

NASA YUWE – ENGLISH TEACHING PRIMER



Enraizando la tierra floreciente
weçejuy kite kiwes khaçxana.

CABILDO INDIGENA KITE KIWE



CAMILO CABRERA – ALEXANDRA MOLINA – VALERIA MOPAN



MIS RELATOS. EN MEMORIA DE LOS QUE YA NO ESTÁN

“Kite Kiwe” tierra floreciente, territorio de paz y memoria, está ubicada en el municipio de Timbío departamento del Cauca Colombia, una comunidad víctima del conflicto armado desarraigada de su territorio de origen.

Kwe' sx fxi' zenxis kajiyu' yaptaw, naa kiwet me' nxaza' tx kayatxiya' kwe' sx kiwëte wët wët up' nxiju kutxitx txanxuçx täw ahyuh nxuu. kwe' sx u' pnxi kite kiwëte' wët wët thaw fxi' ze vite kiwëte u' hnastxi dxi' h fxi' nxis uju' hna, paa' ya (popayan - Timbio) jun' gu täw u' pu.

Como Organización Indígena, nos fortalecimos por acuerdo de la comunidad el 19 de enero del año 2005, en el nuevo territorio adjudicado por el desaparecido INCODER hoy agencia Nacional de Tierras, como reubicación bajo fallo de tutela de la comunidad, territorio adquirido en Timbio Cauca y posesionado el 04 de Marzo del año 2004 bajo la figura de ASOCAIDENA, (Asociación de Campesino Indígena del Alto Naya), al haber llegado a este nuevo territorio después de estar albergado durante tres años en la plaza de toros de Santander de Quilichao y Toez Caloto, y haber sufrido la estigmatización, señalamientos, hambre, tristeza y garantías de una vida digna en el Año 2005 decidimos organizarnos y conformar nuestro cabildo indígena nasa KITE KIWE.

naa gu' the' we' sx ikanxi kwesx kiwes jxu' kaisa putx' tsetna a' kaf' the se' ba kheb mesukwe a'te' te kwe' sx u' pnxite kiwes musxkawesxa phaz'te sxaw luk' a' te' tetx eçtetx fxiçx txik, (Timbio Cauca) txi (ASOCAIDENA), naa Kite kiwe' te kuhmenxa çxhab wala kiwe' su taw u' ju, wala nxusna ujutaw, txanuçx jxukaisa phakeçx u' s yatxçxa gu' the' we' sx ikanxis fxi' ze.

Después de haber creado y posesionado el cabildo indígena nasa Kite Kiwe, también ponemos sus primeros cimientos para la construcción de la escuela Elías Troches, el primer gobernador fue José Antonio Campo en el año 2005, y como cabildo indígena pensamos en darle soluciones a las diferentes necesidades que aquejan a nuestra comunidad, posteriormente asumió su mandato José Leandro Güetio el cual fue el primer docente de la institución educativa Elías Trochez luego asumió su mandato, Licinia Collazos, Enrique Fernandez, pero a pesar de su esfuerzo y gestión que ellos hicieron cada año, las necesidades aún persistían durante sus mandatos, pues su responsabilidad no era del que llegaba y asumió su mandato sí no, del estado colombiano a través del gobierno nacional.

gu' the' we' sx i' kanxi Kite Kiwe jxukaisa phakeçx uu' s yatxçxa txa ezu' ja, piyanxi yat' as kwenx taw vit (ELIAS TROCHEZ) txanxu' ha José Antonio Campo txan kwetx nee' hwesx txip, txanxuçx nasa zun fxi' zenxis taw pe' bun yuhn nu' zu, txa e' su' ha Licinia Collazos, Enrique Fernandez, nee' hwesx txnxuu' txawesx çxaçxa ma' jitep musxka wala ika' hsa txey nxume' ta

En el año 2009 con la llegada del gobernador Gerson Acosta, empezamos a pensar en un plan de vida la cual definía qué necesidades teníamos, cual era nuestra identidad para pervivir, y que queríamos a futuro, fue desde ese entonces y con la orientación de Gerson Acosta, pensamos en que había que definir un plan de vida para la comunidad y trabajar en aras de suplir nuestras necesidades, pues Gerson había sido docente, Líder social, innovador, conciliador, coordinador de jóvenes que pensaba y anhelaba el bienestar para Kite Kiwe, con sus experiencia iniciamos un camino de construcción de re-organizarnos y poder vivir en un territorio en paz. Construimos el plan de vida, en espacios de pensamiento con los mayores, mujeres, jóvenes y niños de la comunidad Kite Kiwe, así mismo construimos un calendario propio donde se dinamiza las diferentes actividades que promueve la comunidad, hicimos la transición de gobernador a estructura de gobierno propio orientando por sus autoridades Nehwesx y tuthenas, representado en cada término del plan de vida Kite Kiwe, construimos un modelo de educación para la vida, donde se fundamenta nuestros principios basados en el ser kitekiwence, caminando sobre nuestros mandatos y nuestra jurisdicción Kite Kiwe, como una forma de prevenir y buscar el buen vivir para nuestro territorio.

A' kafxi' te 2009 Gerson Acosta , ku' hçxa kwe' sx dxi' has pa' hdena u' h , txanuçxa kite kiwe nasatx jxukaisa' tx kxabuçxa usu' juy yatxçxa kwe' sx fxi' hzenxis täw, vite akafxhe pe' hbu Gerson Acosta kaapiyasak nxu, neehwesx nxun txi piçteywesxtxi nxutxpe' hna , txanxuçx kite kiwe' s eka ëw nuyka' hse , vite kwesx wet wët fxi' hzenxis yaçu kaasekan , kwesx u' pnxis, kxawnxis thesawesxnxak, pictaynxay luucx nak, u' yweynxak atxa' hna txi maytey ujunxis dxi' has pe' hbuna u' h kwesx kaapiyanxis eçte ëw ëw fxihçxak dvitna u' h, txa taw açxpa yaatxi kwesx ü' uste Gerson Acosta i' txijuy u' hju wët wët fxi' hzewähas nxutxpehn u' h txi wët wët täw yatx fxi' hze

Entre todo este recorrido de la vida hemos aprendido a entender a los demás, a querernos y cuidarnos los unos a los otros aunque hemos tenido que despedirnos del que nos enseñó que siempre hay que estar unidos pensando en los demás dejando el ego a un lado, y dando paso a los que vienen atrás porque son ellos los que continuarán este caminar. Él es el Sat Nehwesx Gerson acosta asesinado el 19 de abril del año 2017, hoy caminamos su legado para que su memoria nunca quede en el olvido, y así entre lágrimas, sonrisas, tristezas, diálogos, necesidades y cada época que pasa hemos construido y somos kitekiwences, una gran familia que busca vivir en paz y en armonía agradeciendo a Dios y cuidando la madre tierra que es donde habitamos.

naa kiwëte vite ujunxis kwe' sx fxi' zwjäs u' pya piyatäw, putx tegna txi peykahna, pkaketx fxi' zewäjas pebya' sa e' e kiwëte nxa u' pa, nak' yu Gerson Acosta, seba kheb nus a' te' tex vite dxi' h ka' h, acxa txatx wewnxis taw fxi' ze, nxusna txi weçxana täw fxi' ze dxenaw täw u' pu wët wët fxi' zena, Dxusas weçxana, uma kiwe weçxana.

Queda mucho por hacer, queda mucho por contar, pero lo más importante, es que aprendimos a vivir en comunidad.

zëna wita'wa ü' usa, txi kajxiyuwä wesx' pue' sx wët wët fxi' zewäjas

Redactado por miembros de la comunidad Kite Kiwe.

PRESENTATION

The purpose of this workbook is to provide the educational institution Elías Troches of the indigenous community Kite Kiwe, located in the municipality of Timbío - Cauca, with a pedagogical tool that contains activities focused on enriching the daily learning of the students of the institution.

The activities presented throughout the workbook will be a tool to allow students to approach a foreign language (English) without affecting the learning and/or strengthening of their native language (Nasa Yuwe).

The content of the workbook is divided into three units: literacy, arithmetic and knowledge. Each one is focused on learning basic vocabulary and grammatical structures used in third and fourth grades of the institution through tasks that make use of one of the four language skills: speaking, writing, reading, listening.

The objective is also to contribute from the traditions of the local context, the cultural identity of the territory, consequently, it seeks the diffusion of some traditional expressions of the Cabildo, because for the creation of this workbook was of great importance the support and guidance of some teachers and community leaders, who through their knowledge and experiences provided information that they intend that children and adolescents have the opportunity to know.

This material was created by the students Ángel Camilo Cabrera, Alexandra Molina Pérez and Valeria Mopán Giraldo of the Modern Languages degree program of the University of Cauca under the direction of the teacher Liliana López, in conjunction with the teachers Kevin Mora, Sandra Patricia Silvia Acue and Arbey Narváez of the educational institution Elías Trochez of the indigenous Cabildo Kite Kiwe located in the municipality of Timbío and the support of the Ministry of the Interior through the Unit for the Attention and Integral Reparation of Victims.



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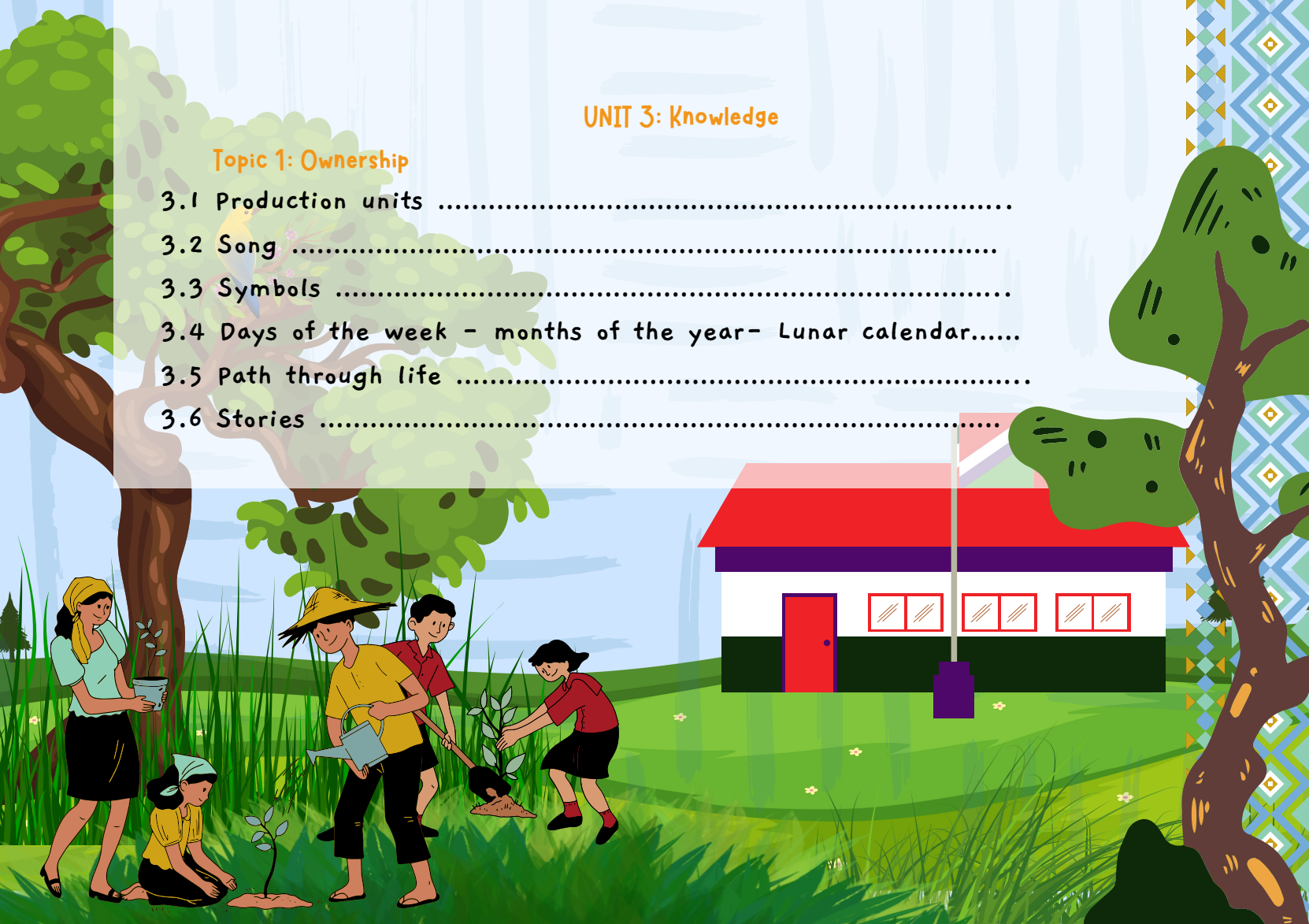
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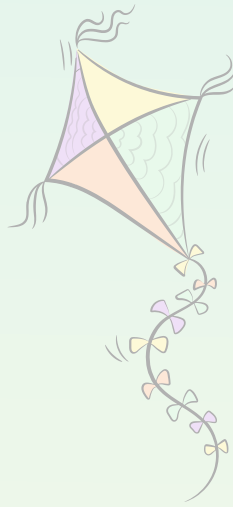
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ALPHABET

Letter Phonetics Pronunciation

A	/eI/	Apple	[ei]
B	/bi/	Bread	[bi]
C	/si/	Coffee	[ci]
D	/di/	Dog	[di]
E	/i/	Earth	[i]
F	/ef/	Fire	[ef]
G	/dʒi/	Glass	[yi]
H	/eItʃ/	Hen	[eich]
I	/aI/	Insect	[ai]
J	/dʒeI/	Juice	[jei]
K	/keI/	Key	[kei]
L	/el/	Land	[el]
M	/em/	Mother	[em]
N	/en/	Nature	[en]
O	/əʊ/	Orange	[ou]
P	/pi/	Pineapple	[pi]
Q	/kju/	Question	[kiu]
R	/ɔ(r)/	Rain	[ar]
S	/es/	Seed	[es]
T	/ti/	Tomato	[ti]
U	/ju/	Umbrella	[iu]
V	/vi/	Vegetables	[uvi]
W	/dʌb(ə)l ju/	Wind	[dabliu]
X	/eks/	Xylophone	[ex]
Y	/waI/	Yellow	[uai]
Z	/zed/	Zero	[set]



*This is the approximate pronunciation
naa sussa ju'hdxisa

***Curious Fact:** The letter "X" has been implemented in the unified Nasa Yuwe.
yaatxnxixi: naa sussa (x) kwe'sx yuwete u'khak

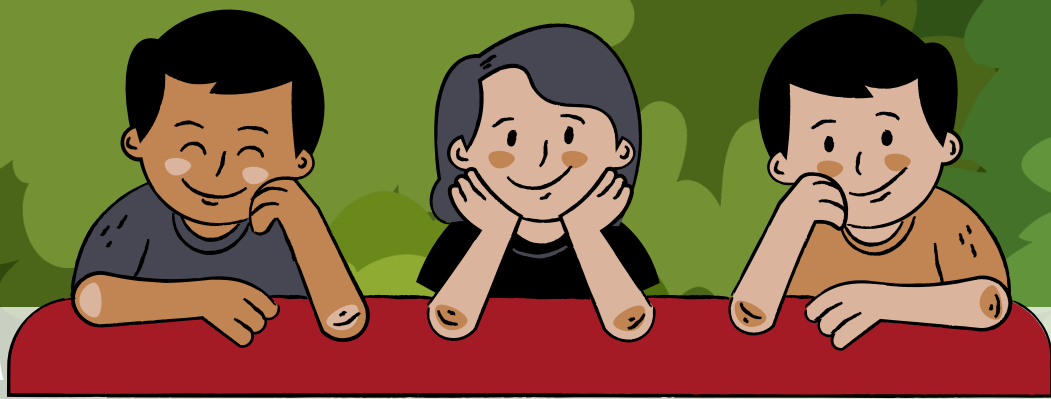
***Curious Fact:** The letters "r" and "o" in Nasa Yuwe don't exist.
yaatxnxixi: naa sussa (r) (o) kwe'sx yuwete mee't



Exercise to solve continuously:

In this table draw the elements you are learning, which are named in each box.

<p>A /eɪ/ Apple [ei]</p>	<p>B /bi/ Bread [bi]</p>	<p>C /si/ Coffee [ci]</p>	<p>D /di/ Dog [di]</p>
<p>E /i/ Earth [i]</p>	<p>F /ef/ Fire [ef]</p>	<p>G /dʒi/ Glass [yi]</p>	<p>H /eɪtʃ/ Hen [eɪtʃ]</p>
<p>I /aɪ/ Insect [ai]</p>	<p>J /dʒeɪ/ Juice [jeɪ]</p>	<p>K /keɪ/ Key [keɪ]</p>	<p>L /el/ Land [el]</p>
<p>M /em/ Mother [em]</p>	<p>N /en/ Nature [en]</p>	<p>O /əʊ/ Orange [ou]</p>	<p>P /pi/ Pineapple [pi]</p>
<p>Q /kju/ Question [kiu]</p>	<p>R /ɑ(r)/ Rain [ar]</p>	<p>S /es/ Seed [es]</p>	<p>T /ti/ Tomato [ti]</p>
<p>U /ju/ Umbrella [iu]</p>	<p>V /vi/ Vegetables [uvi]</p>	<p>W /dʌb(ə)l ju/ Wind [dabliu]</p>	<p>X /eks/ Xylophone [ex]</p>
<p>Y /waɪ/ Yellow [uai]</p>	<p>Z /zed/ Zero [set]</p>		



Activity 1.

Let's listen to the alphabet song. Listen and repeat each word said in the listening. Identifies the letter of the alphabet.

Muese' çx txa' wëyçxa wë' weka.
eçte thegçxa txi muese' çx fxi' 'ja' ka

NASA YUWE ALPHABET



Thëymee sussa - Básicas	a e i u
Yuwete jxu'j pthūusesa - Alargadas	aa ee ii uu
Ameë ūusenxii - Aspiradas	ah eh ih uh
Ktukhenxi - Interruptas	a' e' i' u'
Ťçu sussa - Nasaes	ã ě ı ũ
Ťçu jxu'j pthūusesa - Nasaes alargadas	ãa ěe ıı ũu
Ťçu amee ūusenxii - Nasaes aspiradas	ãh ěh ıh ũh
Ťçu ktukhenxi - Nasaes interruptas	ã' ě' ı' ũ'

The vowels used in Nasa Yuwe are: a-e-i-u.

These vowels are accompanied by 32 features, defined as shown in Table 1 below.



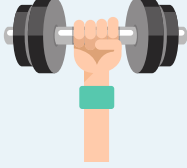



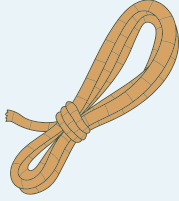




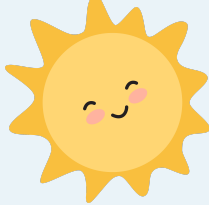

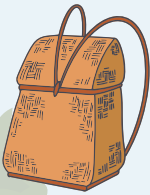
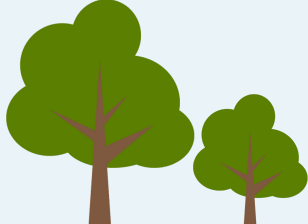
▶ Naa eç)'hu kutxix fxi''nxi

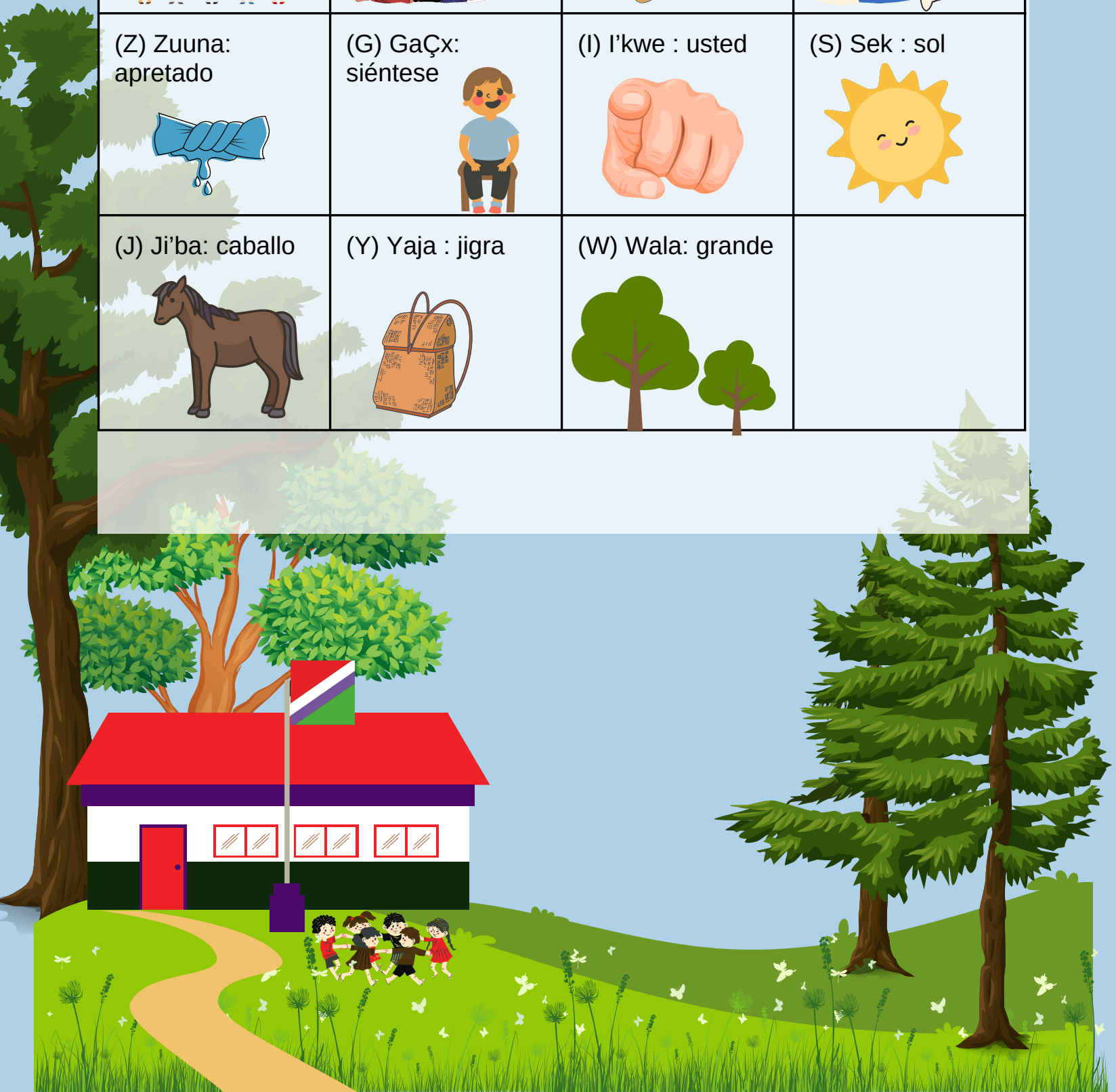
Las consonantes del alfabeto unificado que acompañan a las vocales son las siguientes:

Tasx (Básica)	p	t	ç	k	m	n	b	d	z	g	l	s	j	y	w
Je'gtewe'sx (Palatales)	px	tx	çx	kx		nx	bx	dx	zx	gx	lx	sx	jx	vx	fx
Puthnxina'wsa (Aspiradas)	ph	th	çh	kh											
Je'gu puthnxina'wsa (Palatal aspirada)	pxh	txh	çxh	kxh											



BASIC



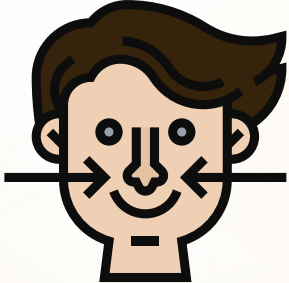

<p>(P) Peenxukwe: Tia</p> 	<p>(T) tataluul: Abuelo</p> 	<p>(Ç) ÇxaÇxa: Fuerza</p> 	<p>(k) Kus : Noche</p> 
<p>(M) Memuka: Cantemos.</p> 	<p>(N) Nasa: gente</p> 	<p>(B) BahÇ: cabuya</p> 	<p>(D) De'hna: durmiendo</p> 
<p>(Z) Zuuna: apretado</p> 	<p>(G) GaÇx: siéntese</p> 	<p>(I) I'kwe : usted</p> 	<p>(S) Sek : sol</p> 
<p>(J) Ji'ba: caballo</p> 	<p>(Y) Yaja : jigra</p> 	<p>(W) Wala: grande</p> 	





PALATALES:

<p>(PX) Phahn: abrir</p> 	<p>(TX) Txawë'sx: ellos</p> 	<p>(ÇX) Çxaju : piña</p> 	<p>(KX) Kxsu: por ahi no hay mas palabras</p>
<p>(NX) Nxukwe: tío</p> 	<p>(BX) JaBX: Arisco o arisca</p> 	<p>(ZX) ZxiÇkwe: bonito</p> 	<p>(GX) The'GXa: mirar, mirando</p> 
<p>(IX) Idx (usted)</p> 	<p>(dx) Dxi'h: camino</p> 	<p>(sx) Sxuma: ardilla</p> 	<p>(jx) Jxad: redondo</p> 
<p>(vx): Vxite: otro (alguna cosa o palabra)</p> 	<p>(fx) Fxi'sa: escribiendo</p> 		

ASPIRADAS

<p>(PH) Phewu' jxa: arreglar</p> 	<p>(TH) Thu' wë: oreja</p> 	<p>(ÇH) IÇH nariz</p> 	<p>(KH): Khas lana</p> 
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PALATAL ASPIRADA

<p>(TXH) Txhä' h: Montaña</p> 	<p>(ÇXH) Çxhab: Pueblo</p> 
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(2) The consonants in the unified alphabet accompanying the vowels are those in Table 2.

ORTHOGRAPHIC ASPECTS

It is important before starting with the writing of the unified alphabet, to allow the reader to distinguish the orthographic rules of the Nasa Yuwe language. Therefore: The Nasa Yuwe alphabet includes suprasegmental symbols, taken from the AFI (Internal Phonetic Alphabet which is a standard notation system used for the phonetic representation of the possible sounds of languages).

Therefore, in Nasa Yuwe the following symbols are used: (') saltillo, (") nasals, (x) pala such (h) aspirated.

PERSONAL PRONOUNS

A personal pronoun replaces the proper name of a person including objects, animals and situations.

Susnxis kwe' sx yuwe' th ka' hke' hmuwä txanxuÇx kwe' sx yaa' ses txipÇxa, txatx, ta' jtx txi jxet u' pnxis wëwëka

Kevin is a teacher- He is a teacher. In this case the name kevin is replaced by the personal pronoun (He)

My friends and I study in Elias Trochez - We study in Elias Trochez.

We use the personal pronoun (it) referring to:

Time : ej: It is 5 o'clock in the afternoon

What day is it ?

Distance: ej: How far is it to the school ?

The school ? it is far from home

Wheather: ej: It is raining today

It is a nice day

Animal and animals and

Inanimate things in singular _ ej My cat is small

It is small

That stone is heavy.

It is heavy

Exercise

 Listen and repeat the personal pronouns  susnxis muese`Çx txa' muay wew' we

Ü' kwe (I) Female

I'kwe (you) Female

Adx (I) Male

Idx (You) Male

Txäa piÇ (He)

Txäa uy (She)

Txäa - txe' e (It) They mean "it" , they have no gender

Kwe' sx (We)

Txäawe' sx (They)

Activity 2.

Join with a line the pronoun in Nasa Yuwe with the pronoun in English.

Kwe' sx yuwes vite yuwe nxak sussas sutxika

Adx

Idx

Txäa

Ü' kwe

I' kwe

Kwe' sx

I' kwesx _ txäwesx

He

She

I


They


You









We

It

Activity 3.

 Look at the image and choose the pronoun that corresponds in both nasa yuwe and in English


 *Kap' nasanxis theg' cxa sussas txitx'we*

he I		Kwe'sx Adx	it you		Adx txe'e
She it		Txäa uy txe'e	they we		Txäawe'sx Kwe'sx
he we		Txäa piç Kwe'sx	you it		I'kwe txe'e
she it		Txäa uy txe'e	they she		Txäawe'sx Txäa uy



Activity 4

Replace the nouns according to the personal pronouns that you hear in the audio
Susnastxi Çamte we' setx txanxuÇx fxi' jaka

 The teacher is thirty years old- _____
txaa kapiiyasa teba a' kaf ji' pa: _____


 Juan goes to the orchard to plant tomato seeds. _____

 Juan' a tul' te sxbu wala be' h fxiwas uh' ya u' h. _____

 Luisa and I like to learn English in our school.- _____

 Luisa Û'kwe' nxak vite yuwe' sx pii' nuste wěta _____

 My classmates are noisy - _____

 Ü' kwe' namikuwe' sx seena susu' tx _____ (f)

Adx namikuwe' sx seena susu' tx _____ (m)


 My mom and dad work in the bakery - _____


 Ü' kwe' uma vite tata nxa' kah pan vitnxitetx maji _____ (f)

 Adx uma vite tata nxa' kah pan vitnxitetx maji _____ (m)


 That dog is big and brown - _____

 Txa alku wala sxuma: _____


 The ducks swim in the lake - _____


 Txaa yu' es' a iktetx pen' du: _____

 The tomatoes are delicious - _____

 Txaa fluu' ta seena' wěta _____

 My cousins and I like to play soccer - _____

 Ü' kwe' txaawesx' nxak ah seena wět puusejethaw txaa jxad' nxak _____ (f)

 Adx txaawesx' nxak ah seena wět puusejethaw txaa jxad' nxak _____ (m)

 The son of my neighbor is my best friend - _____

 Pukate up' sa zzik' a andx namiku _____



Activity 5

Use the personal pronouns (I, you and it) to complete the following sentences.

Naa susnixtatx ga' ajih' yu (Adx , Idx, Txäa - txe' e)

___ am in the kitchen - Üu a' hnxite us' thu

___ are a student - Piyaa`sata`

___ is thursday - Pahz een

___ like to cook with my friends.

(Mujer) Ü' kwe namikuwesx' nxak meeh a' jaht

(Hombre) (adx) namikuwesx' nxak meeh a' jaht

___ are a nice person - idxa meh ewing

___ is six am - setx txitx nxa' ha

___ am your best friend.

(Mujer) Ü' kwe' idx namikut

(Hombre) adx idx namikut

___ are very smart - idx' ya seena jiing

___ am a good student

(Mujer)Ü' kwe' seena Èw piyath

(Hombre) adx seena Èw piyath

___ is cold today. - aÇxa seena eÇe Üusa

PERSONAL INTRODUCTION

All human beings are different, each one of us has characteristics that identify us and make us uniquely special. Our identity lets us know who we are and where we come from. In this way we can appreciate our individuality and respect the individuality of others, which helps us to be tolerant and respect differences. In the following example you can see how you can introduce yourself to others.

Male:

Adxa' Na' yaaseth: My name is...

Female::

Ü' kwe' Na' yaaseth: My name is...

(f) Ü'kwe Naz a' kafx ji' pthu: I am __ years old.

(m) Adxa Naz a'kafx ji'pthu: I am __ Years old.

I study at... (Ü'kwe) (adx) piyana upt

I live in... (Ü'kwe) (adx) jxet u' pu

What is your name? ma' yaasen' ga'

How old are you? maz a' kafx ji' hpga

Where do you live? mde' ga u' pu

Where do you study? mde' ga piya'



Let's meet one of our leaders from the Kite Kiwe resguardo:



My name is José William Rivera Collazos and I am 32 years old.

I live in Barrio Panamericano. I study at the Institución Universitaria Colegio Mayor del Cauca, where I study business administration and I also work in the Kite Kiwe reservation in the education program as a teacher at the Elias Trochez Educational Institution.

My goal is to train leaders who defend life and territory in the Kite Kiwe community and help channel the existing processes towards the just social struggle.



AÇxa kapiyasa Jose Willmar Rivera fxi' zenxis kaa' jiyuyaptãw

Adx yaa' se Jose Willmar Rivera teba e' z a' kafx ji' pthu Çxhab wala' tet upu 'panamericano' txi piyanaÇxa upthu, kapiyasat piya' yatte ELIAS TROCHEZ' T. adx fxi' zenxi txi luuÇtxi pebiaÇxa wët wët fxi' zeka' jit, nasawesxtxi thegna txi uma kiwes' pa thegna txanxuÇx yaÇkawesx ujunxis uhjuna

Activity 6

Write a short personal introduction in Nasa Yuwe and then translate it into English and share it with your classmates.

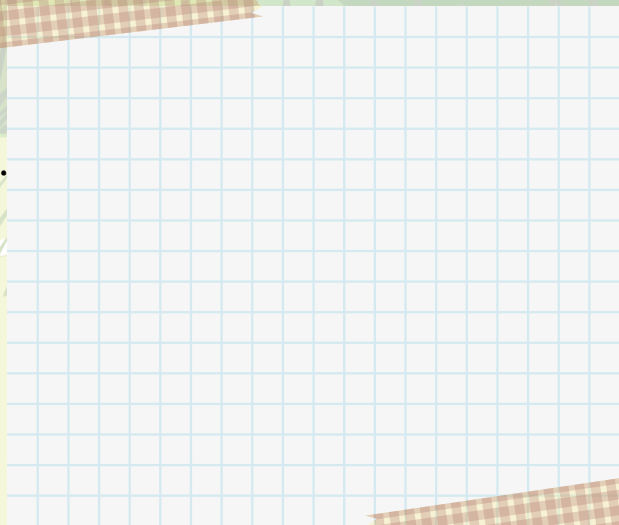
Based on the personal introduction of teacher Jose Willmar Rivera

WebÇxa txi fih' Çxa

maw ujunxis kwesx yuwete

kajiiyuwe txanxuÇ vite yuwetep'

namikuwe' sxtxi kajiiyuwe



Activity 7

You are a new student at school and you want to get to know your new classmates. On a sheet of paper create an interview using the personal introduction vocabulary.

Idxa kapiyasa u' seing' na, idx piyaasa' tx jiyuh' wenig.
teeÇx eÇte fiÇx susnxis kajiyuwe





Activity 8

Listen and answer according to the audio information

Çam susnxis mueese' Çx pasunikwe

Questions:

-What is the name of the girl in the audio?

-How old is she? _____

-Where does she live? _____

-Where does she come from? _____

-Where does she study? _____

ÇÇam' te websa ma' yaa' sena?

ÇMa' z a' kafx jxi' pna?

ÇMde' ka u' pu?

ÇMa' hyu yuhn?

ÇMde' ka pii' ya?



GREETINGS

In our daily life, we are always using different gestures that show our respect and appreciation to others, greeting is a fundamental part of having good relationships with others.

Good day - (Mawkwen pe' te jxukaisa) When the sun rises, we say good morning.
sek kah' sete wala weeçxatãw (f- makwe pe' te) (m- ma' ga pe' te)

Good afternoon - (Mawkwen fxi' ze jxukaisa) When the sun is just above us, we say good afternoon. sek' a piah' tee ũste naa`jihtãw (f-makwe fih' ze)(m- ma' ga fih' ze)

Good night - (Mawkwen ikus) When we are going to bed we say good night
sek keeçthe naa`jihtãw (makwe ikuus)

Hello - Hi - (payuma) When we meet someone or enter a place we say hello o Hi
açxa' a ji' txçxa txi ukayapçxa ewçxa' jih' taw

Bye, goodbye (Kuskaypkaçx)

See you later (Ki' puutxuyupa 'jna' w) - When we leave a place or end a conversation, we say Bye, goodbye, see you later

Uhweç' çxa txi' web jxaçxa (txi' pixd' punkhaw) jii' thaw

How are you? - (Ma' u' pkwe) when we want to know how someone is doing
Jiyuweth maa' ujestx' pa

I am fine thank you ewçxaa u' pt

Not so good ewme u' p

Exercise:

Listen and repeat each greeting. first in english and then in Nasa Yuwe
Muese' çx txa' muay wew' we, vite' yuwete' kwenx' y wewçxa txi wesx yuwetw' p
ë

Activity 9

Look at the image and write the correct greeting. Practice with a partner.

Weçxanxis mueseçx txa' muay wëwëka, vite yuwete vite kwesx yuwete

Mawkwen pe'te jxukaisa

Mawkwen fxi'ze jxukaisa

Mawkwen ikus

hello

goodbye

Activity 10

The situation: work with a partner and practice together today you will present at the community radio station. Fill in the blanks according to the conversation, use the vocabulary of greetings and personal presentation. You will be the letter A.

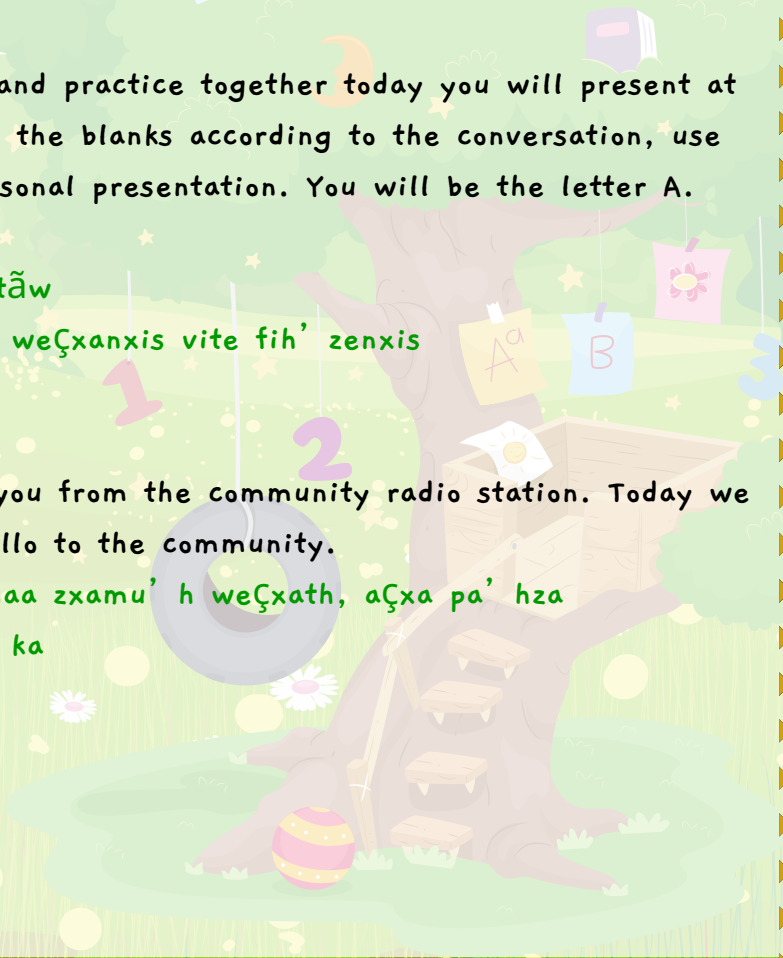
Açxa kwesx zxamte kaa' jih' yuyaptãw
 puywewcxa kaaja' hdajak , susnxis, weçxanxis vite fih' zenxis
 naa sussnxi' nxak (a)

E: Good morning students, I greet you from the community radio station. Today we have a special guest, please say hello to the community.

A: Makwe pe' te piiya' sawe' sx, naa zxamu' h weçxath, açxa pa' hza
 ji' hp' thaw, nasa' wesxtxi weçxa' ka


 A: _____

 _____




 E: Tell us, what is your name and how old are you?
 dxas' we. ʒtxa' h yaasen' ga vite maz akafh ji' pga?


 A: _____


 and - vite _____


 E: Very well! Where do you live? wala ewa, mde' g u' pu


 A: _____

 E: And where do you study? vite mde piyana us' gu

 A: _____

 E: Thank you very much friend! we say goodbye, see you later!

 Çxu' te pay, txi putx' yunkaw

 A: _____

*Curious fact: in Nasa Yuwe there are greetings for different situations and also by gender.

Yaa' txnxi: kwesx yuwete teeçxat' h tãw piç' mak , uy mak' yu
jxu' hkaisa' tx taw weçxa

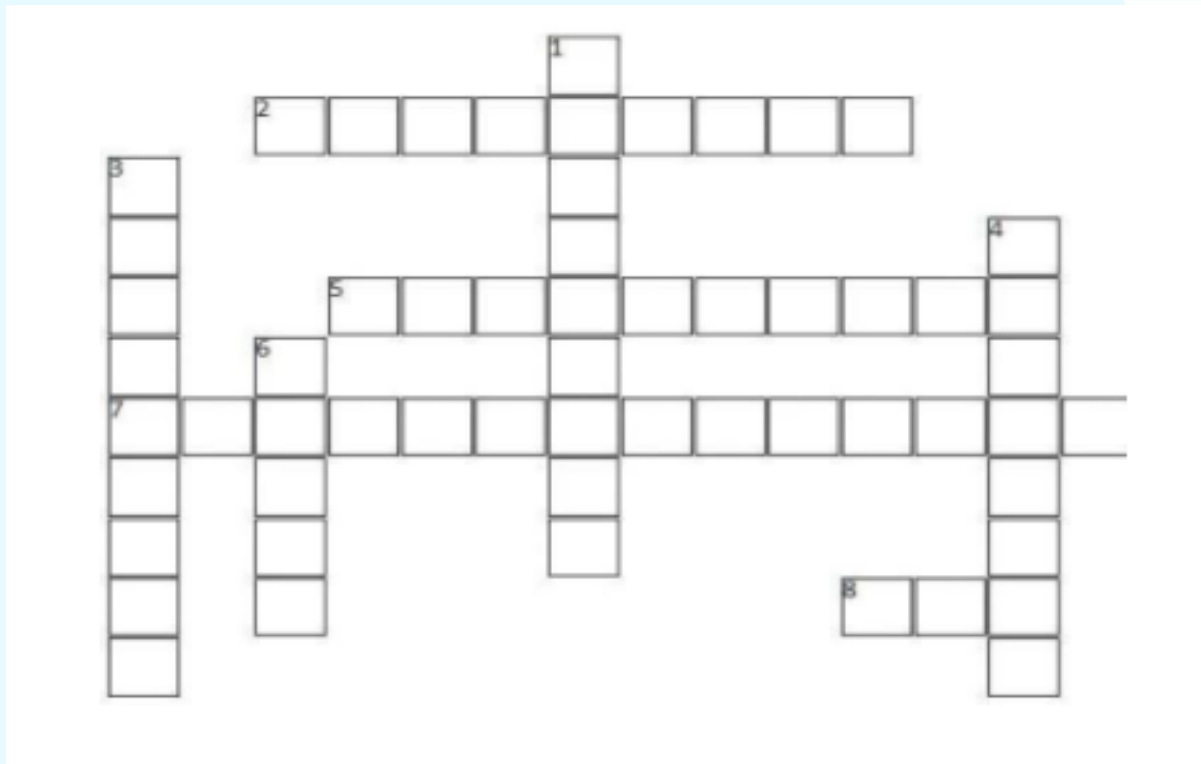
Vocabulary radio station

Radio antenna	Çam ksusunxisa
Headphones	-Thuwët pa' wësenxisa
Speakers	- A' t pa' wësenxisa
Music	- Çam sus' nxisa
Announcer	- Çam' te wew' sa
Listeners	- Pa' wësesa'
Channel	- Jxe' te pa' wësenxisa
Tune in	- Çam' te ka' hjiyunxisa
Broadcast	- Vi' tet te' hgugnxisa

Activity 11. Crossword puzzle with radio station vocabulary

1. Electronic device that connects to your cell phone or computer and allows you to better listen to music and audio.
2. It makes a song sound louder
3. What makes you sing and dance
4. Person who speaks on the radio
5. People who listen to the radio.
6. Kiwe stereo
7. Action of choosing the channel you want to listen to
8. On air.

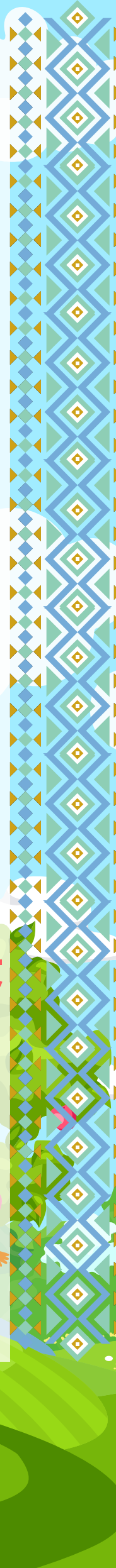
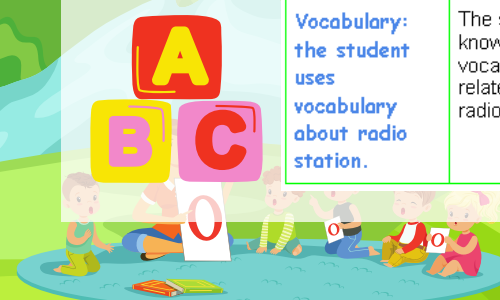
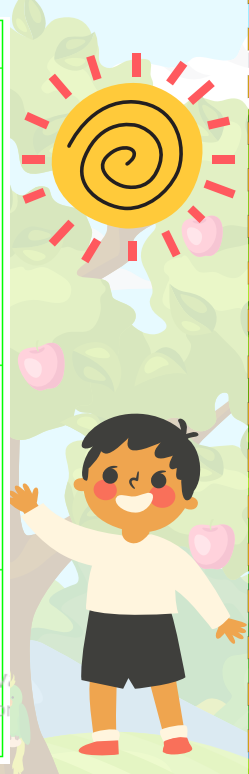




Final Project

For this activity you will get a partner and create a radio station, create a conversation containing what you have learned in personal introduction and greetings. You will present your radio station in class in front of your classmates. For this activity it is essential that your radio station has a name.

	Exceptional	Good	Satisfactory	Needs improvement
Introduction: the student introduces her/ himself	The student introduces him/herself in a fluent and natural way, and provides a lot of information about him/herself, in a fluent and natural way.	The student introduces himself/herself without much trouble and provides sufficient information about him/herself.	the student introduces him/herself but provides very little information about him/herself	The student has trouble introducing him/herself and does not provide much information about him/herself.
Greetings: the student uses greetings.	The student recognizes all greetings and uses them consistently according to time and context.	The student recognizes most greetings and uses them according to time and context.	The student recognizes the most common greetings but uses them correctly	The student does not recognize most of the greetings and therefore does not know when or how to use them.
Vocabulary: the student uses vocabulary about radio station.	The student knows all the vocabulary related to a radio station.	the student knows most of the vocabulary related to a radio station.	The student knows sufficient vocabulary related to a radio station.	the student does not know the vocabulary related to a radio station.



UNIT 1. Literacy

Topic2: Description



VERB TO BE



The verb to be is used to give information about people, animals, objects.

The structure of verb to be is composed by:

Subject + Verb to be + complement

Example: I am happy

Subject + Verb to be + not + complement

Roses are not purple

Verb To be according to the subject:

I am a student

He is my father

She is tall

It is expensive

We are friends

You are smart

They are in the School

I am not a student

He is not my father

She is not tall

It is not expensive

We are not friends

You are not smart

They are not in the School

Am I a student ?

Is he my father ?

Is she tall ?

Is It expensive ?

Are we friends ?

Are you smart?

Are they in the School ?

Curious fact: The conjugations of the verb to be in English are used regardless of gender, while in Nasa Yuwe the verb to be changes depending on gender.





Activity 12

- Join with a line the personal pronoun and its respective form of the verb to be.
- Write in the box the form of the verb to be that corresponds to the personal pronoun



Activity 13

Listen to the audio and fill the spaces in blank.

Çxamte susnxis wëzetx txawëy fxi' wë

1. ____ ____ studying English
2. ____ ____ far from here.
3. ____ ____ strong and funny.
4. ____ ____ a nice person
5. ____ ____ raining outside.
6. ____ ____ good students.
7. ____ ____ the leaders of the community.



Activity 14

Read the sentences, find the mistake and write again the correct way.

EÇte tegÇxa ěwme fxi' nxis ěw fxi' jaka

1. The sun are big _____
2. They is running _____
3. I Is a Smart guy _____
4. Camilo and Juan am cousins _____
5. We am best friends _____

Verb to be (vitn' u' pnxi) 

The verb to be in our language (kwesx yuwe) which is vitn' u'pnxi will depend on what you want to communicate or are doing, in the past, present and future tense, in the same way, the affirmative and the negative in the three times mentioned

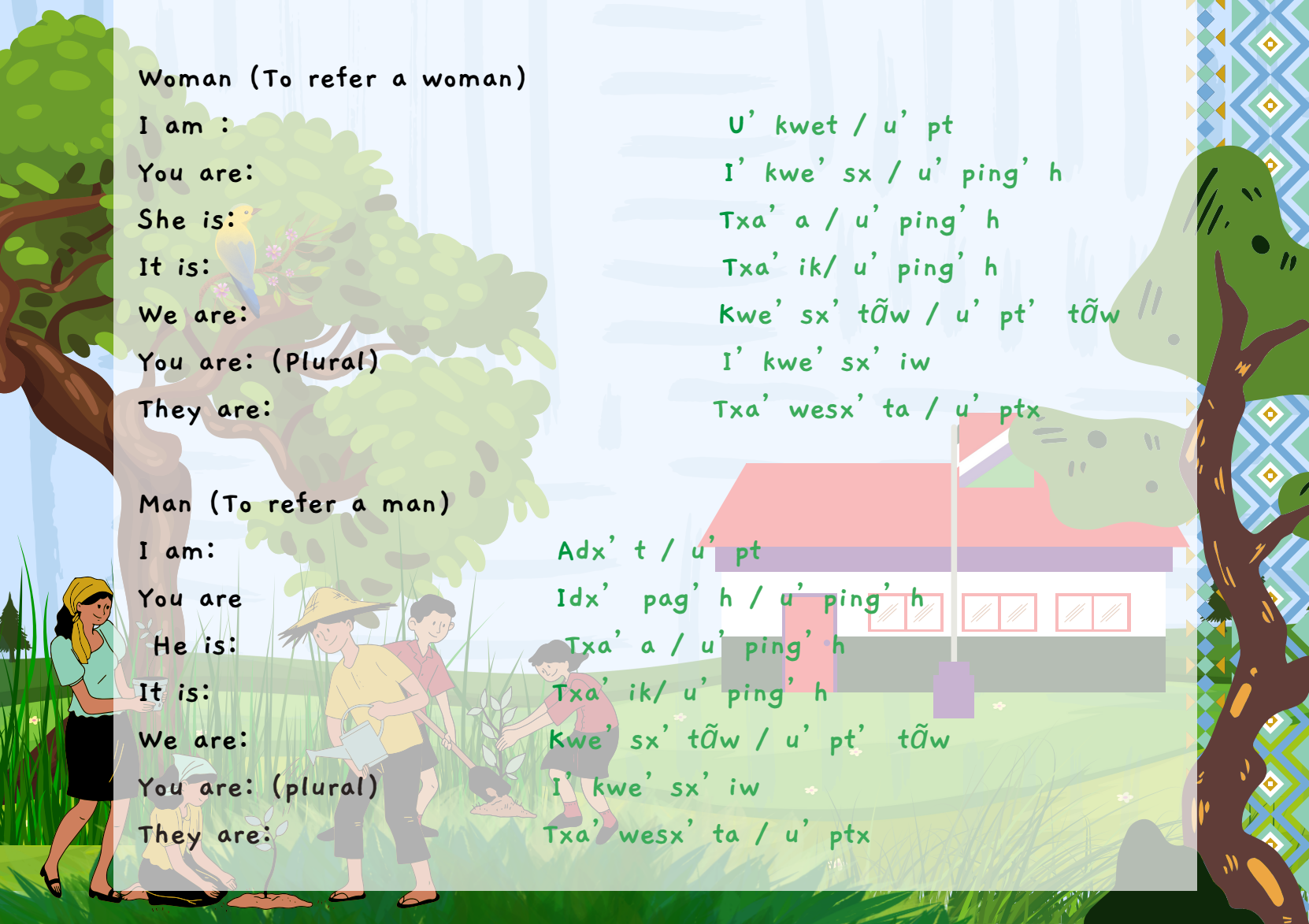
Susnxu (vitn' u' pnxi) kwesx yuwetwe nak phu' se Ü' us yatxcxa kajiyunxisa naa ent' (txanteywe' sx, aÇx, vit' wajas- fi' zwajas) TxöweyÇxöa susnxis txame' e vite susnxis txa' a, jxuka tek' us kaji' hyunxisa

Woman (To refer a woman)

- I am : U' kwet / u' pt
- You are: I' kwe' sx / u' ping' h
- She is: Txa' a / u' ping' h
- It is: Txa' ik/ u' ping' h
- We are: Kwe' sx' tãw / u' pt' tãw
- You are: (Plural) I' kwe' sx' iw
- They are: Txa' wesx' ta / u' ptx

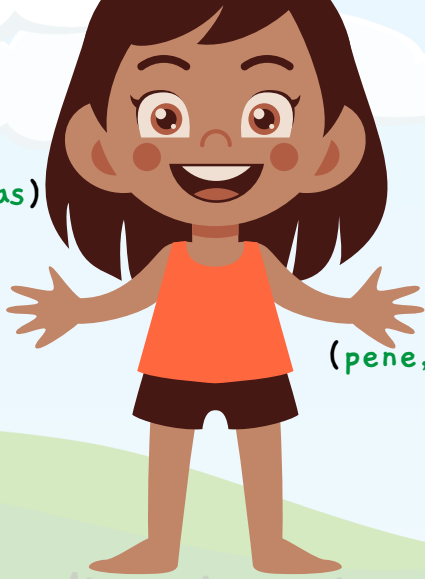
Man (To refer a man)

- I am: Adx' t / u' pt
- You are Idx' pag' h / u' ping' h
- He is: Txa' a / u' ping' h
- It is: Txa' ik/ u' ping' h
- We are: Kwe' sx' tãw / u' pt' tãw
- You are: (plural) I' kwe' sx' iw
- They are: Txa' wesx' ta / u' ptx



BODY Kwekwe

The human body helps us move and differentiates us from other people, the body is composed of some parts such as:

- 
- * Head: (Dxikthe)
 - Eyes: (Yafx)
 - Ears: (Thüwä)
 - Eyelashes: (Yatx khatx khas)
 - Eyebrows: (Yafx khas)
 - Hair: (Txkhas)
 - Face: (Dxi' ph)
 - Cheek: (Puka kwet)
 - Nose: (IÇ)
 - Lip: (Yuwe khatx)
 - * Mouth: (Yuwe)
 - * Shoulders: (Bab)
 - Breasts: (Çxu' çx)
 - Navel: (Sxab)
 - Stomach: (Tutx)
 - Genital organs: (pene, iw, vagina, thamee)
 - Knee: (Nxukwet)
 - Hand: (Kuse)
 - Foot: (Çxida)



Activity 15

- For this activity we will need playdough, clay or any natural material you can get your hands on.

Naa' maji' hte uma kiwe divnxi' nak maa' jinxap' tãw

- We are going to make a human figure with different colored material using the vocabulary in the workbook.

Kwe' sx kwekwes eçte susnxis maa' jiika txanucx biite' jeka.

- We will make an exhibition of all the works for the whole group at the end of the class.

Maa' jiis me' htnxa yaç' hu' kaase' tx nme' h' nxa kaaji' yun' junkãw

Activity 16


To say how many things I own in English I say: "I have...".

Txa' h' tep jip' h vite yuwete kaa' jiiyunxis " jip' h"

naa susnxisa (jxipt)wëbnxite, jxey vitnxi vite jxey jipnxisk wëwë

adxa	jxipt
Û'kwe	jxipt
indx txa idxa	jxipt
Kwesxa	jxiptãw

exercise:

 Let's count how many body parts you have! Make a list in your notebook using the phrase I have, for example:

-I have two hands

-I have two eyes.

count all the parts of the body.

 (Jip' h) susnxis kwe' sx yuwekwe kaa' ji' yujuka
kaa' ji' yu' yap' t

mujer - Ú kwe e' z kuse jip' t

hombre- Adx' a e' z kuse jip' t

mujer - Ú kwe e' z Çxida jip' t

hombre- Adx' a e' z Çxida jip' t

Activity 17

Listen to the audio and write in the corresponding number the body part that you heard.

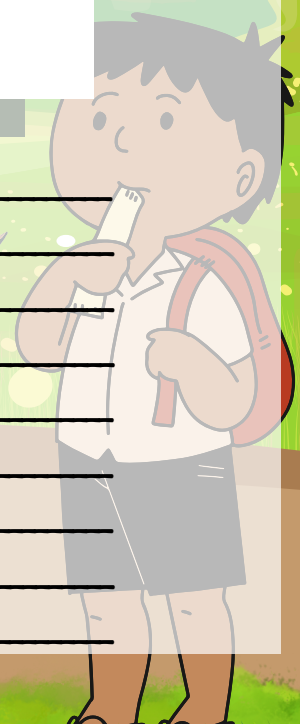
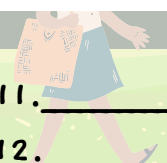
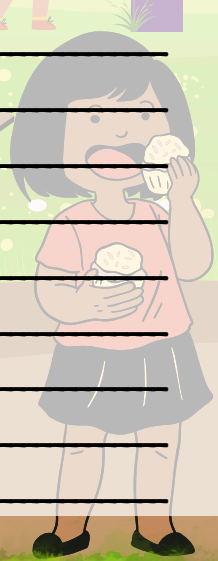
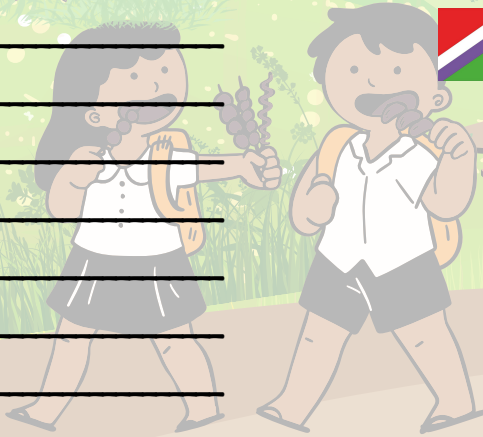
Çam' te mue' seÇx kwesx kwekwes kaa' jii' yujuka. naa maji' az e' z yuwete' y ka' jii' yuyap'tõw



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____



- | | |
|----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |




Activity 18

1. Let's sing the body parts song. First in Nasa Yuwe

2. And on the lyrics of the song in English, color the word that names a part of the body.

Kwesx kwekwes kaajii' yun mee' muk , kwesx yuwēte vite, vite yuwēte

 This head hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This ear hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This nose hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This mouth hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This shoulder hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This hand hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.


This elbow hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This stomach hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This cheek hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.

This foot hurts so much, I'll rub armadillo ointment on it.
and it moves like this, like this.





“Na Dxikhte seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan” y se mueve así, así.

“Na Thu'we seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan”
“Na Ic seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan” y se mueve así, así.

“Na Yuwe seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan” y se mueve así, así.
“Na Bá'b seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan” y se mueve así, así.

“Na Kuse seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan”
“Na Fxizxá' seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan”

“Na Thutx seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan” y se mueve así, así.

“Na Yuxh seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan” y se mueve así, así.

“Na Çxida seena á'ka sxiita deka sxusxukhá”
“Ná'we ná'wÉ esekan” y se mueve así, así.

*If you want to know what the song says in Spanish, you can find the information at the end of the workbook.

Memnxis jii' nxu' weçxa nme' h eçte fi' hnxi u' zn



ADJECTIVES

Adjectives are words that qualify a noun, their main purpose is to highlight properties of the subject. Therefore, an adjective always provides information about the noun while accompanying and modifying it.



Tall =wala

Thin=talx

Fat =nxisx

Short= le'çxkwe

Smart=wala jiisa

Old =ïisx

Happy=wët

Sad=nxÛs

Pretty =zxiçxkwe

Heavy = dijo

Young =piçtatx

Ugly=kazx

Activity 19.

Link the adjective in Nasa Yuwe with its corresponding adjective in English.

Pupçx fi' hjan̄w



Wala

Talx

Nxisx

Le'çxkwe

Wala jiisa

wët

NxÛs

Zxiçxkwe

Kazx

Piçtatx

ïisx

Dijo



Sad

Short

Thin

Fat

Heavy

Ugly

Smart

Old

Young

Pretty

Happy

Tall

Activity 20.

Use the vocabulary of adjectives to make a description of yourself

Pronoun verb to be+ adjective

The teacher + Is + tall



COLORS
(Bite' wa')

Life is full of colors, every inanimate or animate object has a color that we are able to see thanks to the sunlight.



Yellow: (Sxkitx) Sun is yellow

Blue: (Çem) Sky is blue

Red: (Beh) Blood is red

Black:(KÛcx) Carbon is black

White: (Çxihme) Clouds are white

Purple: (Ka' k txite)

Green: (ÇËy) leaves of trees are green

Gray: (Khuç) Some cats are gray

Pink : (Be' çx) Roses are pink

Orange: (Leem) Some fruits are oranges

Brown : (Çutewa') The coffee that we drink is brown

Activity 21

Use the numbers to paint the picture

Txitxçxa izanxi' tx biite' jeka namuay' bitejeka



1= red 2= pink 3= orange 4= yellow 5= green 6= yellow/green
7= 8= blue 10= brown 11= Purple 12= gray 9= white
13= black Blank Areas= Your Choice



POSSESSIVE

The possessives are words used to express to whom an object belongs.

Kaa' jiyuwe maw' nxun yuh' g kwesx yuwete' y maa' ji' wa

Example: The book is mine

Pronombre sujeto	Adjetivo posesivo
I	my
He	his
She	her
It	its
We	our
You	your
They	their

Activity 22



Read and complete with the correct adjective

Jxu' kaisa susnxisa we' sx yuwete u' pta

My - your - his - her - our - their - its

1. She is drinking _____ soup.



5. I'm eating _____ food



2. She is harvesting _____ own coffe.



6. We are eating _____ envueltos



3. They are eating _____ food.



7. You must eat _____ food



4. It is drinking _____ milk.



Activity 23



Choose the appropriate personal pronoun and write it on the line.

Susnxis Ęw thegçxa txi Ęw txitxç xa eç te fxi' janikwe

1. They have a car. _____ car is small
my - his - their - our
2. Lisa has two friends. _____ are funny
her - your - its - our
3. You have an umbrella. _____ umbrella is black
my - your - his - her - its
4. We have a book. _____ book is funny
his - her - its - our - their
5. The teacher has a pencil. _____ pencil is big.
my - her - his - their
6. I've three balloons. _____ balloons are nice.
my - her - your - our - their
7. The bear has a guitar. _____ guitar is small.
his - her - its - our

Activity 24.



Translate the following sentences into English

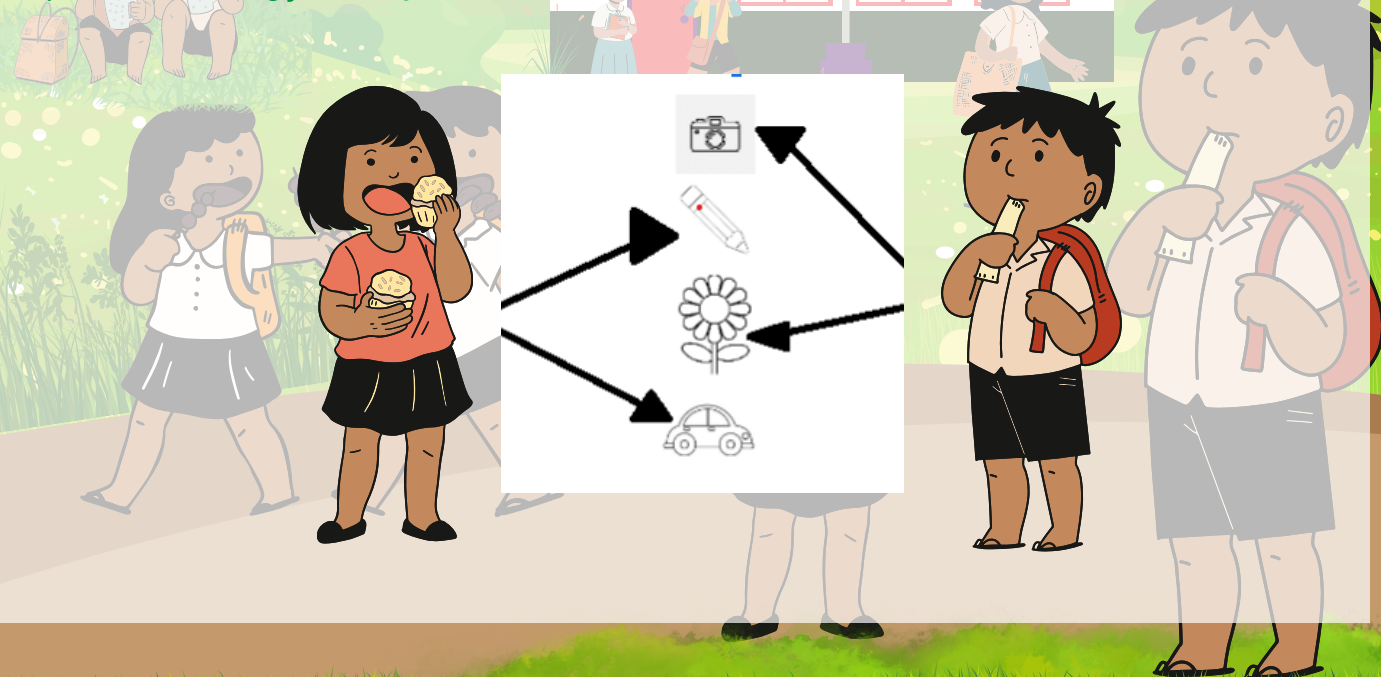
Naa miih' as e' z yuwete' y kaa' jiyuwe

- Mi cuerpo es mío. _____
mujer: _____ hombre: _____
- El color azul es de ella. _____
- Los ojos de Él son lindos. _____
- La manzana es de Él. _____
- El perro es de ellos. _____
- Ese es nuestro cuaderno. _____

Activity 25.

Look at the images and write to whom each thing belongs.

Kap' nasaxis tegçxa fi' jh kwekwe txi' mihna



Vocabulary for this activity: Camera, pencil, flower, car.

(Kap' nasanxi, fixi' nxisa, kite, Çam wala)



FORMS

Shapes are present in our daily life, in the shape of a park, a house, etc. In this unit we will see the basic shapes which are:



Triangle: *tekh viç' nas* Square *pahz jxa' hdxá' Çx* Rectangle *Pahz pilcue'* Circle : *jxad*
Activity 26. Tangram

Do you know what Tangram is? The Tangram is a puzzle made up of 7 pieces: a parallelogram (rhomboid), a square and 5 triangles. The objective of this game is to create figures using the 7 pieces. The pieces must touch but not overlap. Look at the example on the image.

Now, in class you must create 3 different animals using these forms and following the rules mentioned before.

¿Jii' hnga Çuk ud' nxisa' s?

Çuk ud' nxi' sa sa' t pule ji' hpa (ja' hdameta) , naa' pueseheje' nxis sa' t pu' le' s maagi' ka pule' txi jxandtxna nap tu' kak' me. kap' nasanxis teg' hwe açxa.

piyanxite tekh ta' htx fi' y fi' yÇx natxi visu' ka



*To see more figures of animals look at the end of the primer.

Txe' y vianxi tahtxi. nmej e'Çte the' we

ANIMALS AND NATURE

Tatx' vite uma kiwe

ANIMALS

There are many animals in the world and from different habitats, we can find some of them below:

Naa' kiwëte pey' mde tatx' p u' sta, naa eçte teeçxaçx pebvia' hjank ãw



Cat: Misx

Dog: Alku

Horse: Jiba

Pig: Kuçxi

Sheep: Pisxa

Fish: Wedx

Dove: Tub

Rabbit: Kahpx

Guinea pig: Fxiç

Duck: Yu' es

Hen: Atalx u' y

Goat: Kapla

When we want to specify the quantity of an accounting object we use there are if we are talking about several objects and there is if we are talking about a single object. Ej:

There are three oranges in the basket
There is a cow in the yard

If we want to make negative sentences we only have to add not to the sentence ej:

There are not three oranges in the basket
There is not a cow on the farm

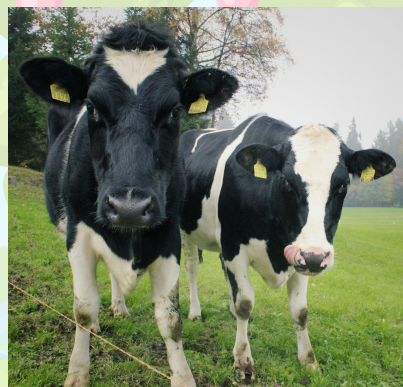
Pejxiçxa susnas izanxitxi naz' taw
vi' su (u' pta)ji' na kuhnas
wewçxa naa' jih' tãw (u' usa)
ka' jiyuju' tãw

Tekh lxima u' pta txe aknxi
yat vitx' te teeçx kla u' usa

Eçte txa' mes (mee' ta,
txa' men) fxi' weçxa najih' tãw
aknrite tekh lxima mee' ta
yat vitx' te teeçx kla' yuhp mea

THERE IS

THERE ARE



HAVE (U' sta')

The verb "have" functions just in the third person singular in verbal tenses of past, present and future.

Susnxisa (u' sta) (ji' hp) Txöweyçxöata susnxisa tek' te, teçxate' k susu (u' suk u' sa, u' sun)

Kaa' jiyujuk susnxis (u' sta' s) kwesx yuwete



Teeçxa' te nak sus' hu (u' sta')

jxu' kanas' te nak sus' hu (u' stx)



Activity 27

Visit your home or school farm and draw the corresponding animal in the square.



Piya' yatte pahya u'çx te'çx txahxi biite' jeka naa kajandanxite

 Cat: (Misx) 





 Fish: (Wedx) 





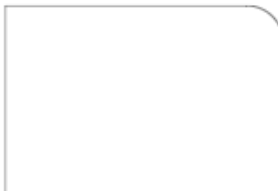
 Dog: (Alku) 





 Dove: (Tub) 



 Horse: (Jiba) 





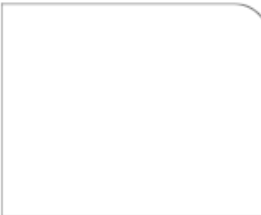
 Rabbit: (Kahpx) 





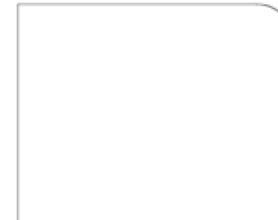
 Sheep: (Pisxa) 





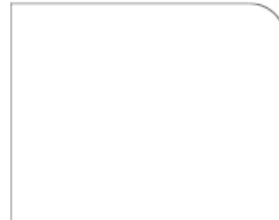
 Guinea pig: (Fxiç) 




 Duck: (Yu'es) 




 Goat: (Kapla) 



 Chicken: (Atalx u'y) 



Activity 28

In your notebook, use the structure "there is - there are" in English and the verb "have" in Nasa ( ) to make the description

EÇ fxi' nxite, na' s maajika (u' pa) e' z yuwete' y kajii' hyujuka



Using the vocabulary of colors, shapes, describe :

A. Describe how many animals there are in the drawing on the page (img 4)

B. How many animals do you see?

C. What do they look like?



Pazh eÇte fi' hnxi the' gÇxa ma' z txatx kap' nasanxis u' ustx, txamu' ayÇxa susnxis biitena

Ç Ma' z txatx' ga uyu' ?

Ç jih' Çxa mau' tx?

PARTS OF THE PLANT



• Root: WeÇe

• Stem: Tasx

• Branch: Ku' ta tasx

• Leaf: EÇ

• Flower: Kite

• Petal: Kite eÇ

• Fruit: Nxun

• Seed: Fxiw

• Bark: Kha' tx

• Bud: Kul

Activity 29

Describe your favorite plant, using the vocabulary of "plants, colors and adjectives".
use both languages

Idx tasx' as fi' hÇxa susnxis vite biitenxis, txa' nxuÇx e' z yuwete' y

kaajiyu' juniw







Activity 30

- For this activity we will need to go to the garden and look for a plant.

Naa maji' hte kite tasxna teg' ya u' jueka

- Read the plant poem with your classmates and point to the part that names the song. Use both languages.

Vite yuwes txi kwe' sx yuwetey fxi' jaka naa tasx susnxis teg' çxa,
namiku' wesx' nak tasxtxi bii' tuniw

The Parts of a Plant

Poem.



The roots on a plant grow underground

Underground, underground

The roots on a plant grow underground

Roots are part of a plant.

The stems on a plant hold up the leaves.

Up the leaves up the leaves

The stems on a plant hold up the leaves

Stems are part of a plant

The leaves on a plant are making food.

making food making food

The leaves on a plant are making food

Leaves are part of a plant

The flowers on a plant are growing seeds

Growing seeds growing seeds

The flowers on a plant are growing seeds

Seeds are part of a plant

Weçe tasx' ha kiwe dxi' juh wala

weçe fithu' wesx tee' yta

fxuu é'ç' a u' Û vituç' ta

u' Û vituç' ta, vituç' ta, fxuu é'ç' a u' Û vituç' ta

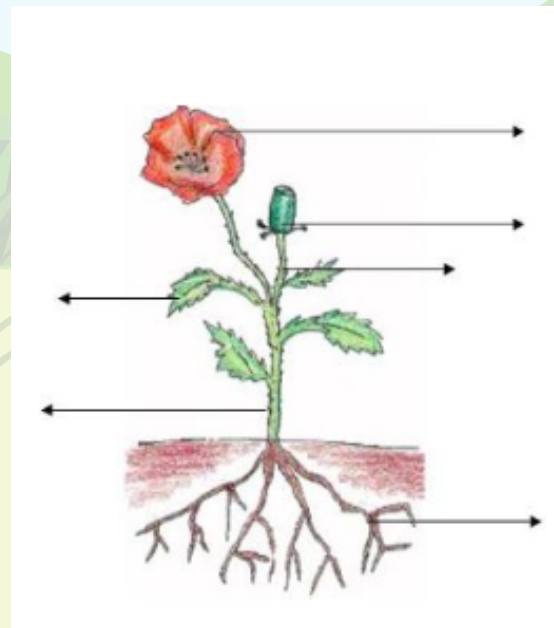
Ë' ç'a fithu' wesx tee' yta

kite tasx' a fiw biituç' ta

kite tasx' a fiw biituç' ta

kite tasx' a fiw biituç' ta

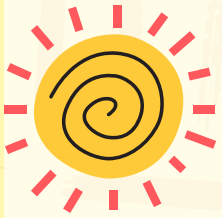
kite fiw' wa fithu' wesx tee' yta



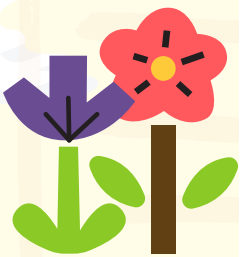
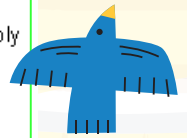
Final project

Art museum

We will create our own works of art. We will make an art gallery where we will exhibit our ceramic works. For that the students will have to make a landscape with the elements learned throughout the last learning unit.



	Exceptional	Good	Satisfactory	Needs improvement
Description: The student describes his/her artwork.	The student knows how to use the structure of the verb <u>to be</u> correctly and knows how to apply it depending on the context.	The student knows how to use the verb <u>structure to be</u> appropriately.	The student knows how to use the structure of the verb to be properly but does not know when to apply it correctly.	The student has trouble using the structure of the verb to be properly and does not know when to apply it correctly.
Performance	The student speaks fluently, clearly and confidently about the subject matter	The student speaks clearly about the topic	The student speaks adequately about the topic	The student has trouble speaking about the subject
Vocabulary: The student uses the vocabulary necessary to describe objects, people and animals (parts of the body, parts of a plant, adjectives, colors and animals).	The student knows all the vocabulary necessary to describe.	the student knows most of the vocabulary necessary to describe.	The student knows sufficient vocabulary necessary to describe.	the student does not know the vocabulary necessary to describe.



UNIT 2: Arithmetic

Topic 1: Numbers

Objectives

- To know the numbers in English in order to use them in the school and family environment.
- To know the parts and names of the basic operations in English to apply their use in productive units.





THE NUMBERS - ISANXI

Numbers are a great invention of society. They allow us to count and have order of many things. For example, in the bakery we use numbers to know the exact quantities we need of each ingredient in order to obtain a delicious result.



- | | |
|------------------------------|---------------------------------|
| - 1: (TeeÇx) - one | - 12: (Kseba e' z) - twelve |
| - 2: (E' z) - two | - 13: (Kseba tek) - thirteen |
| - 3: (Tek) - three | - 14: (Kseba pahz) - fourteen |
| - 4: (Pahz) - four | - 15: (Kseba TahÇ) - fifteen |
| - 5: (TahÇ) - five | - 16: (Kseba setx) - sixteen |
| - 6: (Setx) - six | - 17: (Kseba sa' t) - seventeen |
| - 7: (Sa' t) - seven | - 18: (Kseba tawn) - eighteen |
| - 8: (Tawn) - eight | - 19: (Kseba kheb) - nineteen |
| - 9: (Kheb) - nine | - 20: (Eba) - twenty |
| - 10: (Kseba) - ten | - 100: (EÇxkahn) - one hundred |
| - 11: (Kseba teeÇx) - eleven | - 1000: (Pkahb) - thousand |

Activity 31.

Search in the letter soup for the English numbers () mark on the list in nasa yuwe () the ones you found.

Naa' maji' te i' zanxis eÇ yuwete' y mbakwewë, uy' nxii' saÇxatx

- TeeÇx
- E'z
- Tek
- Pahz
- TahÇ
- Setx
- Sa't
- Tawn
- Kheb
- Kseba
- Kseba teeÇx
- Kseba e'z
- Kseba tek
- Kseba pahz
- Kseba TahÇ

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



-How many spoons are there in set 3 ?

- There are three spoons

-How many plates are there in set 2 ?

- + There are two plates

- How many pots are there in set 1 ?

- +There are four pots in set 1

-Հմա՛ z tuՇxaՇ jxad tekh՛ te u՛ stx?

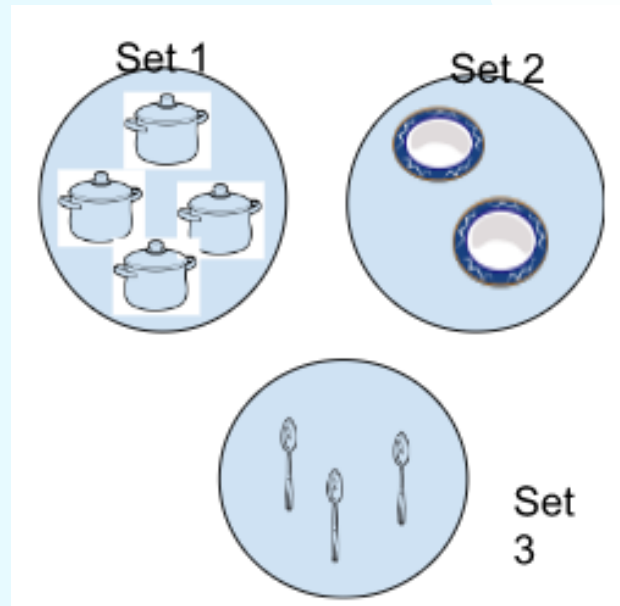
- Tekh tuՇxaՇ u՛ sta

-Հմա՛ z viՇx՛ kwe jxad e՛ zte u՛ stx?

- E՛ z viՇkwe u՛ sta

-Հմա՛ z mitx jxad teeՇx՛ te u՛ stx?

- * Pazh mitx u՛ sta



How many apples are there in set A ?

Հմա՛ z jxad beh jxad՛ ãa՛ te u՛ stx?

- There are three apples in set A

- Tekh jxad beh ãa u՛ sta

How many pineapples are there in Set A ?

Հմա՛ z Շxaju jxad՛ ãa՛ te u՛ stx?

-There is one Pineapple

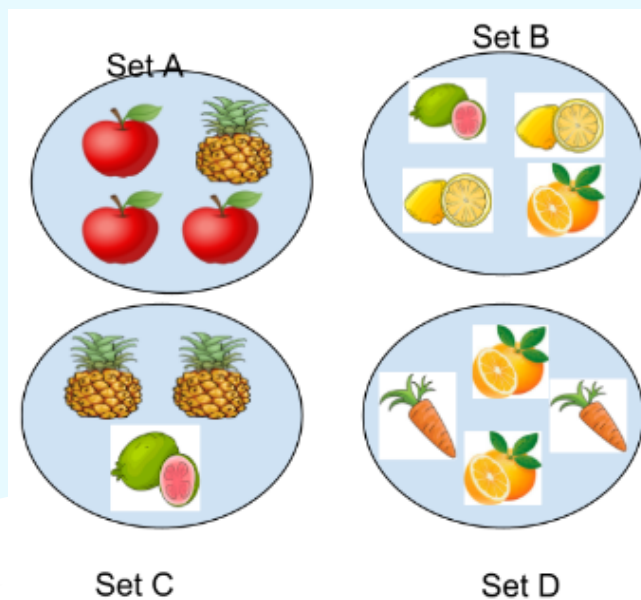
-TeeՇx Շxaju ãa u՛ pa՛

How many Lemons are there in set B ?

Հմա՛ z lxima pus jxad՛ B՛ te u՛ stx?

-There are two lemons in set B

- E՛ z lxima pus B՛ te u՛ sta



How many oranges are there in set B ?

Հմա՛ z lxima jxad՛ B՛ te u՛ stx?

- _____
- e՛ z lxima jxad B՛ te u՛ sta

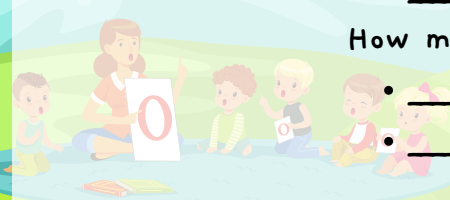
How many oranges are there in set D ?

Հմա՛ z lxima jxad՛ D՛ te u՛ stx?

- _____
- _____

How many carrots are there in set D ?

- _____
- _____



Activity 32

Look at the questions below and answer it according to the images.

Papanxik naa jxad' te thegÇxa

A



B



C



D



Ladle
TuÇxatx



Lulo
Jxad be' h



Beetroot
Papenxik naa'
pupnixitx



Lettuce
Txh' h sxu' sx



Pot
Fxu' u nxun nxu' sxa



Mango
Mutkwe

How many ladles are there in set A ?

How many lettuce and pots are there in set D?

How many ladles are there in set B?

How many lulos and mangos are there in set D?

How many ladles and pots are there in set B?

How many pots are there in the sets ?

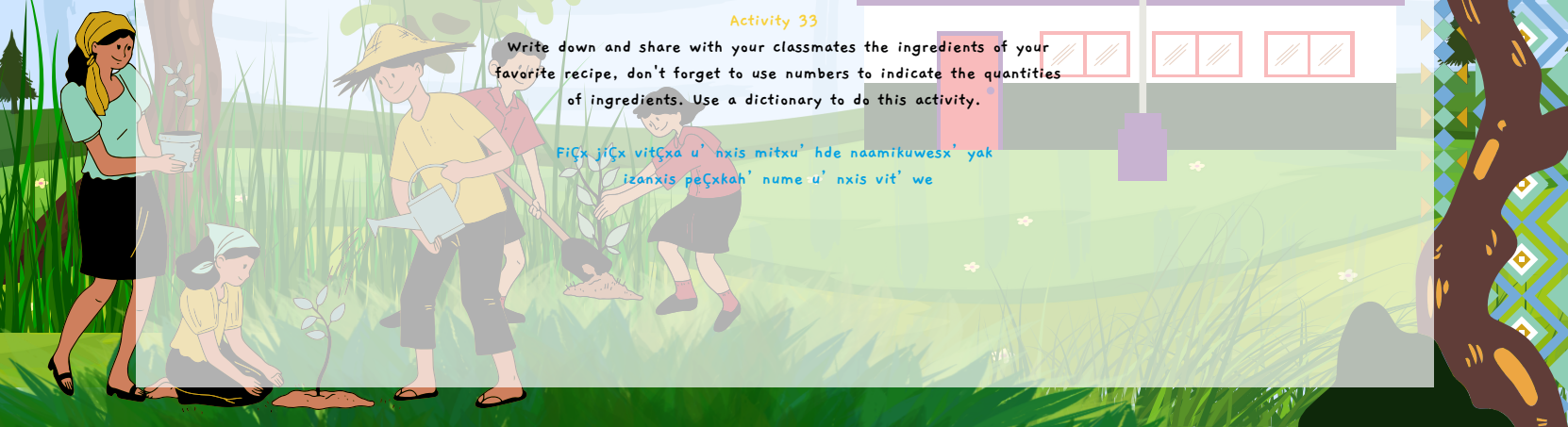
How many lettuce and pots are there in set C?

How many beetroots are there in the sets ?

Activity 33

Write down and share with your classmates the ingredients of your favorite recipe, don't forget to use numbers to indicate the quantities of ingredients. Use a dictionary to do this activity.

FiÇx jicÇx vitÇxa u' nxis mitxu' hde naamikwesx' yak izanxis peÇxkah' nume u' nxis vit' we



Useful vocabulary

susnxi selpisa

- Sugar (Nxusa) 
- Salt (Nen' ga) 
- Pepper (Yaa' za) 
- Corn (Kutx) 
- Tomato (Sxbu be' h jxand) 
- Wheat flour (Kutx u' we) 
- Eggs (zxixx) 
- Milk(Yu' Çxi' meh) 
- Rice (U' Çxi' meh) 
- Cinnamon (Fxuu katx) 
- Baking powder(U' wê) 
- Anise(Tasx tu' hme) 
- Cumin (U' t abnxisa) 
- Cilantro (Me' sukwe) 
- Garlic (A' kus) 
- Onion (spuya jxad) 

Units of measure

- Milligram:
- Gram:
- Kilogram:
- Milliliterliter
- Pound:
- Ounce:
- Cup :
- Quart:
- Half:
- Pinch:



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BASIC OPERATIONS

KAA'JANDAÇX

- Sign: + (yak) addition The sum consists of combining objects together to give us a total result. The symbol of the sum is (+) and this is inserted between the numbers to be added. The parts of a sum are the summand that refers to the quantities to be added and the sum

$$\begin{array}{r} 6 \text{ Summand} \\ + 8 \text{ Summand} \\ \hline 14 \text{ Sum} \end{array}$$

- Sign: ÷ (mpehna) division allows us to distribute a total in equal parts. its symbol is (÷) and its parts are dividen, divisor and quotient .

$$\begin{array}{r|l} \text{Dividend} & 14 & \text{Divisor} & 7 \\ \hline \text{Remainder} & 0 & & 2 \\ \text{Quotient} & & & \end{array}$$

- Sign: = (naz ta') equal sign

- Sign: - (tu'wan) subtraction

Subtraction is one of the basic operations of mathematics that serves to eliminate objects from a set. Its symbol is (-). The parts of a subtraction are minuend, subtrahend and the difference.

$$\begin{array}{r} 8 \text{ Minuend} \\ - 6 \text{ Subtrahend} \\ \hline 2 \text{ Difference} \end{array}$$



- Sign: x (txu'ted) multiplication

A multiplication consists of a number that is added repeatedly called the multiplicand, and the number that indicates how many times the multiplicand is added is the multiplier, the result of this operation is known as the product.

$$\begin{array}{r} 7 \text{ Multiplicand} \\ \times 2 \text{ Multiplier} \\ \hline 14 \text{ Product} \end{array}$$



Activity 34

Complete the sentences with the corresponding English numbers 
Indicate in Nasa Yuwe  which sign we use in this operation.

Kaa' jandaÇx vite yuwete i' zak mde iz' anxi u' hjuen
kwesx yuwete tasx (thaw - ku' sen)

- TeeÇx + Nineteen = _____ Sign _____

19
+ 1



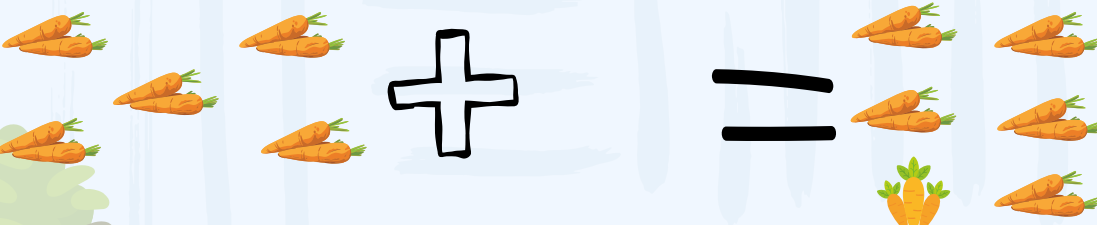
- Twenty - _____ = Seventeen Sign _____

20
-



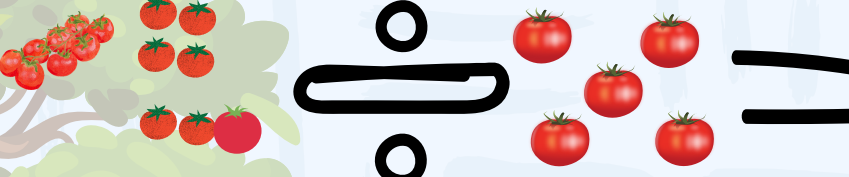
- Kseba + _____ = Thirteen Sign _____

10
+



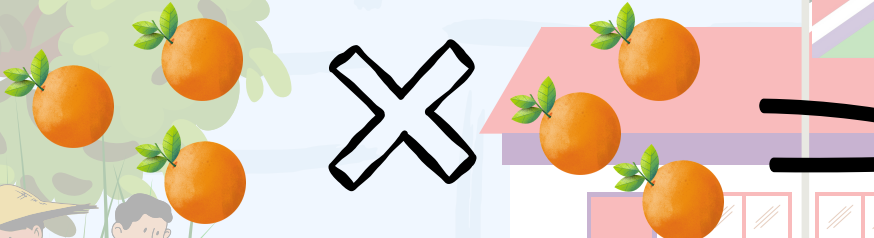
- Fifteen ÷ TahÇ = _____ Sign _____

15
÷ 5



- Three × Three = _____ Sign _____

3
× 3



- É' z - One = _____ Sign _____

2
- 1



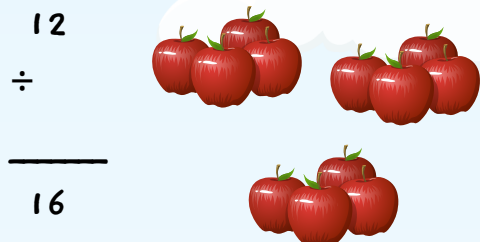
• Sa' t x _____ = Kseba pahz



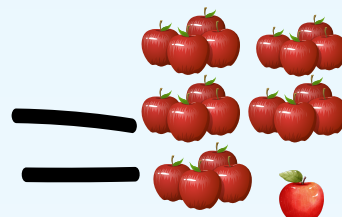
Sign _____



• Kseba e' z ÷ _____ = Setx



Sign _____



Activity 35

Listen and write down the operation that you heard on the audio and then write the result

Çxante wewnxis wëzetx izanxis fxi' jaka



8 + 7 = _____

12 - 6 = _____

2 x 3 = _____

20 - 17 = _____

11 + 13 = _____

12 / 2 = _____

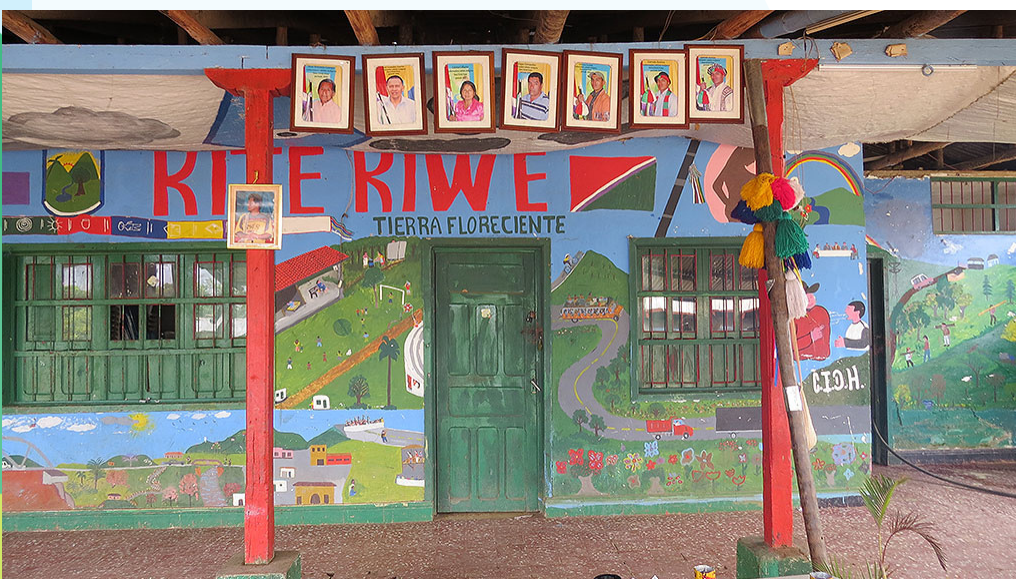
15 / 3 = _____

1 2 3 4



UNIT 3: Knowledge

Topic 1: Ownership



PRODUCTION UNITS

In the community we find different production units that contribute to the economic development, consequently it is important to know how they work.

kwe' sx u`pnxite kwesx' y ujatäw txi tajx ipejetäw majinxis ew täw jiyuweje

The educational institution Elías Trochez currently has a productive project where it is being strengthened and intended to preserve, maintain and endure the link with Mother Earth, tradition, memory and education of children and youth of the institution.

It is important to highlight that it is a space where children perform a series of activities which contribute to their learning and life project, since they obtain knowledge about the preparation of the land, planting, care, respect for Mother Earth and the use of medicinal plants, practicing their academic knowledge and relating mutually with the educational environment.

Bakery (*Pan vitnxite*)

Edible bubbles: With this experiment we are going to observe the yeast reaction.

What is yeast? Yeasts are microscopic living beings that belong to the fungi kingdom. Thanks to them, we can prepare many recipes and above all, different types of bread because when we wake them up, they produce many bubbles that are trapped in the dough, increasing the volume of the bread to make it soft and fluffy.

First of all we need to wear an apron, wash our hands and prepare our materials.

MATERIALS;

- water
- active dry yeast
- sugar
- 3 bottles

- 3 ballons
- funnel
- spoon

In this experiment we will see under which conditions the yeasts produce the most bubbles. First of all we will enumerate the bottles with the numbers from 1 to 3.

In bottle number 1 put cold water and 1 teaspoon of yeast.

In bottle number 2 put warm water and 1 teaspoon of yeast.

In bottle number 3 put warm water, 1 teaspoon of yeast and 1 teaspoon of sugar.

Then put one balloon on top of each bottle to capture gasses and see which of the 3 bottles produces the most bubbles.

Finally, wait for 15 minutes without moving the bottles and see what happens.

Orchard: **tul** Rainbow flowers: Plants, like any other living being, need food and water to live. Plants absorb the water found in the soil through their roots, which is why it is important to water them constantly, otherwise their leaves will wither. We can prove this with a simple experiment called "rainbow flowers".

kaji' yunxis susnxis fxuu tasxte täw seelpinazÇxaÇx fxi' jaka itxi u' junas, yu' kiwe' fxuu uça, wedÇxa, kÇxÇxanxisa, kite Çxi' hmeh kite llita, adxinxisa, tasx kÇxÇxanxisa

Activity

To perform this experiment we will need:

- *Carnations or white daisies, the fresher they are, the better results you will have. You can collect as many flowers depending on the colors you want.
- *Glasses where you can place the flowers (one for each color you have).
- *Water
- *Food coloring.

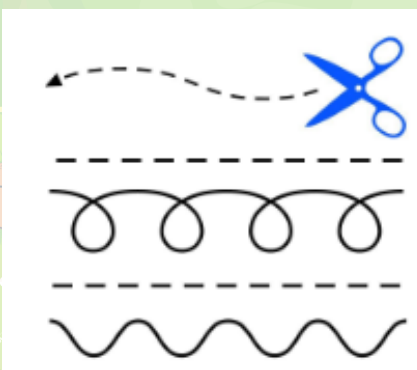
Fill the glasses with water and add a few drops of food coloring of your favorite color.

Make a diagonal cut on the stem of your flower and insert it into the glass of water with food coloring.

Leave your flower in the glass for a few days and watch it change color.

Confections: The confections allow us to create a great variety of products where we can give our personal touch to the clothes because it is in this process where the design that will go in each garment is chosen.

kwe' sx wewnxi: atx pehbunxisa, atx paknxi Çam, atx paknxi wesx, vitna, atx, atx vitenxi, Çam atx pehbunxisa



Activity:

With the help of the sewing machine and without using any thread, you are going to follow each line shown in the template, remember that at each corner the presser foot must be lifted to continue with the pattern.



SONGS

Let's get to know a little more about our culture through songs, which are a tool that allows us to bring information to other people and tell stories in a way that includes our feelings.

Activity 36

With the teacher's help we will sing the songs in Nasa Yuwe, then we will sing them in English.

kiwe mitxh



"Adx uute ná wět jxaaw thāsú
jú gthě jwé sx ná w kiwemitxhsu."

"kiwe dxiite ná wě jxaawté
zxiçxkwe lkaaseya' ewu'nja."

"Naa kiwetw fxi'zeçia'
pçumet ĩtxi fxi'zewěje."

"pkhakhen fxi'znxi wala ewa'
pyaakhná w fxi'zeyá ewute'."

"Kwé sx kiwé' mama ná wěysá
pejinxisá s jxuka peesú k."

"Txăa pá ka wala pěy kahçxa
uweentepkaçx nwé wa já s jí phtha
'w."

Clay pot



I want to be buried
Like my ancestors".

I want to be buried like my
ancestors

Like my ancestors

In the dark and cool womb
Of an earthen vessel"

In the dark and cool womb
Of an earthen vessel

When life is lost
Behind a curtain of years"

When life is lost
Behind a curtain of years

They will live in the
flower of time

Loves and
disappointments"

They will live in the
prime of time

Loves and disappointments

Baked and hard clay

Soul of green hills

Baked and hard clay

Soul of green hills

Mud and blood of my men

Sun of my ancestors
Mud and blood of my men
Sun of my ancestors
From you I was born and to
you I return

Clay vessel of clay
From you I was born and to
you I return

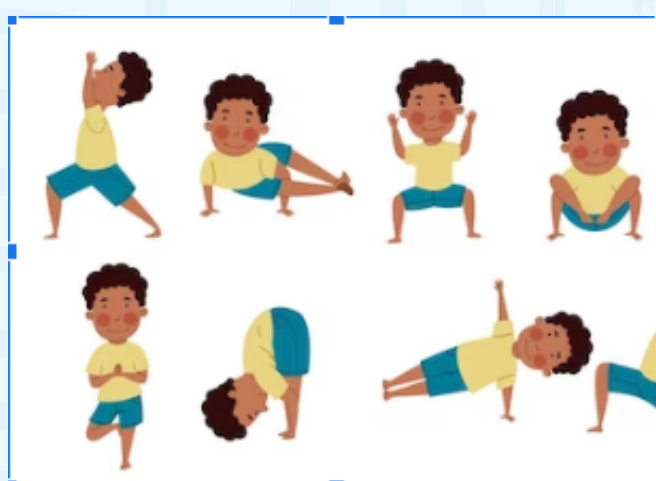
Clay vessel of clay
With my death I lie in you
To your dust in love
With my death I lie in you
To your dust in love



SHOPPING atx wëyna
 (F) Û'kwe (M) adxa (Timbio
 Çxhabna wëyya ú'th)
 Ká'ka wëyya - buy potatoes
 Nega wëyya - buy salt
 Us wëyya - buy beams
 Ñ's wëyya - buy arracacha
 Nxaa wëyya - buy cassava
 Plad wëyya - buy cooking banana
 ÇxiÇx wëyya - buy meat
 AÇa ya'ja su'tekh - OPS the jigra
 broke

Laterality kwëkwes
 ke' hsejek

YaÇka Çxamika - one step ahead
 KiyaÇkajaka - I return
 PaÇu ujweka - we go to the right
 Jem'buħ Çxawedna - back to the
 left
 Eete uphuka - a jump upward
 MkaÇxwe jxukaysa - seated all
 MkaÇxwe jxukaysa - seated all
 MkaÇxwe jxukaysa - seated all
 Meen yu'juwe - please stand up
 Meen kaÇxwe - please sit down



El Tul

The Tul is an important pillar for the institution because with it we integrate the students, promoting the importance of caressing our mother earth, raising awareness of having a more natural food as it is important for life.

Taking into account that from the womb we are linked to mother earth, it is important that students from an early age instill a sense of belonging, appropriating the territory and encouraging them to grow their own crops free of transgenics.

Seedbed seeds, leads us to the child to practice the adaptation of the land and counting numbers at the time of planting, where they count how many seeds they have sown per era. However, communication and language also go hand in hand because with it the children see the variety of names of the vegetables and medicinal plants that they have planted in the tul, it also strengthens the unity, creativity and experience that each child has from the experience of each family and applies their knowledge from planting. Likewise, the students begin to observe how they behave from planting to harvesting.

kaapiyanxi tulte piyasa luÇxtxi kapakejetäw, kwe' sx kiwes wedxitäw,
txanxuÇxa pey uju' nxis u' na fxi' ze
ka' hsemËyna kwe' sx uma dxijuy täw u'pu txa' nxucxa piyasa luuÇxtxi
majxinxa piinukahn txäwe' sx uwa' jÇxa kase' hkan.
txawesxyÇxa kiwes pehbuÇxa fxiwtxi amzu i' zatx u' jatx
txawesxyÇxa ji' yun uh' wetx uwa tasxtx txi yuÇe tasxtx, txanxuÇxa
luÇxtxi nazzistxik ya' thegna uju' eh yatujuy dwesx pebianxis ujunxis
nxun' pkaÇx



Symbols

kwesx yaÇkawesx fxi' zenxis taw kaa' jiyuwe

HYMN (kwesx kiwe mem)

Let's get to know our national anthem in Nasa

Yuwe

(kaajiyuyaptäw kwesx yaÇkawe' sx fxi' zenxis
kwe' sx kiwe mem' as)

Kwe'sx ũs kiwe nweweninxá'ha
weÇxa ená's jiphuthá'w
ewte nenxuweÇxa phitha yuÇxaa
ăÇxha ewtenxá' f'xizeÇthá'w
ăÇxha ewtenxá' f'xizeÇthá'w
ewte nvxitnxijunxaja
wĕth fxi'ze wá'sathá'w
we'Çxana ũswa'já's jxpá'kanxaÇxa
ăÇxha ewtenxá' fxi'zeÇthá'w

Nxusnx



Meaning:

Blue color, riches of the waters in the region and Kite Kiwe.

The Bombona Palm; essential to build the first lodges, shelters in the region.

The mountains; represent sacred sites.

The contrast of light means; the richness, fertility of the territory and cultural diversity.

The sun represents: strength, orientation, persistence.

The mafafa plant, malanga; Flora and essential food.

The river and the lagoon; political organizational process, spiritual and material conceptions.

The tree represents the project of life; personal, family and collective that each person should have.

The stones symbolize; principles and values.

The ant; fauna, attitude, aptitude, leadership, teamwork.

SHIELD

kwesx kiwes kap' nasanxis

fxuu wala penda yat' txi txajuak seelpi
Las montañas representan sitios sagrados.
yu' kah wĕt wĕ t fxi' zenxisk pee' zu
viitenxis: meh jxi' ptaw, kiwe jxiptaw,
sek' a: ÇxaÇxa' sa, kajiyujuk txi nes' yu
txi a' sx wala, kÇxaÇxa fxi' zenxi' sa
yu' yak txi i' k wala nak: ju' gthewesx
majinxis ew täw fxi' ze
fxuu tasx' a nasatx kapnasanxisa teÇxaÇx txi
ju' kaysatx
kwet' a: Ēw Ēw majinxis wewe
kah' kha: Ēw Ēw majinxis wewe kah' khawey
sxabucxa majiwajas

Tulpa

ipx kwet

The Tulpa is a sacred place, where the kite kiwences meet in focused groups to share and learn in a pedagogical way by weaving, conversing, receiving teaching from elders and elders and listening to all the groups to build a differential Kite Kiwe with stable harmonic coexistence and surviving in time from cultural practices.



ipx kweta ěw ěw
kafxi' zenxisa,
kite' kiwetwesxa txe
izacx pkaketx putx
webna txi
puy' kajxiyujutaw,
kwe' sx fxi' zenxis
umna yatxkathewesx
wewnxis taw wesena
u' pu txawĕy pii' ya

CLAY POT

KIWE MITX

It synthetically symbolizes the Kite Kiwe Life Plan, which for them is the collective thought to preserve the ethnic integrity of the community, designed by the community itself with the direction of its authorities, with the purpose of creating the conditions to face the present and future as a community; millenary, social and cultural in defense of life and territory.



FLAG - VIITEWAJAS KAJXI'YUMA

- Red (be' h) = resistance ÇxaÇxa ÇxaÇxa u' juka
- White (cxihme) = new generation of a fair and inclusive, diverse and autonomous country ec luucx ěw ěw fxi' zn yukan, piiyana, webna jxukaisatx wesena,
- Purple (ka' ka kite) = Memory and autonomy; jug' tewesx wewnxis txawey fxi' zeka
- Green (cey) = balance and harmony in the integrality of man and nature ěw ěw fxi' zena kwe' sx puesx uma kiwes wedxna



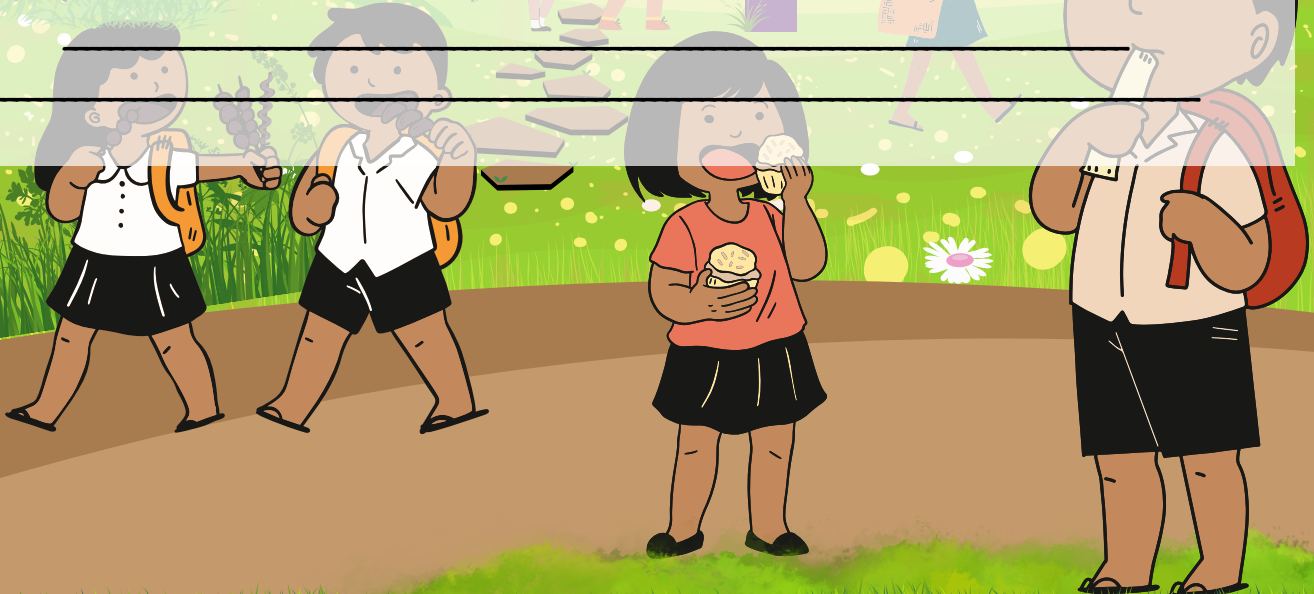
ACTIVITY

Now it's your turn, using the vocabulary of color and shapes, describe your own flag, use the space to draw it.

açxa idx vit naa eçte
susnastxi khel-pin, viitewäjasp
txaa pendas kapnasajuas







Days of the week

- Monday: (Lunxis) nyafx
- Tuesday: (Maltxis) - a' wala
- Wednesday: (Ki' s pxah)
- Thursday: (Jwewis) pahz een
- Friday: (Txhe' een)
- Saturday: sapatu
- Sunday: (Ki' sen)

MONTHS OF THE YEAR

- January: mezukwe a' te: sol, picante
- February: khüus a' te: mes de la ceniza
- March: sxaw lukh a' te: mes del mojoyoy
- April: nus a' te : tiempo de lluvia
- May: pkiida a' te: mes de la guayaba
- June: sek buy a' te: mes del solsticio de verano
- July: sek a' te: tiempo de verano
- August: wejxia a' te: tiempo del viento
- September: kutx uh a' te : siembra de maíz
- October: ta' da a' te: tiempo del cucarron
- November: ÇxapuÇ a' te: mes de las animas
- December khÜÇx wala a' te: tiempo de negritos (festividades)

ACTIVITY

As we already know the numbers, the days of the week and the months of the year, type

- What your date of birth would be
- The date of birth of someone very special to you

aÇxa izanxisa jiyatawna, een' txip, a' kafx a' tetxip

idx naa kiwëte kunxis fxi' jaka

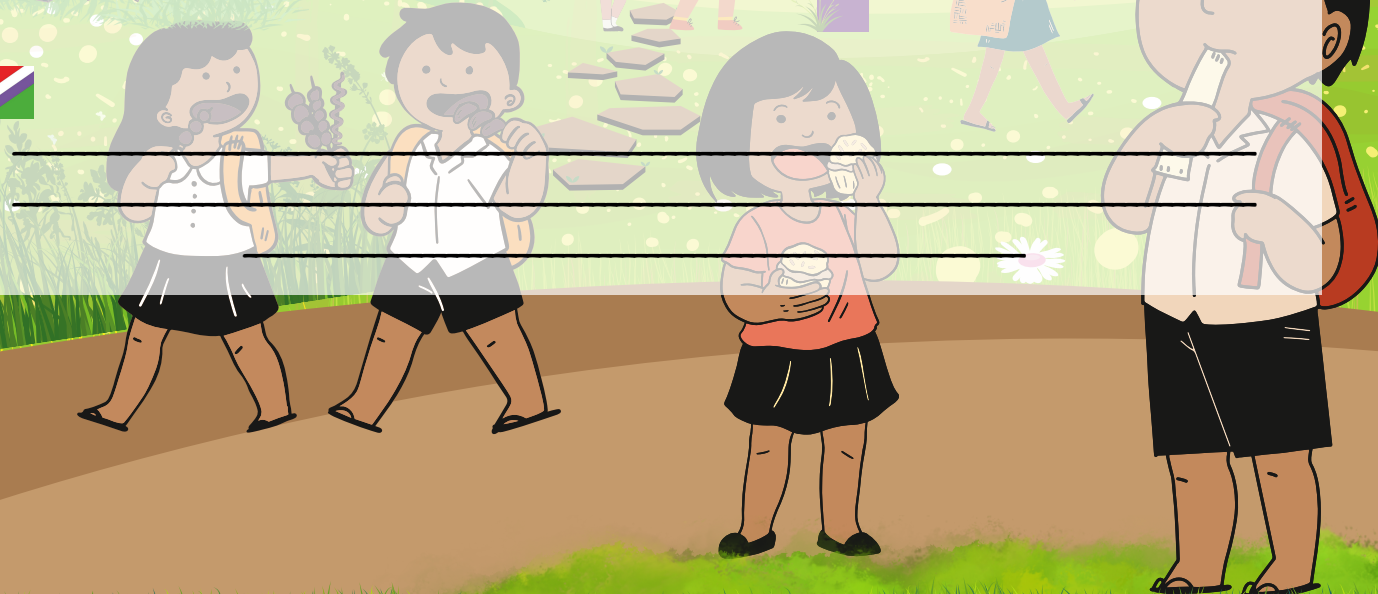
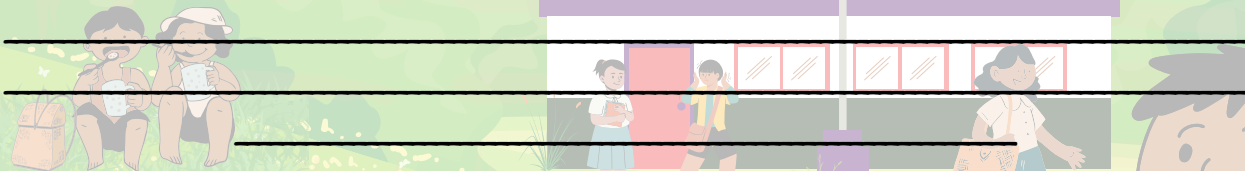
txi teexÇ me' h wëdxnxisas naa kiwëte kunxis fxi' jaka kwe' sx yuwete txi vite yuwete



EXAMPLE: MY BIRTHDAY IS JULY 25 MY SPECIAL SOMEONE'S BIRTHDAY IS APRIL 19TH



**(ADX) (Ü'KWE) NAA KIWËTE KUNXI EBA TAHC SEK A'TE VITE (Ü'KWE)
(ADX) WËDXNXISA KSEBA KHEB NUUS A'TE'TEK NAA KIWËTE KU'H**



Calendario solar y lunar

akafx a'te



1. Para el cabildo Kite Kiwe el calendario es el ciclo para vivir en armonía es el cómo seguir resistiendo cómo guerreros milenarios del pueblo Nasa.
2. ¿ Por qué es importante? Porque nos ayuda a pervivir cómo pueblo originario y a mantener en el tiempo nuestro usos y costumbres
3. Aspecto este si debe ser su propio análisis. Cómo Kite kiwences nuestro calendario no está sujeto a un sistema

capitalista de eventos consumista si no la representación del tiempo desde años milenario en el caminar de nuestro seres superiores los (Neh) o el sol y la luna (a'te)

4. Nuestra luna es un ser superior denominado A'te y el sol es nuestro padre Neh y es una forma de superiores macho y hembra femenino o masculino.



Ceremonies

June 21st ceremony to the Sun and the Wind: This is the beginning of the Andean calendar since it starts the year for us is like December in comparison with the western community, here families get together, gifts are given and it is celebrated for 4 days.

naa' akafx' a weçx fxi' zenxi, kwesx' hi açxçxa puçxi vite' jxi nasa hi' khuçx wala a' te een' tetx sxambu, ayte phaçkeçx wët wët tãw fxi' ze phaz een'te

September 21 ceremony to Mother Water: At this time both the moon and the sun are in the stage of youth. This time that is commemorated its beginning represents the second base of the Kçte Kiwe life plan, corresponding to the terms; territorial, political, organizational, socio-cultural, economic, environmental, legal from the law of origin. It feeds day by day.

naa ensu sek vite a' te'te wët wët fxi' ze, naa akafx' te txi' txi'nÇxa txi
sxambuÇx majina, yuwe pehbuya, yacxkawesx maji' as, kwesx fxi' zenxis,
kwe' sx ujunxis yaÇxkawesx fxi' zenxis dxias u' hjuna, en iza' täw maji'

December 21 ceremony to Mother Earth: is a space for reflection and
construction in which we commemorate the natural mother and strengthen the
bond between her children (us) and her, our eldest, who knew who takes
care of us.

Üus yatxÇxa majiwajas vixtna, ya yatxitk yaÇkathewsxtxi txi ywesx putxtegnä
ÇxaÇx ÇxaÇxa lucÇxwesxnak fxi' zekan

March 21 ceremony to Father Fire: seeks to balance and strengthen the
community and recover ancestral practices to live in harmony and peace
within the territory and thus continue walking together as one family where
unity and harmony prevail through the cultural strengthening of the customs
and traditions of the Nasa people.

txanucxa kwesx fxizenxis yacxkawesx dxi vitxnis taw ujuweje, pkawecx Ëw
uswa, kwesxpuesx tecx naw' cxa u' juwa .

RITUALS

November 20, ritual of Cxapuc Strengthen the community through the
revitalization of uses and customs. To train new leaders within the framework
of just struggles. To empower the community through integral harmonization
workshops respecting the different beliefs and applying the ancestral
knowledge of our own medicine, remembering our elders and celebrating with
them, especially our cacique or Sat Ne'j We'sx Mayor Gerson Acosta.

kwesx fxizenxis yaÇxkawesx dxi vitxnis taw ujuweje, txanxuÇxa luÇxtxi taw
pebyajataw, dxijas majina vite yatxnxis txi kwe' sx fxizenxi' pas kiwe
the' wesxnak. yatxitaw kwe' sx thewesxtxi txi vite dxi' n'uh' satxi Sat
Ne' j We' sx Mayor Gerson Acosta

February 20, ritual of Cateo: The major ritual of the cateo is an ancestral
practice transmitted from generation to generation in our community of the
Nasa people, which seeks, with the support of the wise elders, to cateo the
leaders, the dynamizers (workers) and the students in order to identify their
virtues, strengths and abilities.

kiwe the' h majxi' nxi, acxwesx' me' yackawesx majxinxi Ëw Ëw kwesx
luuwesx ujukan, kwesx nasatxi kiwe thega theg' u txi piyasatix' p ya' jiyun
ujwek.

On April 19 and 20, ritual to the Historical Memory: Legitimize our uses and customs as an essential foundation for the defense of history, memory, life, territory, culture and organization for present and future generations.

ecte fxi' nxi txi Üus yaÇxnxitxi kwesx fxi' zenxis ew fxi' zewajas, kwesx majinxis, Üus yatxnxis, fxi' zenxis, yaÇkawesxfxizenxis dewna, kwesx luÇxwesx wët wët fxi' zekan.

On April 19 of each year's anniversary for the assassination of Major Gerson Acosta.

Las ceremonias

- El 21 de junio ceremonia al Sol y al Viento eba teÇx' te sek buy a' te)
- El 21 de septiembre ceremonia a la Madre Agua eba teÇx' te uma yu' kutx uh a' te)
- El 21 de diciembre ceremonia a la Madre Tierra eba teÇx' te khuÇx wala ate' te uma kiwe eena'
- El 21 de marzo ceremonia al Padre Fuego eba teÇx' te sawluh ate' te ipx wet eena'

Los rituales

- El 20 de agosto, ritual al Viento eba a' te' te wejxia eena'
- El 20 de noviembre, ritual de ÇxapuÇ eba a' te' te ÇxapuÇ eena'
- El 20 de Febrero, ritual de Cateo eba a' te' te khus a' te
- El 19 Y 20 de abril ritual a la Memoria HistÓrica. kheba khebte txi eba' te kwe' sx Üus yatxnxi eena'
- El 19 DE ABRIL de cada año aniversario por el asesinato mayor Gerson Acosta kheba khebte eente' yaatxitaw vite dxi' h u' hnasa' s Gerson Acosta

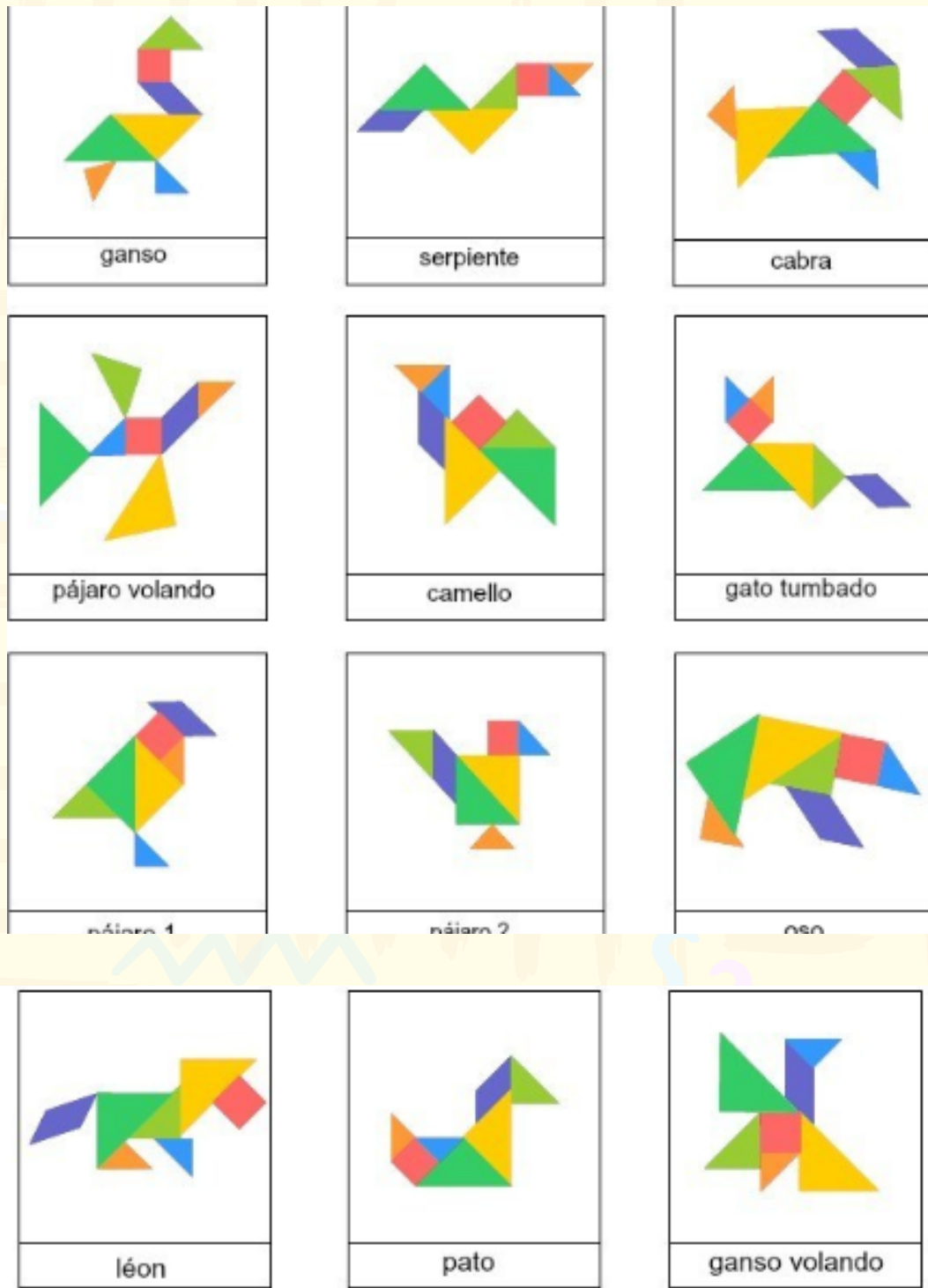
Espacio sagrados :
kxaw'we'sx Yat

Tulpa (ipx kwet):

Jardín de la memoria (kite
uhnxi yatxnxi)

Espacio de retorno
("cementerio" (kwekwe
kasnxi)

Material complementario



Estimada comunidad Kite Kiwe,

Queremos expresar nuestro más sincero agradecimiento por permitirnos formar parte de este invaluable proceso. Nos sentimos honrados por la oportunidad que nos han brindado al abrirnos las puertas de su cabildo y permitirnos conocer de cerca su realidad y cultura.

La experiencia que hemos vivido junto a ustedes ha sido profundamente enriquecedora. A través de sus historias, tradiciones y sabiduría, hemos podido vislumbrar la riqueza de su cultura y la fortaleza de su comunidad.

Nos sentimos privilegiados por haber tenido la oportunidad de aprender de su modo de vida y de la estrecha relación que mantienen con la naturaleza y su entorno. Su armonía con la tierra y sabiduría para preservar los recursos naturales son ejemplos inspiradores que nos han dejado huella.

Queremos agradecerles por abrirnos los ojos y hacernos reflexionar sobre la importancia de la diversidad cultural y la necesidad de preservar y valorar las tradiciones. Su comunidad es un tesoro invaluable, y estamos agradecidos por permitirnos formar parte de su historia.

Extendemos nuestro agradecimiento a cada miembro de la comunidad Kite Kiwe por su generosidad, hospitalidad y por compartir con nosotros sus conocimientos y experiencias. Nos llevamos con nosotros aprendizajes profundos y memorias imborrables que siempre atesoraremos en nuestros corazones.

Les expresamos nuestra más sincera gratitud. Esperamos que esta experiencia sea el comienzo de una relación duradera y fructífera entre nuestra comunidad universitaria y ustedes.

Con admiración y respeto, Angel, Alexandra y Valeria

