombia and ended in Santiago de Chile. This system organized their territory and resources, it connected multiple villages in Latin America and helped them to destroy enemies, especially during the Spanish invasion. Also, it represented a symbol of their power because it needed great work and skill to make. It was mainly used by the Chasquis (specialized couriers), who would take packages or messages from Quito, Ecuador to Cuzco, Perú in two days. Unfortunately, after the end of the great Inca Nation, the road was abandoned and some people around it robbed or destroyed many of their tambos (small buildings). Others built roads on top of the Inca route because governments did not recognize it as part of their culture or did not control the zone. Inca descendants use this route to remember their ancestors and demand more protection of their legacy.



Glossary

Resources: iukaikuna - Recursos **Robbed:** Sisaiaska - Robado

Legacy: Nukanchi kai - Legado **Demand:** Mañai - Pedir

7. Select the correct answer

- a.** When did the Incas build the Qhapac Nan?
1. It was built in the 16th century.
 2. It was built in the 12th century.
 3. It was built in the 15th century.
 4. It was built in the 5th century.
- b.** Why did the Incas build their route?
1. To show how strong and intelligent were the Incas.
 2. To organize and connect the territory and fight possible intruders.
 3. To fight the Spanish invaders and demonstrate that they are stronger.
 4. To connect the small villages around the Tawantisuyu.
- c.** What are the tambos?
1. They were small buildings
 2. They were the official messengers of the Incas.
 3. They were the Taitas and professor at the time.
 4. They were small farms around the Inca route.
- d.** Who did use the route the most?
1. The Spaniards.
 2. The neighbours.
 3. The taitas.
 4. The Chaskis.

- e. Answer. Why do you think it is important to preserve the Great Inca Route?

Rumi Llankaska

- ❖ And...
- ❖ Also...
- ❖ But...
- ❖ So...
- ❖ Because...

IMASAMI KILKASUNCHI



8. Can you guess how we create questions in past? Observe the following three questions, tick the one that you think it is referring to the past.

1. What do you say?
2. What did you say?
3. What will you say?

In English we have three ways to ask about past events, wh-questions, yes/no questions, and verb to be questions. Do you remember the past of the verb to be? Complete the small chart.

Tense	I	She/he/it	They/we/you
<i>Present</i>	am	is	are
<i>Past</i>			

Example:

Where **did** she **go** last week?
 When **did** you **plant** plantain?
 Why **did** your mom **visit** the Sinchi?
 How **did** they **make** the chicha?
 What **did** the Taita **eat** during the

1. Wh-word

2. Auxiliary **did**

3. Subject

4. **Verb**

5. Complement

Formation

Words that have the letter **w**
 and **h**: **when**, **what**, **which**,
why, **where**, and **how**.

Wh-words

With

1. Wh-word.

2. **Verb to be in past.**

3. Subject.

4. Complement.

Example:

Where **was** your mom last week?
 When **were** you in Peru?
 Why **were** they mean to you?

Example:

Did you **like** my chumbe? } Yes, I did
Did you **drink** chicha? } No, I did not

Did Pablo **help** with the } Yes, he did
 food? } No, he did not

1. Auxiliary **did**

2. Subject

3. **Verb**

4. Complement

Formation

Questions answered
 with a yes/no word.

**Yes/no
Questions**

With

1. **Verb to be in past.**

2. Subject.

3. Complement.

**Questions in
past simple****Verb to be**

Formation

9. Look at the ambiwaska and complete.

a. Create six questions in past about your activities last month:

Verb to be	Wh-word	Yes/No question
<i>Was my aunt at home?</i>	<i>Why did my mom tell me off?</i>	<i>Did my brother work on the chagra yesterday?</i>

b. Check only the questions in past.

1. Am I wrong?
2. Was I wrong?
3. Will I be wrong?
4. Were they together?
5. Are you sure about that?
6. When did you see her for the last time?
7. How did your parents meet?
8. Who is your Sinchi?
9. Why did your dad join the cabildo mayor?
10. Where is your family?
11. Are you a good student?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

10. Write the correct question for the following answers.

Example: - (why) Why were they sad? Because they lost their land.

- (where) Where did Mauricio and Camila go last week?

Mauricio and Camila went to Pasto last week.

a. (why) _____?

Because her grandfather died.

b. (where) _____?

I went to Bolivia.

c. (when) _____?

Marcos built his chagra last week.

d. (how) _____?

I learnt Inga by listening to my grandmother.

e. (what) _____?

The Minga was about the importance of fighting for our rights.

11. Look for three Inga people and ask them about the importance of the culture. Create three questions or more, use the ideas below to guide yourself.

- ❖ Your favorite part of being Inga
- ❖ The most important Inga that you know about
- ❖ The thing that you are the proudest of

a. Use the table below to collect their answers.

Questions:

- 1.
- 2.
- 3.

Name person 1:	Name person 2:	Name person 3:
1.	1.	1.
2.	2.	2.
3.	3.	3.

Which was your favorite answer? Why? _____



12. Read the definition and circle the right word.

- a. To prevent someone or something from entering a place or taking part in an activity. **Exclude/Include/Displace**
- b. Of no use, not working or not achieving what is needed. **Pointless/Useless/Mindless**
- c. To ask someone if they would like to have something or if they would like you to do something. **Invite/Send/Offer**
- d. The feeling or quality of being grateful. **Gratitude/Love/Hate**
- e. Someone who believes that their race makes them better, more intelligent, etc. than people of other races and who does or says unfair or harmful things as a result. **Racist/Homophobic/Xenophobic**
- f. A gradual increase in world temperatures caused by gases such as carbon dioxide that are collecting in the air around the earth and stopping heat escaping into space. **Sea level/Global warming/Contamination**
- g. To protect someone or something and provide the things that a person or thing needs. **Take care of (someone or something)/Look up to (someone or something)/ Get out of (somewhere).**

13. Write the letter in the right image.

a. Protest.



b. Country.



c. City.



d. Food.



14. Answer on your notebook the following questions.

a. Do you ever feel excluded?

b. How do you know that you are excluded?

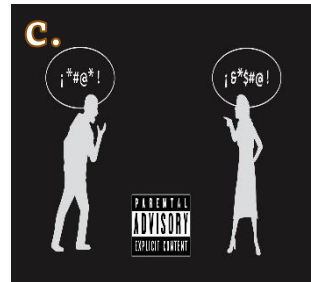
c. Do you think the Inga culture should be preserved? Why?

15. Listen to the following audio about the importance of Inga culture.



16. Which scenario do you relate to the previous audio?


Circle the right image.



17. Listen again and complete the sentences.

- They say that our knowledge, history, and culture are not important, or it is **u**_____.
- I think it is more useful and **n**_____ than ever.
- Our ancestors had very important **k**_____ that the Spaniards destroy. Part of that history live **w**_____ **u**_____, the Ingas.
- For us our Nukanchipa Alpa Mama represents **e**_____, she gave us life, **f**_____, a place to live.
- We kill the earth because we do not **t**_____ **c**_____ of her.

RIMARISUNCHI**Long vowel /ɜ:/**

This vowel sound is the same as the /ə/ sound we saw in unit 1 lesson 3. The difference is that it is pronounced in a longer way. So, it will be presented like this /ɜ:/. 

Examples: **B**ird, world, service, worm, burn, girl.

Taking these examples:

1. Take a mirror and pronounce the words in front of the mirror. Look at your mouth!
2. Relax your mouth and put your tongue low.
3. Say the words in the example extending the /ɜ:/ sound.
4. Listen to the audio again and highlight the part where the long vowel is evident. The first one is already done.

Listen to the following words and make a circle on the word that has the /ɜ:/ sound.

 Turn 

 Try 

 Go 

UNIT PROJECT



Collecting ideas

1. Go back to pages: *iskai* and *kimsa*, *kanchis*, *chunga sug* and *chunga iskai* and read the myths again.
2. Select your favorite myth.

My favorite myth was:

3. Answer the following questions:

a) Why did you choose that myth? Use at least 3 adjectives (entertaining, easy to read, beautiful, interesting, etc.)

b) What is the myth topic?

c) What is the myth about?

d) What topics mention the myth? (Family, community, Incas, cosmos, universe, etc).

4. Try to create a story like the myth you chose.

a) Visit to a mayor or Taita and ask them the following questions:

1. How was our Inga community created?

2. Why were we created? What is our purpose?

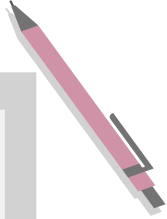
b) Write ideas, different words or paste images about your myth that answer to the following question:

How were we created?



Planining

4. Complete the following form.



Characters

#1: _____

#2: _____

#3: _____

Role in the story: Why are they important?

#1: _____

#2: _____

#3: _____

Topic (love, hate, horror, revenge...)

_____.

Setting: (Where and when)

_____.

Main idea / final message

5. Complete the following table to plan your story.

<i>Beginning</i>	
Setting	
Characters <i>Who are they?</i>	
Plot: introduction <i>What happens? Main problem or event of the story</i>	
<i>Middle</i>	
Plot: development <i>How do characters react to the problem?</i>	
<i>Ending</i>	
Plot: closure <i>How do characters solve the problem?</i>	

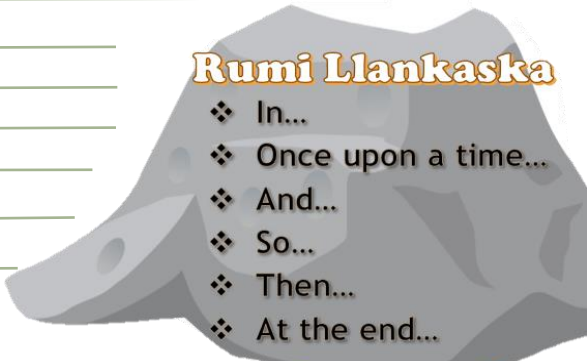


Writing time!

6. Create your story. Use the expressions suggested by the Rumi Lankaska.



A series of horizontal lines for writing a story.



Rumi Lankaska

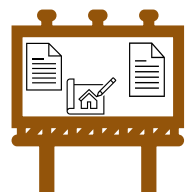
- ❖ In...
- ❖ Once upon a time...
- ❖ And...
- ❖ So...
- ❖ Then...
- ❖ At the end...



Reviewing!

7. After writing your story check that it follows the next suggestions.

- The story has a beginning, middle and end.
- The story is easy to read.
- The story is well organized.
- The story includes previous vocabulary.
- The story mentions or refers to the Inga community.
- The story is grammatically correct and has no spelling mistakes.



Presentation

8. Create a drawing that represents your story.





9. Read the story to your classmates and post it on your classroom.



Assess your English skills!



1. Tick the appropriate box according to your proficiency on the skill.





Skill	Ability				
		25%	50%	75%	100%
Reading	I can identify the main idea of a short text				
	I can relate the readings to previous experiences or knowledge				
	I can discover the meaning of words because of the context				
Listening	I can understand what people talk about their regular activities				
	I can understand the topic of a conversation				
	I can identify familiar vocabulary				
	I can look for specific information				
Writing	I can make correct use of the tenses				
	I can express my opinion in short sentences				
	I can use new vocabulary in my writings				



Assess your Studying skills!



1. Tick the appropriate box according to the frequency of your study habits.

Study habit	 25%	 50%	 75%	 100%
I can use different tools like dictionaries, textbooks, computers, or cell phone to develop challenging tasks				
I can organize the new vocabulary and relate to known words				
I can use the material for my English classes				
I can discuss with classmates or seek help when I found a difficult task				
I try to use new vocabulary into my daily life				

Let's review our journey!

Complete the sentences:

My favorite activity was....

Three key things I learnt on the unit

- 1.
- 2.
- 3.

My favorite expression or word was...



Unit 3: Aillu



In this unit you will....

- Learn the importance of having a strong community.
- Reflect on the consequences of forced displacement.



Read about real life situations in different communities and our political Inga system.



Listen to people from different communities talk about themselves, our Inga community poppy situation, and our political Inga system.



Write your opinion, a letter, carry out an interview, a message, and complete a form.



MUSU RIMAIKUNA

1. Complete the sentences with the words in the box below.

Reserve - No one - Part of - Become
Oil - Collect - Graduate

- a. The _____ exploitation displaced the Hitnu community in Arauca.
- b. In this war _____ will win.
- c. I am _____ the Inga community de Aponte.
- d. I was born in the _____ La Voragine in Cauca.
- e. Next year I will _____ from the Institución Educativa Agropecuaria Inga de Aponte.
- f. Martha will _____ all the food for our Atun Puncha.
- g. I will _____ a member of the cabildo menor of education.

UIASUNCHI

2. Answer the following questions on your notebook:

- a. Where do you live?
- b. Do you have any goals? What are they?
- c. Will you achieve any of your goals this year?

3. Listen to three indigenous teenagers talk about their community and their future.



4. Listen to the audio again and respond true (T) or false (F).

- Hiñeko was displaced because of the exploitation of rubber by Casa Arana ().
- Hiñeko only speaks English ().
- Hiñeko will become a hunter this year ().
- Juana's community was displaced because oil exploitation ().
- Juana wants to study to protect her community and territory ().
- Over's community was displaced by paramilitaries groups ().
- This year, Over will have his úu jümup ().
- Over does not like his culture ().

5. Listen again and complete the following table with information.

	Age	Community	Territory	Language
Hiñeko				
Edith				
Over				

MUSU RIMAIKUNA



6. Match the letters with the images

- Trucks
- Hurt
- Bus station
- Clean (a house)
- Offensive comments



LISUNCHI



7. Read the following quote and answer the questions on your notebook.

“Indigenous peoples shall not be forcibly removed from their lands or territories...”

“Llagta nukanchipurakunasina mana iukanchi sakiringa suskungatakuna nukanchipa llagtakunamanda...”

- United Nations (General Assembly), 2007, art. 10

- Do you think that this law is followed in Colombia?
- Do you know any case where this right was violated?
- Why do you think it happens?

8. Read and listen to the text about the life of a displaced teenager in the city.



MY NEW LIFE

I **will** never forget that afternoon when we ran away from our territory. The paramilitaries groups and the guerrilla started a war that never ended, so my parents and I had to scape. It hurts to think about my previous life, our community, my family, my culture, my identity, all is just



a memory now because my new life is here, in the city. I wake up early every day with my dad at about 4 in the morning, we get ready and walk for 2 hours to the bus station and we offer our services, we do all kind of jobs, from cleaning houses, trucks, or cars, selling things like Bianchis or Nucitas, or working in farms nearby.

My favorite job is to work in farms with my dad and my little brother, it reminds me of my home, and we can speak Awá

pit, our first language. My family and I cannot use it in public because people give us a bad look, or they reject us and make offensive comments. My mom says that one day we **will** come back to our territory, the government **will** give us our land back, so we **will** be one big family again with my community. I **will** not have to wake up early to work for others, I **will** be able to learn from my ancestors, go back to school with my friends, work the land and enjoy the forest, I **will** be alive again.

Glossary

Reject: Mana munai - Rechazar

Offer: Kawachi - Ofrecer

Give a bad look: Millaipa kawai - Mirar feo

Remind: Iuiari - Recordar

Be able to: rurraikuna iachai - Ser capaz de

Forget: Kungari - olvidar

9. Choose the correct answer according to My New Life text.

- a. Why did the teenager leave his territory?
1. She did not like living there.
 2. Illegal armed groups forced her to leave her territory.
 3. Her dad found a job in the city, so the family moved.
 4. She got into a fight with her neighbours.

- b.** What does the teenager do in the mornings?
1. She wakes up at 7 a.m. and goes to school.
 2. She wakes up at 5 a.m. and walks to school.
 3. She wakes up at 4 a.m. and goes to the bus station to get a job with her dad.
 4. She wakes up at 5 a.m. and walks for two hours to go to her school.
- c.** What is the teenager's favorite job?
1. She likes cleaning houses because she enjoys seeing other people's houses.
 2. She likes washing trucks because she wants to drive.
 3. She likes selling candies because she can eat some.
 4. She likes working on a farm because she can use her language and it reminds her of her territory.
- d.** Why does not the teenager speak Awá pit in public?
1. Because people discriminate her.
 2. Because she likes Spanish more.
 3. Because she does not know Awá.
 4. Because she does know anyone that speaks Awá.
- e.** What does the teenager want to do in the future?
1. She wants to be rich.
 2. She wants to come back to her territory.
 3. She wants a nice house for her family.
 4. She wants to find a better job.

10. Answer the following questions:

- a. What do you think was the teenager biggest lost?

- b. How do you think we can avoid forced displacement in our country?

- c. Do you think in Colombia indigenous languages are important? Why?

IMASAMI KILKASUNCHI**11. Look at the words in bold in the text *My New Life* and answer:**

- a. To what period are we refereeing to when we use the auxiliary **will**?

1. Past

2. Present

3. Future

- b. Which of the following do you think that corresponds to the formation of sentences with the auxiliary **will**? Guide yourself with the example below:

Example: Next week, I will organize the Atun Pucha

1. I celebrate will our traditions
(Subject+verb+will+complement).
2. Our traditions I will celebrate
(complement+subject+will+verb).
3. I will celebrate our traditions
(Subject+will+verb+complement).

12. Write a sentence predicting what will happen next.

Use the verbs in the box.

Example:



Vomit - Be late - Cry
Rain - Fall

The child will cry



a. _____

b. _____



c. _____

d. _____



KILLKASUNCHI

13. Write a letter for your future self, where you promise to achieve your goals and say how you will do it. Use the prompts and words in brackets to guide yourself.

Example: One day, I will be part of the cabildo mayor of justice. I will go to university and study Law to help my community.

Dear *(name)* _____,

Currently, *(age and grade)* _____
_____.

I am excited because *(goal)* _____
_____.

Also, next year, _____

_____.

And when I graduate from high school,


_____.

To do so, _____
_____.

With love,

(your signature)

RIMARISUNCHI

In the English language we have voiced sounds which emit a vibration in your throat. Also, we have the unvoiced sounds which do not emit any vibration in your throat. 

VOICED CONSONANTS	UNVOICED CONSONANTS
B, d, g, j, l, m, n, r, sz,th,v, w, y, z.	Ch, f, k, p, s, sh, t

LET'S PRACTICE



Put your hand on your throat softly like in the picture and say the following words:

Dreams

Goat

Moon



If you feel a vibration of your vocal cords, the consonants are voiced. For voiceless consonants pronounce the following:

Fish

Cat

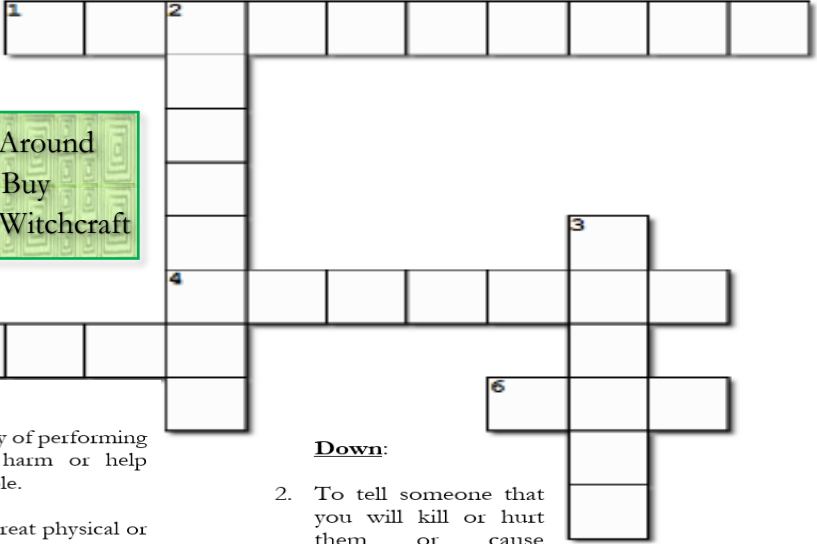
Books

While pronouncing the consonants you should feel no vibration. This means the consonants are voiceless.

MUSU RIMAIKUNA



1. Complete the following crossword with the words in the box.



Threaten - Around
Lose - Buy
Torture - Witchcraft

Across:

1. The activity of performing magic to harm or help other people.
4. To cause great physical or mental pain to someone intentionally.
5. To get something by paying money for it.
6. To no longer have something because you do not know where it is.

Down:

2. To tell someone that you will kill or hurt them or cause problems if they do not do what you want.
3. In a position or direction surrounding, or in a direction going along the edge of or from one part to another (of).

LISUNCHI



2. Answer the following question:

a. What is cultural loss?

b. Do you think it affects people? How? Provide a short example.

3. Read and listen to the following three indigenous leaders talking about their cultural loss.

1



Placido – Embera Dóbida

In Chocó our Embera community is displaced by paramilitary groups, they mander and threaten our leaders, we cannot plant our food, hunt, or fish. They invaded our territory. Also, with the COVID-19 272 indigenous died and 65,7% were older than 60 years old. We **will** lose all our mayores because we do not have hospitals, water, electricity, or any help by the government, our only option is our ancestral medicine.

2



Dika – Rrom community

Our Rrom community sells art and use the money to buy food. However, the discrimination against our people and the war around the country **will not** let us live like a gypsy community. First, paramilitary groups do not allow us to practice our traditions like reading hands because they think it is witchcraft. And second, our children cannot speak our language at schools because they are excluded. So, when they grow up, they **will not** speak Shib Romani. Without the freedom to celebrate our culture our community will disappear!

In 1880's the government of Canada kidnapped our children and put them in the Indian residential school system, where they



learned about Catholicism and European culture. Our children could not speak their languages or practice their traditions. Many died because they were tortured or committed suicide. And others were sold or adopted by white families. This resulted in the loss of our culture and communities, that is why we **will not** rest until the government and the catholic church let us know what happened with all our children.

Corrine - Tsuut'ina Nation

4. Select the correct option according to the 3 stories above.

- a. According to story 1, who invaded the Embera Dóbida's territory?
1. Spaniards, Germans, and English.
 2. The Rrom community.
 3. The paramilitary groups
 4. The catholic church

- b.** According to story 1, how did the COVID-19 affect the Embera Dóbida community?
1. They cannot sell their products.
 2. Their friends are not wearing masks.
 3. Their hospitals are full of sick people.
 4. Their mayores are dying.
- c.** According to story 2, why cannot the gypsy community celebrate their culture?
1. Because they do not like their culture anymore.
 2. Because others discriminated their traditions and language.
 3. Because they prefer other cultures.
 4. Because they do not want to be gypsy anymore.
- d.** According to story 2, why will the gypsy community disappear?
1. Because their children will not speak Shib Romani when they grow up, and they will not celebrate their traditions.
 2. Because they will change their religion and community.
 3. Because the mayores will not live in the community anymore.
 4. Because in the future, no one will like the gypsy community.

- e.** According to story 3, what was the Indian residential school?
1. A program created by the government and the church to eliminate indigenous communities in Canada.
 2. A program to help the indigenous communities in Canada.
 3. A school system to teach English to the indigenous children
 4. A school system to give food to indigenous children in Canada.
- f.** According to story 3, how did the Indian residential school system affect the indigenous communities in Canada?
1. They helped the indigenous people to integrate to the economy.
 2. They transformed the indigenous communities into religious groups and helped to find a better new god.
 3. They kidnaped children from indigenous communities and taught them to hate their origin.
 4. They taught English to the indigenous children and gave them a better future with white families.

5. Answer the following questions:

a. How does the death of the mayores affect a community?

b. Do you think that the death of a language can affect a community? Why?

c. Ask your mayores, did/do we have a similar situation than the Canadian indian residential school system (story 3)?



6. Look at the highlighted words in the three stories and answer:

- How many sentences are in negative form? _____
- How do we know they are negative? _____

- Which of the following structures are like the sentences in the text? Look at the box below and select the correct sentence.

Subject + will + not + verb + complement

- Will not they speak Shib Romani.
 - They will not speak Shib Romani.
 - Speak they not will Shib Romani.
 - Shib Romani they not will speak.
- d. Write 2 questions about the future of our community

Example: Will our community celebrate the Atun puncha next year?

7. Organize the scrambled positive and negative sentences in simple future.

Example: not/territory/I/leave/will = I will not leave my territory.

- a. with/ will/our parents/ help/My sister/ and I/ the chagra

- b. for the Atun puncha/ make/ My aunt/ will/ the chicha

- c. be/ the cabildo menor of education/ My mom/ will/ part of

- d. forget/ their language/ not/ The Aponte people/ will

- e. discriminate/ others/ not/ will/ I

- f. Mario/ will/ the Minga/ come to/ not

- g. will/ again/ invade/ not/ our territory/ They

- h. our community's/ defend/ will/ rights/ I

RIMARISUNCHI

How do we pronounce the /z/ and /s/ sound in English?

Unlike Spanish, English language differ the /z/ sound with the /z/ sound.





The /s/ sound like a snake



The /z/ is more like a bee



Now, record yourself making both sound and practice with the words in the box. Then listen and compare to the audios.

 See	Zoo 
 Peace	Freeze 

KILLKASUNCHI

8. Read the following quote of Thenadikulam giving a solution to the cultural loss in their community in India. Then, answer the question:

How to prevent cultural loss?

"If we do not love our culture, our origin law, and our language, we will not live. We must say: I love our skin tone, I love our language, I love our art, our lifestyle. If we cannot love our culture, who will?"

— G. Thenadikulam,
Wayanad District, India

- a. Do you think that in Colombia we all like and celebrate the indigenous traditions? Give a short example.

b. Go out and ask to three Inga people:

1. Do you know what is cultural loss?

Name	Answer

2. Do you consider cultural loss an important problem in our community?

Name	Answer

3. Can you think of an example of cultural loss in our community?

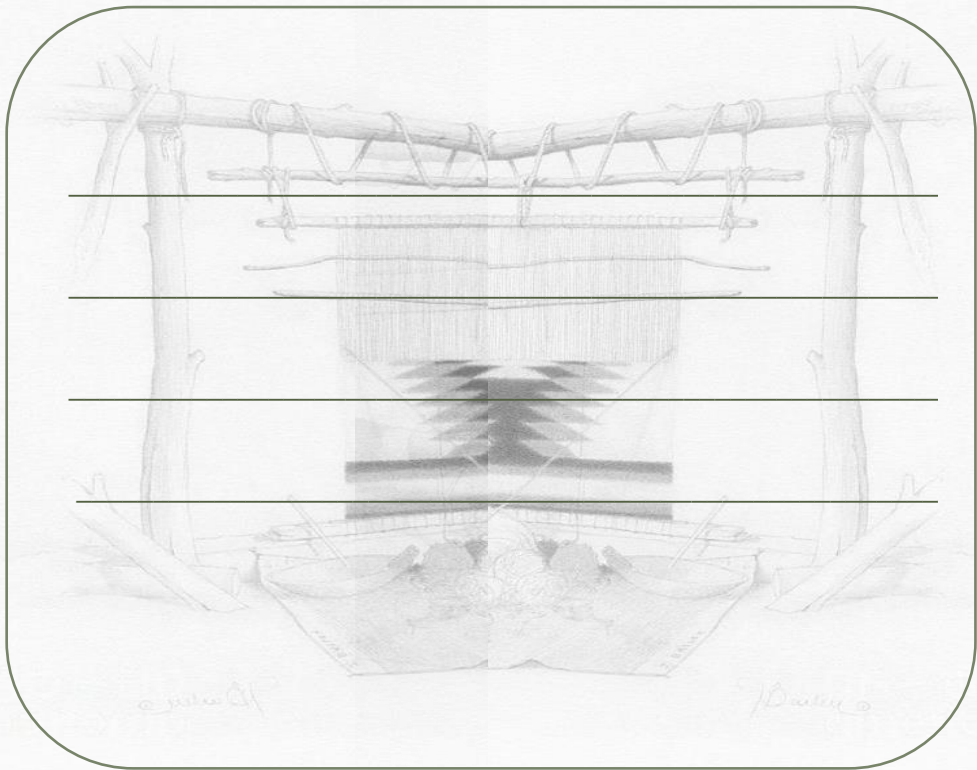
Name	Answer

4. What will you do as a member of the community to prevent cultural loss?

Name	Answer

9. Read again Thankindi's quote and answers on exercise b. Then, write a short message (3-4 sentences) where you suggest a solution to avoid cultural loss or enforcement. Use the the following question to guide yourself.

✚ *What actions as an Inga should we take to promote and celebrate our culture?*



MUSU RIMAIKUNA



10. Look at the pictures at answer the questions.



Do you know the flowers?

What is unity?

Do you think that all families need unity?



UIASUNCHI 

11. Listen to the audio about the struggles of the Ingas with illegal groups.



12. Complete the chart with the information in the audio.

SPEAKER	QUESTION	ANSWER
Fanny	What is Fanny interested in?	She is interested in _____ _____ _____
	Why was the red poppy so popular in the 90's?	It was _____ _____ _____
_____	What was the use of the red poppy?	It was used to _____ _____ _____
	Where was the crop of the red poppy?	It was located in _____ _____ _____

13. Listen again to the audio and complete the blank spaces.

- a. Okay Fanny, I _____ be free in 30 minutes. _____
_____ at the school.
- b. So, guerrilla groups _____ our lands to grow
coca plant and _____. Many Ingas began
to work with the invaders but in the near _____ it
started to destroy our beautiful lands and our _____.
- c. We did many mingas to talk about our _____ and
discovered that the guerrilla _____ destroy our
identity, and all of the things we love if we allow it.
- d. When _____ have _____ in their hearts they
become vulnerable and only _____ about the benefits for
them.

14. Answer the following questions.

- a. Do you know any similar cases to the one in the audio?

- b. How did unity help your community? _____

- c. Do you think it was a good idea to stop planting red puppy?
Why? _____

MUSU RIMAIKUNA



1. Match the word with the correct definition.

- | | | |
|----------------|-----------------------|---|
| a. Minorities | <input type="radio"/> | 1. A habitual practice. |
| b. Perspective | <input type="radio"/> | 2. Clothing for swimming. |
| c. Intolerance | <input type="radio"/> | 3. A person's mental outlook. |
| d. Custom | <input type="radio"/> | 4. The ability to see all the important details from different sides. |
| e. Swimwear | <input type="radio"/> | 5. Lack of respect to different opinions, beliefs, races etc... |
| f. Mentality | <input type="radio"/> | 6. A group differing in race, religion or ethnic background. |

2. Highlight the correct word.

Example: I will buy intolerance/ **swimwear** because mine is damaged.

- a. I heard Fanny talking about swimwear/ minorities, she said they are small groups of people.
- b. Is better to avoid people that are customs/intolerant.
- c. Why will my mother change her perspective /swimwear? since we were little, she taught us the Inga values.
- d. From now on, I will have a positive intolerance/ mentality.

3. Read and listen to the following text about an Inga family living in Barranquilla.



LIVING SITUATIONS

Minorities in Colombia suffer strong waves of hate and will continue unless people change their perspective and work collectively to become better. Minorities are protected by the government, but in reality, they are the ones that stand the most discrimination, persecution and hate crimes. Will this stop anytime in the future?

Many Inga families are being constantly displaced because of the consequences of the armed conflict and are object to even more intolerance.

"Everything has been difficult. Getting used to living in distant lands with other customs puts the survival of the group at risk. Education, medicine and even clothing change when you come from far away".

In Barranquilla an Inga family lives and sells accessories, swimwear, handbags, paintings, and rugs and wear their

traditional clothing to keep their identity alive. They will continue this business because it keeps their identity, values and traditions alive. There is a list of values that makes part of the Inga mentality.

MANA SISAI	_____
MANA LLULLAI	No mentir
MANA QUILLAI	_____
ALLI KAI	Ser digno
ATUN SUCLLA IUIAI	_____
MAMA ALPA	Territorio
ATUN KAUSAI NUKANCHI IUKASKA	_____
NUKANCHI KASKASINA KAUSANCA	Autonomia
TUKUIKUNA PARLASHPA	_____

So even if they received discrimination and have to move, they will have these values as a reminder of their identity and continue to keep it alive by participating in the different spaces as members of society.

Glossary

Hate: Millai iuiai - Odio

Survival: kausai munai - Supervivencia

Identity: nukanchi kaskasina - Identidad



Read again the text and highlight the sentences that have “will”.

4. Choose the correct option according to the text.

- a.** Why do minorities suffer discrimination?
1. Because they have different traditions or religion.
 2. Because of money.
 3. Because of the animals they have.
 4. Because of their family
- b.** What does the Inga family in Barranquilla sell to keep their culture?
1. Handbags.
 2. Mirrors, swimwear and hats.
 3. Swimwear, rugs, handbags and paintings.
 4. Baskets and mirrors.
- c.** What are the first 5 Inga values?
1. Mana sisai, Mana llulai, Mana quillai, Tukuikuna parlashpa, Mama alpa.
 2. Alli kai, Mama alpa, Mana sisai, Atun kausai nukanshi iukaska, Tukuikuna parlashpa.
 3. Mana sisai, Mana llulai, Mana quillai, Alli kai, Atun sucklla iuiiai.
 4. Mama alpa, Mana sisai, Alli kai.

5. Look at the pictures and describe the situations. Use the *Rumi Llankaska*.





Rumi Llankaska

- ❖ I think it has...
- ❖ Because we
- ❖ The best choice

6. Listen to the following audio about the duties of the **ingas**.



7. Listen again and write true (T) or false (F).

- The “Familias guardabosques” are in charge of preserving the natural environments. ()
- The cabildos are composed of the families. ()
- The cabildos menores change every 4 years. ()
- We do not need to participate in the mingas. ()

8. Answer the following questions.

- Why do we need to protect and preserve our natural environments?

- Do you know of other projects that you can do as a whole community to take care of the land? _____

IMASAMI KILKASUNCHI



9. Look at the sentences and make them into questions.

Follow this pattern.

Will + subject + verb + complement

Example: Will it eliminate illegal crops?

The project was created to eliminate illegal crops such as the coca plant and the red poppy.

a. _____?

We change small councils every year.

b. _____?

It is our duty to participate in the mingas.

c. _____?

We have to safeguard our territory with our natural resources.

10. Select the correct option.

Example: I will not stop (not stop) not stopped – didn't stop) my studies.

a. When _____ (would- will - do) we have the next minga?

b. I _____ (don't – does - will) graduate from school, next year.

- c. _____ (won't – did – didn't) you be part of the cabildo mayor next year?
- d. _____ (does – will – were) our community follow the law of origin forever?
- e. How will the community _____ (stop – stopped – not stop) the cultural loss?
- f. What actions _____ (does – was – will) our leaders take against discrimination?

11. Write sentences about your future in the year 2040.

Follow the example.

Example: In 2040, I will be a doctor and I will work at EPSI Mallamas.

- a. In 2040, _____
- b. In 2040, _____
- c. In 2040, _____
- d. In 2040, _____

12. Answer the following questions.

- a. Do you think that traditions are important?

- b. Name three of the main Inga traditions:

1. _____

2. _____

3. _____

- c. Which one is your favourite tradition and why?

13. Read and listen to the text about the Ingas' organization.

TOGETHER WE WILL

In the Inga community, there are several agencies in charge of keeping everything in order. There are, first the councils. The big council, and the small council. Second, family, and finally community. All of them participate actively to develop better education, economy, health, and issues in general for the community. Inside the small council, the community of each village will select a governor and that governor will choose different member to integrate the small council.

These members have to belong to different aillukuna and will be distributed along the land.

The second agency is family and finally community. They have the duty of guiding the newborn into the values and traditions of the community.



That is why since the moment of birth the placenta of the mother and the umbilical button will be buried close to the tulpá, as protection and unity when congregating and socializing with all the community. But will education develop better?

With the creation of the SEIP of the Inga people of Aponte, which is a personalized teaching and learning model that has all the tools for an education focused on the indigenous values; schools have more organization and control over their own academic progress. Thanks to the participation and wisdom of the taitas and members of the community in 1991 this project was recognized as a key aspect to help the indigenous, room and African-descendant's communities.

Glossary

Duty: iukanchi rurranga - Obligación

Placenta: Wawa mama - Placenta

Participation: Tukuikuna parlashpa- Participación

14. Select the correct option.

- a. The organizations of control are:
1. Family.
 2. Community.
 3. Big council, small council, family and community.
 4. Brothers.
- b. The governor will be selected by:
1. The community.
 2. The ministry of education.
 3. The school director.
 4. The oldest person in a family.
- c. Who is in charge of teaching the traditions to the Newborn?
1. The mother.
 2. The uncle.
 3. Family and community.
 4. The sister.
- d. The placenta and the umbilical button are buried in:
1. The chagra.
 2. The river.
 3. The tulpa.
 4. Under a tree.

e. The SEIP is:

1. A fun activity.
2. A teaching/learning system with a focus on indigenous communities.
3. A music project.
4. Art collage.

15. With the help of a Taita or a mayor answer the following questions.

a. Do you think indigenous communities live well?

b. Can a community live well if they don't like each other?

16. Create a mind map with the information given in the text 'Together we will'.



Nukapa achala

Be very creative, add many colors and drawings!



RIMARISUNCHI

**How to pronounce words with th in English?**

In English we have two ways to pronounce the 'th' words, the

▶▶ 'voiced th' /ð/ and 'unvoiced th' /θ/. ▶▶

In both ways, you must place the tip of your tongue between your teeth. Then, you just let the air flow and that is the 'unvoiced th' /θ/.

To pronounce the 'voiced th' /ð/ follow the next steps:

Step 1: Try to pronounce mother but replace the th for the /z/ sound.

Step 2: Now, stick your tongue out, place it between your teeth.

15. Take a mirror and position your mouth as in the drawing.

Then, record yourself with the following words.

1. Look at the mirror and position your tongue.
2. Start by making the **unvoiced th** /θ/.
3. Hold it for at least 3 seconds.
4. Record yourself and compare to the audios.
5. Then pronounce the following words: ▶▶

✚ Thick.

✚ Healthy.

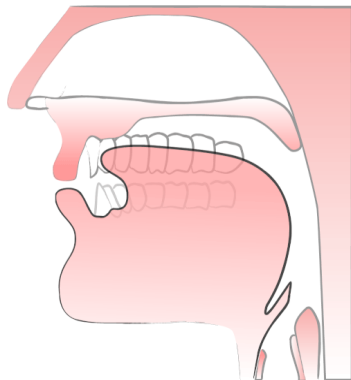
✚ Birth.

6. Repeat all the previous steps, use the **voiced th** /ð/ and the next words: ▶▶

✚ That.

✚ Other.

✚ Smooth.



UNIT PROJECT



Collecting ideas

1. Go around your community and take notes on your notebook of the thing you like about it. It can be adjectives, nouns, full sentences, or poems.
2. Walk your territory visit (sacred place). Sit for 5 minutes and breathe deeply seven times. Then, answer the following questions:
 - a) How did you feel? Encircle one or more pandas.

Angry

Amazed

Confused

Upset

Happy

Sad

Bored

In love



UNIT PROJECT

b) What do you think made you feel in that way?

c) Write 5 things that you love about your territory and 5 things you love about your community:

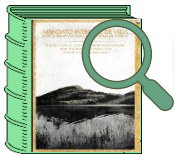
My community:

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

My territory:

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

d) What does the Inga people represent for you? Try to answer with an image, object (a tree leaf, a flower, etc.) or drawing on your notebook.



Collecting information

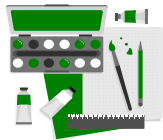
3. Look at the Mandato de Vida on page 20 and read in both languages.
4. Select three of the principles for the Life of the Pueblo Inga de Aponte

For me, the three most important principles are:

5. Answer the following questions:

a) Why did you choose those principles?

b) What do you think is the main purpose of these principles?



Sketching

6. Considering the emotions that the visit to your community and Nukanchipa Alpa Mama evoked, paint a scene where you transmit these feeling and at least one of the principles that you chose.

- Start by reading your notes and the previous answers.
- Add as many symbols as you consider necessary.
- Make sure there is some reference to your community e.g, family members, Taita, ancestors, sacred plants, mountains, etcetera.
- Play with colors to evoke emotions



Show your art!

7. Prepare a 5-minute presentation where you display and explain your artistic creation.

8. Make sure that in your presentation you answer the following questions:





- What emotions and principle are you referring to in your art?
- Why do you consider these principles important?
- How is your painting related to you and your community?



Assess your English skills!



1. Tick the appropriate box according to your proficiency on the skill.





Skill	Ability	 25%	 50%	 75%	 100%
Reading	I can identify the main idea of a short text				
	I can relate the readings to previous experiences or knowledge				
	I can know the meaning of words because of the context				
Listening	I can understand what people talk about their regular activities				
	I can understand the topic of a conversation				
	I can identify familiar vocabulary				
	I can look for specific information				
Writing	I can argument my ideas or opinions				
	I can express my opinion in short and coherent sentences				
	I can use new vocabulary my texts				
	I can summary some information				



Assess your Studying skills!



1. Tick the appropriate box according to the frequency of your study habits.

Study habit	 25%	 50%	 75%	 100%
I use different tools like dictionaries, textbooks, computers, or cell phone to develop challenging tasks				
I organise the new vocabulary and relate to known words				
I use the material for my English classes				
I discuss with classmates or seek help when I found a difficult task				
I try to use new vocabulary into my daily life				

Let's review our journey!

Complete the sentences:

My favorite activity was....

Three key things I learnt on the unit

- 1.
- 2.
- 3.

My favorite expression or word was...

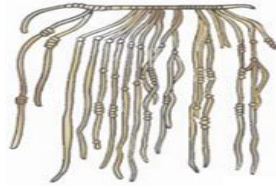




Word list

UNIT 1: Community

1. **Town/ INGA:** A large densely populated area.
2. **System/INGA:** A regularly interacting or interdependent group of items forming a unified whole
3. **Footwear/ INGA:** wearing apparel (such as shoes or boots) for the feet
4. **Train/INGA:** to make prepared (as by exercise) for a test of skill
5. **Message/INGA:** a communication in writing, in speech, or by signals.
6. **Prosper/INGA:** To succeed in an enterprise or activity.
7. **Knowledge/INGA:** The range of one's information or understanding.
8. **Preserve/INGA:** To keep safe from injury, harm, or destruction.
9. **Demonized/inga:** to portray (someone or something) as evil or as worthy of contempt or blame.
10. **Unholy/INGA:** showing disregard for what is holy
11. **Eradicate/INGA:** to do away with as completely as if by pulling up by the roots.
12. **Wisdom/INGA:** ability to discern inner qualities and relationships.
13. **Nourish /INGA:** to promote the growth of.
14. **Sacred/INGA:** dedicated or set apart for the service or worship of a deity.
15. **Instrument/INGA:** a device used to produce music.
16. **Traditional/INGA:** handed down from age to age.
17. **Wilderness/INGA:** a tract or region uncultivated and uninhabited by human beings.
18. **Connection/INGA:** the act of connecting: the state of being connected: such as a causal or logical relation or sequence.
19. **Song/INGA:** the act or art of singing.



20. **Rhythm/INGA:** The aspect of music comprising all the elements (such as accent, meter, and tempo) that relate to forward movement.

♦ Write down other 5 words that you like from unit 2:

1. _____

2. _____

3. _____

4. _____

5. _____



UNIT 2: Maimanda Samunchi

21. **Demand / INGA:** To ask for something forcefully, in a way that shows that you do not expect to be refused.
22. **Descendant / INGA:** A person related to someone from an earlier generation (= all the people of about the same age within a particular family).
23. **Displace / INGA:** To force someone to leave their home.
24. **Exclude / INGA:** To intentionally not include something or someone.
25. **Global warming / INGA:** A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, chlorofluorocarbons, and other pollutants.
26. **Godly / INGA:** Devoutly religious; pious.
27. **Gratitude / INGA:** The quality of being thankful; readiness to show appreciation for and to return kindness.
28. **Jungle / INGA:** An area of land overgrown with dense forest and tangled vegetation, typically in the tropics.
29. **Kidnap / INGA:** Take (someone) away illegally by force, typically to obtain a ransom.
30. **Legacy / INGA:** Something that is a part of your history or that remains from an earlier time.
31. **Meaning / INGA:** Intend to convey, indicate, or refer to (a particular thing or notion); signify.
32. **Moon / INGA:** The round object that moves in the sky around the earth and can be seen at night.



33. **Murder / INGA:** The unlawful premeditated killing of one human being by another.
34. **Plantain / INGA:** A tropical fruit similar to a banana with green skin.
35. **Protest / INGA:** A statement or action expressing disapproval of or objection to something.
36. **Proud / INGA:** Feeling deep pleasure or satisfaction as a result of one's own achievements, qualities, or possessions or those of someone with whom one is closely associated.
37. **Qhapac Nan / INGA:** The most extensive and advanced transportation system in pre-Columbian South America. Also, known as Inka Road system and known as Qhapaq Ñan, meaning "royal road" in Quechua. It was at least 40,000 kilometres long. The construction of the roads required a large expenditure of time and effort.
38. **Rubber / INGA:** A tough elastic polymeric substance made from the latex of a tropical plant or synthetically.
39. **Take care of (someone or something) / INGA:** To protect someone or something and provide the things that that person or thing needs.
40. **Tambo / INGA:** It was an Incan structure built for administrative and military purposes. Found along the extensive roads, tambos typically contained supplies, served as lodging for itinerant state personnel, and were depositories of quipu-based accounting records. Tambos were spaced along Incan roads, generally about one day's travel apart.



♦ Write down other 5 words that you like from unit 1:

1.

2.

3.

4.

5.



41. **Cultural loss / INGA:** The complete disappearance of a culture as a result of the total acculturation or the death of all of the people who shared it.
42. **Forget / INGA:** Fail to remember.
43. **Graduate / INGA:** A person who has successfully completed a course of study or training, especially a person who has been awarded an undergraduate academic degree.
44. **Lose / INGA:** Be deprived of or cease to have or retain (something).
45. **Offensive comments / INGA:** Something that is offensive upsets or embarrasses people because it is rude or insulting.
46. **Offer / INGA:** Present or proffer (something) for (someone) to accept or reject as so desired.
47. **Oil / INGA:** A viscous liquid derived from petroleum, especially for use as a fuel or lubricant.
48. **Reject / INGA:** Dismiss as inadequate, inappropriate, or not to one's taste. To exclude.
49. **Remind / INGA:** Cause (someone) to remember someone or something.
50. **Reserve / INGA:** An area of land in which wild animals are protected. An area of land made available for a particular group of people to live in.
51. **Identity/INGA:** the distinguishing character or personality of an individual.
52. **Minorities/INGA:** the smaller in number of two groups constituting a whole.
53. **Perspective/INGA:** a mental view or prospect.



54. **Intolerance/INGA**: unwillingness to accept views, beliefs, or behaviour that differ from one's own.
55. **Customs/INGA**: a way of behaving or a belief that has been established for a long time among a group of people.
56. **Swimwear/INGA**: clothing worn for swimming.
57. **Mentality/INGA**: the characteristic way of thinking of a person or group.
58. **Brotherhood/INGA**: an association or community of people linked by a common interest, religion, or trade.
59. **Newborn/INGA**: a recently born child or animal.
60. **Placenta/INGA**: an organ that develops in the uterus during pregnancy.

♦ Write down other 5 words that you like from unit 3:

1. _____

2. _____

3. _____

4. _____

5. _____

Answer key

UNIT 1: Community

Lesson 1

Activity 4



Activity 5

- | | | |
|-------------|-----------|------------|
| a) Memory | d) Fresh | g) Package |
| b) Feathers | e) System | h) Town |
| c) Footwear | f) Nation | |

Activity 6

- | | |
|--|--|
| a) It is the duty of everyone to protect nature. | e) I want to be strong like the chaski and help my community. |
| b) She grows her own food. | |
| c) Kike sends fresh food to his sister every morning. | f) They like the new footwear they designed. |
| d) There are many medicinal plants that grow in the chagra. | |

Activity 8

- | | |
|------|------|
| a) F | c) T |
| b) F | d) T |
| | e) |



Activity 10

- | | | |
|---------|------------|----------|
| a) Am | d) Records | g) Wants |
| b) Am | e) Talks | |
| c) Work | f) Are | |

Activity 14

COLUMN A	COLUMN B
1. The kipucayamoc are considered	A. Measure system to carry the accounts of food, people, animals, nature...
2. The kipu was a	B. Messengers of information in a similar way as the chaskis.
3. This group of people were named	C. Tried to eradicate this tradition.
4. The Spanish invaders	D. The kipucamayoc.

Activity 16

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

- MEASURE
- CLASSIFICATION
- SPECIAL
- KNOWLEDGE
- DEGREE
- QUANTIFY
- PRESERVE
- DEMONIZED
- UNHOLY
- INVADERS



Lesson 2

Activity 1



A: Corn



B: Sweet
passionfruit



C: Carrot



D: Arracacha



E: Blackberries



F: Beetroot

Activity 3

a



c



d



g



h



e



b



f



Lesson 3



Activity 5

Statement	Correct/incorrect
a. The <i>chagra</i> is not important for the traditional cultivation.	✗
b. Some food you can find are corn and sweet passionfruit.	✓
c. The <i>chagra</i> is only an external reflection.	✗
d. The <i>chagra</i> does not contain a lot of biological diversity.	✗

Activity 10

- a) T
b) F
c) F
d) F
e) T
f)

Activity 11

- a) 2
b) 4
c) 1
d) 3

Activity 12

What is the name of the girl? SOFIA

What does she do in the morning?

She goes to the *chagra* with her grandmother and pick food, then she showers and helps with lunch.

What does she do in the afternoon?

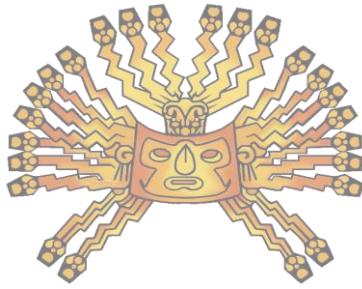
She meets with her friend and talks about the day.

What does she do at night?

She helps her sister weave the chumbe for luz maria's mother.

Activity 1

- a) Doesn't like.
b) Isn't.
c) Didn't.
a.
b.
d) Didn't.
e) Didn't.



Activity 2

- | | | |
|-------------|----|-------------|
| b) Musical. | a. | e) Angry. |
| c) Expert. | b. | f) Amazing. |
| d) Patient. | | |

Activity 6

1. The mother of the family.
2. Answers may vary.
3. Her dream was to live in her territory with her family in peace.
4. The cascabeles, *dulazaina* and *loinas*.

Activity 8

- | | |
|-------|-------|
| 2. a. | 5. c. |
| 3. c. | 6. a. |
| 4. b. | |

Activity 10

- | | | |
|------------|----|----------------|
| a) Mother | d) | d) Sister |
| b) Father | e) | e) Grandfather |
| c) Brother | f) | f) Grandmother |

Activity 11



Activity 15

- | | | |
|------------|------------|-------------|
| a) Comes. | h) Mother. | o) Work. |
| b) Around. | i) Start. | p) Parents. |
| c) Comes. | j) Father. | q) Advise. |
| d) They. | k) Mother. | r) Future. |
| e) Get. | l) Start. | s) Fail. |
| f) Around. | m) Begin. | |
| g) Father. | n) Talk. | |

UNIT 2: Maimanda Samunchi

Lesson 1

Activity 1



Village



Lake



Cave



Slingshot



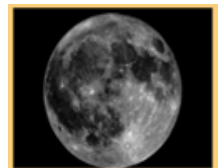
Siblings



Sky



Spring



Moon

Activity 2

- | | |
|-------------|------------|
| a) Siblings | d) Village |
| b) Moon | e) Sky |
| c) Cave | f) Lake |

Activity 5

- | | |
|------|------|
| 1. F | 4. F |
| 2. F | 5. T |
| 3. F | 6. F |

Activity 6

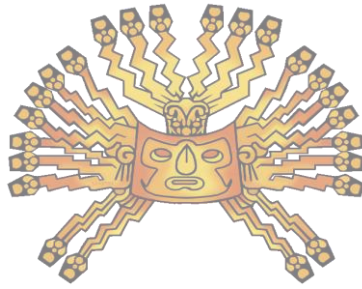
- a) All the words end with *ed*.
b) *In the past*.

Activity 7

- | | |
|------------|------------|
| a) Passed | d) Planned |
| b) Visited | e) Cooked |
| c) Helped | f) Vomited |

Activity 10

- | | | |
|------|------|------|
| a) 6 | d) 1 | g) 2 |
| b) 3 | e) 7 | |
| c) 4 | f) 5 | |

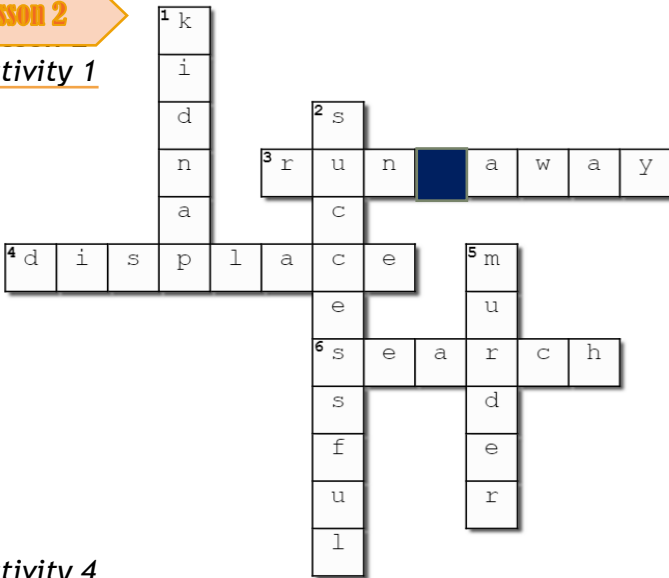


Activity 11

- a) Last week
- b) Picked
- c) Went
- d) Did
- e) Finished/asked/eggs/cheese
- f) Better

Lesson 2

Activity 1



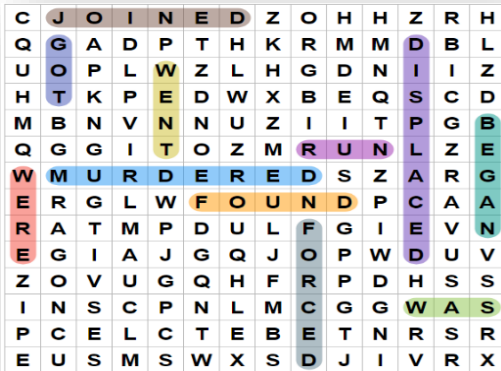
Activity 4

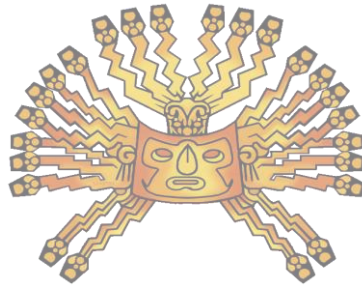
- a) 2
- b) 1

Activity 5: 19.

Activity 6: a) Yes.

Activity 7:





Activity 7

- a) 3
- b) 2
- c) 1
- d) 4

Activity 6

- ❖ What did you say?
- ❖ Was I wrong?

Activity 8: 2

Tense	I	She/he/it	They/we/you
Present	am	is	are
Past	Was	Was	Were

Activity 9: b) 2, 4, 6, 7, 9.

Activity 10

- a) Why was S
- b) Is she sad?
- c) Where did you go?
- d) When did Marcos build his chagra?
- e) How did you learn Inga?
- f) What was the Minga about?

Activity 13

- a) Exclude
- b) Useless
- c) Offer
- d) Gratitude
- e) Racist
- f) Global warming
- g) Take care of (someone or something).

Activity 14



Activity 16



Activity 17

- a) Useless
- b) Necessary
- c) Knowledge
- d) With us
- e) Everything
- f) Food
- g) Take care of



Lesson 1

Activity 1

- a) Oil
- b) No one
- c) Part of
- d) Reserve
- e) Graduate
- f) Collect
- g)

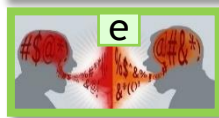
Activity 4

- a) T
- b) F
- c) T
- d) T
- e) T
- f) T
- g) T
- h) F

Activity 5

	Age	Community	Territory	Language
Hiñeko	17	Andoque	Aduche	Andoque
Edith	16	Hitnu	La voragine	Hitnu
Over	16	Nukak Maku	Vaupes	Nukak

Activity 6

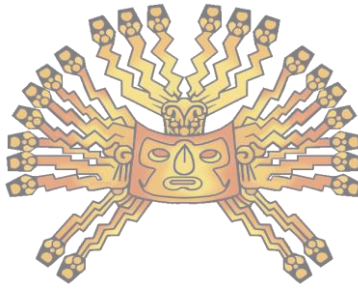


Activity 9

- a) 2
- b) 3
- c) 4
- d) 1
- e) 2

Activity 11

- a) 3
- b) 3



Activity 12

- a) She will fall.
- b) It will rain.
- c) He will vomit.
- d) He will be late.

Lesson 2

Activity 1



Activity 4

- a) 3
- b) 4
- c) 2
- d) 1
- e) 1
- f) 3

Activity 6

- a) 3
- b) Because of the word “not”
- c) 2

Activity 7

- a) My sister and I will help our parents with the chagra.
- b) My aunt will make the chicha for the Atun Puncha.
- c) My mom will be part of the cabildo menor of education.
- d) The Aponte people will not forget their language.
- e) I will not discriminate others.
- f) Mario will not come to the Minga.
- g) They will not invade our territory again.
- h) I will defend our community’s rights.



Activity 12

- The history of the red poppy and how it affected the Inga community.
- Because of the money it brought to the community.
- To create opium.
- In the Tablon of Gomez. A very fertile land.

Activity 13

- Will, meet, me.
- Invaded, red, poppy, future, community.
- Red poppy, will.
- Humans, greed, think.

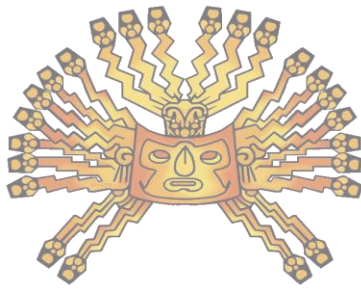
Lesson 3

Activity 1

- | | |
|----------------|---|
| a. Minorities | 1. A habitual practice. |
| b. Perspective | 2. Clothing for swimming. |
| c. Intolerance | 3. A person's mental outlook. |
| d. Custom | 4. The ability to see all the important details from different sides. |
| e. Swimwear | 5. Lack of respect to different opinions, beliefs, races etc... |
| f. Mentality | 6. A group differing in race, religion or ethnic background. |

Activity 2

- | | |
|---------------|----------------|
| a) Minorities | c) Perspective |
| b) Intolerant | d) Mentality |



Activity 4

- a) 1
- b) 3
- c) 3

Activity 7

- a) T
- b) T
- c) F
- d) F

Activity 9

- a) Will we change small councils every year?
- b) Will it be our duty to participate in the mingas?
- c) Will we have to safeguard our territory with our natural resources?

Activity 10

- a) Will
- b) Will
- c) Won't
- d) Will
- e) Stop
- f) Will

Activity 14

- a) 3
- b) 1
- c) 3
- d) 3



Audio Script

Lesson 1

Lesson 1 Audio 1

Last week I got kuku waira, I passed by our cemetery at 7. When I arrived home, I got a terrible headache, so I went to bed. The next day, I vomited my lunch, so my dad and I visited our sinchi. I picked some eggs and made some cheese, and I went to the Sinchi's ambi wasi where he did a spiritual harmonization. When we finished, he asked me to not shower, go out or eat meat, eggs, milk, and cheese. Then I did two more harmonization and now I'm better!

Lesson 3

Audio 1

Marcos: Hi, Freddy. How are you?

Freddy: Hi, Marcos, I'm fine, thank you. And you?

Marcos: I'm ok. I went to your house yesterday, but your mom said you were in Peru.

Freddy: Yes, I was with our sisters and brothers of Cuzco.


Marcos: How long did you stay?

Freddy: I stayed a week

Marcos: Oh really? What did you do there?

Freddy: I visited the Huracaine Hills, Machu Picchu, Ollantaytambo, and Wiñay Wayna. And I also participated in the Minga of thought about the meaning of being an Inca descendant.

Marcos: Did you visit the Qhapac Nan?



Freddy: Ah yes, of course. I walked through the Great Route, and I saw beautiful mountains, Inca villages, helped with some chagras and drank some chicha.

Marcos: Did you like it?

Freddy: It was good, but I like more our chicha de Sibundoy

Marcos: What was your favorite part of your trip?

Freddy: My favorite part was when I walked on the Qhapac Nan. It made me feel proud of being an Inca descendant, what our ancestors did is amazing.

Marcos: Yes, absolutely! The Inca nation was powerful.

Freddy: Yes, my ancestors built a 43 kilometres route, it goes from Pasto to Santiago de Chile.

Marcos: Wow! How did they do that? I heard they built the route with the help of their neighbors

Freddy: Well, it is hard to know. But an Inca brother told me that before the Spanish invasion, many communities that lived around the Qhapac Nan worked with the Incas in the construction and maintenance of the road.

Marcos: Cool! Did you ride a llama?

Freddy: Yes! I did. You cannot use any other animal

Marcos: Why? Did Peruvians kill all horses?

Freddy: Jjajajajajaja, no. But horses can destroy the road.

Marcos: aaahhh... I understand. Oh did you look at the time? I'm late for the Minga, talk to you later.

Freddy: Sure, see you.

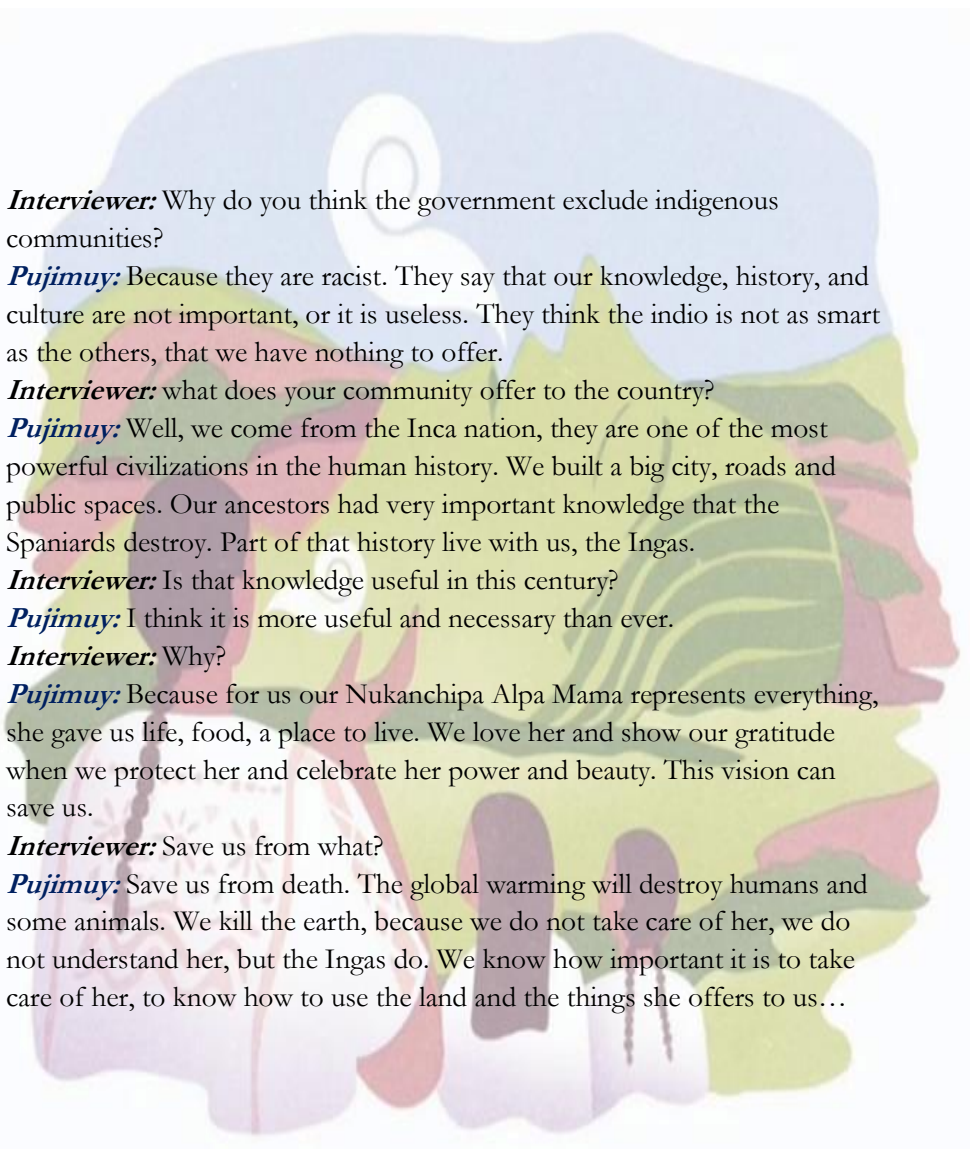
Audio 2

Interviewer: Good morning, Mr. Pujimuy. Thank you for being here.

Pujimuy: No problem, thank you for inviting me.

Interviewer: Mr. Pujimuy, people want to know why did your community protest?

Pujimuy: Because we want the government to hear us. We are not included in many projects



Interviewer: Why do you think the government exclude indigenous communities?

Pujimuy: Because they are racist. They say that our knowledge, history, and culture are not important, or it is useless. They think the indio is not as smart as the others, that we have nothing to offer.

Interviewer: what does your community offer to the country?

Pujimuy: Well, we come from the Inca nation, they are one of the most powerful civilizations in the human history. We built a big city, roads and public spaces. Our ancestors had very important knowledge that the Spaniards destroy. Part of that history live with us, the Ingas.

Interviewer: Is that knowledge useful in this century?

Pujimuy: I think it is more useful and necessary than ever.

Interviewer: Why?

Pujimuy: Because for us our Nukanchipa Alpa Mama represents everything, she gave us life, food, a place to live. We love her and show our gratitude when we protect her and celebrate her power and beauty. This vision can save us.

Interviewer: Save us from what?

Pujimuy: Save us from death. The global warming will destroy humans and some animals. We kill the earth, because we do not take care of her, we do not understand her, but the Ingas do. We know how important it is to take care of her, to know how to use the land and the things she offers to us...

Lesson 2

Sofia Jamioy: Hello Carlos, how are you?

Carlos: I'm doing well. Sofia. I'm a little tired. How was your day?

Sofia: Good! Today very early in the morning at 5 am, my grandmother took us around the *chagra* and we picked a lot of blackberries, we wanted some corn but they are not ready yet.

At 7am I prepared delicious juice of blackberry all by myself. I showered at 8 am. At 10 my grandmother told us about the *chagra* while we peeled the potatoes. At 12 we ate lunch by the *tulpa*. At 2 pm my mother took us to the *minga* and I played with Luz María. Then, at 5 pm I tried to do all my homework for Monday but I do not know how to do the math homework.

Carlos: With my father and my brother, we also got up very early around 6 am and went fishing for lunch. I caught 3 fishes. My mother teaches me to cook it by wrapping it around banana leaves and put it on top of hot coal. Sofia, I can help you with your homework if you want.

Sofia: Amazing! I really need some help. Carlos, do you know the time?

Carlos: Yes, I think it's 6 pm.

Sofia: Oh, I have to go, my sister needs my help weaving the *chumbe* for Luz Marias's mother. We have to go to her house at 7:30.

Carlos: Okay. Sofia, do you know what is the English homework for Monday?

Sofia: Yes, we have to make a drawing of a *chagra* and explain the food we can find in it, in English. Do you need some help? The school library has some dictionaries; I have one of them in my house.

Carlos: Perfect, Can I go tomorrow to your house?

Sofia: Yes, my mother can help us. See you tomorrow!

Carlos: Okay, Bye.

LESSON 1

1. **Hiñeko:** Andoque- My name is Hiñeko, I am 17 years old. I am part of the Andoque community, we were displaced by Casa Arana in Peru during the exploitation of rubber. Now we live in the Aduche reserve, in Caqueta and we speak the Andoque language. This year I will finish school, and I will become a hunter. I am very excited because I will build my first chagra to celebrate our traditions and I will collect food for my community.
2. **Edith:** Hitnü- Arauquita, Arauca. My name is Edith, and I am part of the Hitnu community. The petrol exploitation took our land, so now we live in the reserve La Voragine in Arauca. Where we can hunt and plant our food, speak the Hitnu language and celebrate our culture. I am 16 years old and this year me and 4 of my brothers will graduate from high school. I am very excited because we will be able to fight for the rights of our community and no one will take our land again.
3. **Over Katua:** Nukak Maku, Guaviare. My name is Over and my community the nukak maku is from the Amazonas, but paramilitary groups forced us to come to Vaupes. I am 16 years old and this year I will have my uu jümup. This is a ceremony that will make me a man, I will drink Virola and show my hunting skills. I love our traditions, but my favourite is when we sing in the Nukak language to remember our ancestors.

Lesson 2

Fanny: When will you tell me about the red poppy Libardo? You are always so busy.

Libardo: Okay Fanny, I will be free in 30 minutes. Meet me in the school.

Fanny: Perfect, I'll see you there!

Libardo: So, what do you know about the red poppy?

Fanny: I heard my *taitas* talking about it, that is was a dark time for our community.

Libardo: In the 90's the red poppy became popular in the fertile lands of el Tablón de Gómez. From the flower, you could collect poppy milk. Which is processed and becomes opium. It gave more money than potatoes or sweet passion fruit. So, Guerilla groups invaded our lands to grow coca plant and red poppy. Many *ingas* began to work with the invaders but in the near future it started to destroy our beautiful lands and our community.

Fanny: How did it destroy our community?

Libardo: They forgot our Inga values and traditions, they did not listen to our *mayores*. Our numbers started to decrease, it reached the point where every family in the community had a brother, a father or a cousin dead because of the red poppy. As a community we could not allow for it to consume us, so we worked together like a community again. We did many *mingas* and rituals with traditional medicine to get rid of the red poppy. We discovered that the guerrilla culture will destroy our identity, and all of the things we love if we allow it.

Fanny: Wow, it was really bad! Do you think people will continue with the crop?

Libardo: Yes, but they are more discrete about it. That is a big business and when humans have greed in their hearts they will become vulnerable and only think about the benefits for them.

Fanny: Was it easy to get out of that situation?

Libardo: No, it wasn't. It involved great dangers like threats, murders, persecutions. But unity and belief in our values, family and community helped us.

Fanny: Thanks Libardo, It was very interesting!

Inpired by: <https://www.lasillavacia.com/historias/silla-nacional/la-resistencia-de-los-ingas-a-la-amapola>

Lesson 3

Rosa: Hi Antoni, how are you?

Antoni: Good, and you?

Rosa: I'm good, but I am confused with something my mother said.

Antoni: Oh, what did she say?

Rosa: She was talking about the duties we have as Inga people, that we have to safeguard our territory with our natural resources. But do we have more duties?

Antoni: Yes Rosa, your mother is right! Have you heard about the “Familias guardabosques”?

Rosa: Not really, will you tell me about them?

Antoni: Sure! It was created to eliminate illegal crops such as the coca plant and the red poppy. But also, it is a project that benefits our community to preserve and take care of our environment and our lands. Also, in our duty as a community we need to have “Cabildos” .

Rosa: What are cabildos?

Antoni: They are the leaders in our community that help keep the organization of our territory, they are also in charge of making big decisions. We change small “cabildos” every year, so we can have participation. We have as an authority our own Cabildos, so it is our duty to follow them but also participate in the *mingas* and all the spaces to share our opinions.

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