

Colombian library goes beyond books to keep stories alive

Level 3: Advanced – Teacher's notes

Article summary: The article describes the efforts being made to promote the culture of an ethnic minority group in Colombia.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the general topic area of South America and to find out what students know about this continent. Note that French Guiana is a department of France rather than a sovereign country, so it is not one of the 12 countries. Brazil is the only Portuguese-speaking country on the continent. The others are Spanish-speaking with the exception of Suriname, which was formerly a Dutch colony.

Key:

1. Bogotá
2. Portuguese
3. twelve
4. peso
5. Chile

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Note that the word *trek* is more commonly used as a noun and implies a long and difficult journey on foot. The word *tranquil* can be a false friend for speakers of some languages. It can only be used to refer to places and not to people or animals and is not as common as the word *peaceful*, which means more or less the same thing in this context. *Petroglyph* is used in the text but is a rather technical word and *rock carving* is the word people normally use.

Key:

- | | |
|---------------|---------------|
| 1. trek | 6. elder |
| 2. petroglyph | 7. sceptical |
| 3. etch | 8. assimilate |
| 4. tranquil | 9. afloat |
| 5. Indigenous | 10. ground |

3. Comprehension check

- a. The answers given are only suggested answers and students may correctly answer the questions in different ways, e.g., in item 1 they may say 'to create images of the art of their ancestors' or similar.

Key:

1. to take pictures and make drawings of the rock carvings
2. to preserve the history and strengthen the culture of the Kankuamo people
3. They tell them about the past and explain how indigenous people saw things.
4. They learn about traditional music, recipes, and how people have changed over the years.
5. just one box
6. a national library award
7. They tried to assimilate.
8. 80% (28,000 out of 35,000)
9. They stopped distancing themselves from their culture.
10. damage to land and rivers from mining projects

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Ask students to refer back to the text to see the words in context and check their answers.

Key:

- | | |
|------|------|
| 1. g | 5. b |
| 2. d | 6. e |
| 3. a | 7. c |
| 4. h | 8. f |

5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

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6. In your own words

- a. Ask students to open an internet search engine and enter 'indigenous peoples of South America' or similar. They should then find and note down key information about the indigenous people of one of the 12 South American countries, following the guidelines in the task. Please note that virtually all of the South American countries have multiple indigenous groups. Students can either choose one country and prepare a short presentation about all of its groups of indigenous peoples, or choose one indigenous group and research it. Note that some of these indigenous people inhabit more than one country.