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Myths and Legends from Chiloé



Teacher's Manual

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INTRODUCTION

The purpose of this book is to provide a supplementary resource for primary school teachers to develop reading skills in their students and, at the same time, it seeks to promote traditional stories from Chiloé Island as a way to preserve our cultural identity. The book has been graded to suit the A2 CEFR level and the Chilean Ministry of Education contents, vocabulary and reading comprehension learning outcomes for 8th grade.

Myths and Legends from Chiloé was created with a belief in mind – that students understand texts better if the content they read about is known to them, or if they share some knowledge base with the text. This fact helps them interact with the information of the text in a better way. As the book was created for Chilean students, it has some key characteristics: it is based on the contents and learning outcomes mandated by the official national syllabus of the Ministry of Education. It takes into account the students' local identity and it includes well-known national themes and topics. It provides familiar cultural background for students. It helps to activate world knowledge to interact with the texts and make appropriate inferences and mental representations of the topics at hand. Finally, as the authors are also Chilean, there is shared cultural background between authors and students.

Notwithstanding, the book can be used by any kind of student from different backgrounds, other than Chile, as the book can be worked as an average graded reader that will provide new knowledge about some of the most well-known myths and legends in Chile.

The book has been structured in the following way: there are mainly two text genres in this book – myths and legends – each one with reading activities. Before each text, there are some exercises to activate your students' prior knowledge or to provide background knowledge to understand it.

The activities following the texts are organized upon two grounds: 1.- the use of learning and reading strategies found in specialized literature (such as scanning, visualizing, grouping, etc.), and 2.- a model of interactive reading comprehension which has three levels of mental representation of what is read.



Activities addressing the three levels have been included. The first three texts have exercises developing only one level each. The rest of the texts have questions that combine the use of the three levels.

This book is part of a more comprehensive pack with several components that are free to use from the part of English teachers and students. Besides, all the materials are also photocopiable.

The components you will find in this technological package are the following:

- Supplementary graded text “Myths and Legends from Chiloé” adapted to CEFR level A2.
- Reading strategy use through activities and exercises to improve reading skills.
- Theoretical framework of the Reading comprehension model underlying the texts.
- Audio for each text, read by a native speaker.
- Methodological-didactic manual with all the answers and suggestions for the work with the texts in the classroom, and assessment guidelines.
- Reading comprehension activities and questions for each text in the book.
- A section explaining how the books were created and adapted.

READING COMPREHENSION MODEL

There is an underlying reading comprehension model behind the questions and activities included in this book, which is understood as being interactive, i.e. combining the top-down and bottom-up reading models. In an interactive reading model, the reader attempts to get meaning from the text while, at the same time, using his own background knowledge to interact with the information in the text to build meaning and memory from the texts.

The model chosen for the text has three levels of mental representation of what is read, going from literal to deeper understanding. The first level is called **surface code**, in which the reader deals with the vocabulary and syntax and the content in a literal way. The next level of representation is the **textbase**, in which the reader – after having dealt with the surface code – starts organizing a hierarchical structure of propositions, from the least important ideas (microstructure) until a summary of the most important ideas is reached (macrostructure). This macrostructure or summary is the textbase, a semantic structure defining the global idea of a text. At this stage, the reader also processes a superstructure, which is the typology the text belongs to, or the rhetorical forms upon which it is based such as narrative, argumentative, expository, etc. Finally, the reader reaches the third representation level, called **Situation Model**. This is like an ‘image’ (although it is not always like that) the reader forms in their mind about the



situation being described in the text. The situation model is separated from the text and, in order to do this, the reader needs to integrate the information in the text with their own background knowledge. Both, the textbase and the situation model are levels in which inferential processes are present.

You can get more information and learn about the three representational levels in more detail by checking the webpage and the section which develops the model further.

STRATEGIES

Myths and Legends from Chiloé makes use of a set of learning and reading strategies to help students better understand what they read or to deal with the information in the texts.

What is a learning strategy?

According to Monéreo and Castelló a strategy is “a decision-making process, which is conscious and intentional about what conceptual, procedural and attitudinal knowledge to put to work in order to achieve a learning goal in a context defined by some specific conditions”. Therefore, students will use strategies thanks to a conscious metacognitive process that will help them work with concepts, procedures, and attitudes in order to achieve a learning outcome.

Strategies can also be viewed as a sequence of activities that students follow in order to reach a learning outcome effectively. Some students have rudimentary strategies, so if teachers want them to be successful in using strategies, they must be taught. The idea is that students use them flexibly, which demands knowledge of when, why and how to use strategies. In that way, students will be independent learners and thinkers.

Chamot and his colleagues postulate a metacognitive model of strategic learning that organizes several strategies into four processes: planning, monitoring, problem solving and evaluation.

Reading strategies

Much of what we know about learning strategies comes from the work in the field of reading comprehension. Reading is crucial to access the information needed to be processed by students in order to learn.



There is an arsenal of reading comprehension strategies and the approaches to teach them. Several authors have described reading strategies that include cognitive, socio-affective and metacognitive strategies ranging from planning your reading, identifying the structure of texts to pre-visualizing what you read, for example.

In sum, learning and reading strategies help the student-reader to access the information in an active way, planning, monitoring, and evaluating their process with the purpose of comprehending what they are studying or reading. This use is conscious, metacognitive, and strategic.

Most importantly, as Duke and Pearson put it “Can we teach students to engage in these productive behaviors? The answer is a resounding yes. A large volume of work indicates that we can help students acquire the strategies and processes used by good readers”.

Another important idea about strategies is that they can be used in different moments during reading. Thus, they can be classified according to whether they are used during pre-reading, while-reading or post-reading activities.

In this book, authors have made use of the following strategies:

- Pre-viewing, which includes activating prior knowledge
- Scanning
- Imaging, visualizing (such as drawing)
- Summarizing
- Vocabulary connections
- Grouping (completing charts, classifying)
- Evaluating



HOW EACH LESSON WORKS

Each lesson in the text is understood to coincide with each of the texts in the book. The lessons have been thought to be structured according to the pre-reading, while-reading and post-reading moments. Apart from this fact, each lesson begins with an overview of each text, and also detailed comments, activities and extra information are provided for each part. The structure of a lesson is as follows:

TEXT OVERVIEW

A very brief summary of the text, as well as the kind of genre it belongs to is given. If extra information is needed, a 'teacher's notes' section is included.

PRE-READING

Activating prior knowledge

One of the most important activities and reading strategies is the activation of prior knowledge, from the part of the student, about the topic in the text at hand.

In this section, there are two ways in which the teacher may activate their students' prior knowledge: a.- by using the activities provided in the book, or b.- by using the suggestions given by the authors. Sometimes, both ways will be possible, and in some cases, only the second way will be available as not all the texts include an activity to activate prior knowledge.

Extra Support Notes

Sometimes, the activation of prior knowledge is not successful or enough for your students to reach a knowledge threshold that would allow them to better understand the text at hand. Usually, teachers know their students' characteristics (level of English, knowledge about the topic at hand, etc.) and consider that more information is needed. The authors have acknowledged that fact, so 'extra support notes' will be included whenever the authors consider a need for extra information is required.

Vocabulary

All the lessons in the book consider a vocabulary section in the pre-reading stage. This section may want to develop vocabulary in the form of a translation into the students' language, a dictionary search, guessing meaning, or others. The main purpose of the section is to introduce some key vocabulary of each text to the students.



WHILE-READING

In this stage of each lesson, several kinds of exercises have been included which obey to the use of reading strategies or to questions and activities to work with one (or more) levels of representation of the reading model. Activities that you may find include questions about information, passages or the whole text, alternatives, matching, vocabulary in context, ordering sequences, true or false statements, completing charts, crosswords or tables, drawing, and completing sentences.

In the question exercises, the three levels of representation will be targeted. The first three texts deal with a single level of representation each: the first text has questions aiming at the surface code only; the second text, aims at the textbase only, and the third text has questions about the situation model only. The other three texts have a mixture of questions that deal with the three levels of representation. For each question, the level of representation at work will be stated.

In this section, the answers to each of the questions will be given, and an explanation for each correct answer. If further information is needed, it is provided in the 'extra support notes'.

POST READING

Post-reading exercises, as the name implies, are exercises to be completed after the actual reading is over. Some of the texts include post-reading activities, and some others, don't. In the case a text does not have post-reading activities, suggestions will be included.

Throughout this manual, you will see these icons:



By clicking on this icon, you can access directly to the part of the website that contains the resource or topic that you are teaching.



This icon suggests the use of the recording available on the website. You can play it during the class if you want the students to listen to the text while they read. You can access the recording by clicking on the icon.

BEFORE YOU READ THIS BOOK

The aim of this first page is to introduce the general information about the topic. For that, show the map and read the information about the island.

Activation of Prior knowledge

Ask students the question: What do you know about Chiloé Island?

They must write their answers individually. Check their answers and give feedback if necessary.

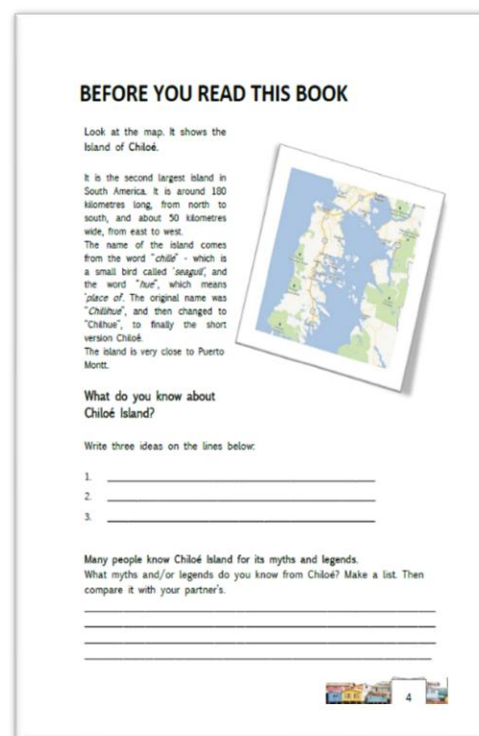
Then ask them to make a list of the names of myths and legends they know about Chiloé.

Students compare their answers with their partner's.

Extra support

Note about myths and legends

In this book, a myth is an ancient traditional story about gods, heroes and magic that tries to explain the origins of some people or to explain some natural or social phenomenon. According to this, Caicaivilú and Tentenvilú, Camahueto, Pincoya and Trauco are myths. A legend, on the other hand, is a traditional story told from generation to generation that many people believe, but they cannot prove it is true. The Caleuche and Fiura are legends.



CAI CAI VILU AND TEN TEN VILU

Overview

The text is a *myth* about the creation of the Chiloé Archipelago located in the south of Chile. According to the myth, two giant snakes – Cai Cai vilu and Ten Ten Vilu – fought because of humankind. Cai Cai wanted to destroy humans by causing the sea to rise and Ten Ten came to their rescue to prevent their disappearance.

Activity 1

WHAT IS THE DIFFERENCE BETWEEN A MYTH AND A LEGEND?
Read the definitions below and write the word "myth" or "legend" on the space provided, according to the descriptions.


_____ "A traditional story told from generation to generation that many people believe, but they cannot prove it is true".

_____ "An ancient traditional story about gods, heroes and magic that tries to explain the origins of some people or to explain some natural or social phenomenon".

Show me what you know...


I. Write the name of the corresponding land form under each picture. Use the words from the box.

river desert sea volcano island hill archipelago



II. Which of the landforms in exercise I can you find in Chiloé?

Now, read the following myth. It is a *creation myth*. It explains the origin of Chiloé. Identify the landforms in the text.



WHAT IS A MYTH AND A LEGEND? Ask students to read the definitions of "myth" and "legend" and to write the correct word in the space provided.

LEGEND: "A traditional story told from generation to generation that many people believe, but they cannot prove it is true".

MYTH: An ancient traditional story about gods, heroes and magic that tries to explain the origins of some people or to explain some natural or social phenomenon".

- I. Ask students to label the pictures with the words from the box.
- II.- Ask SS to answer question II about the landforms they can find on Chiloé Island. Check their answers and clarify the concepts if necessary.

- I. Answers:
- I. Volcano river island desert.
- II. River, Sea, Island, Hill, Archipelago.

After checking the answers, tell the students to read the speech bubble and proceed to read the text.

Extra support

Cognates. As a suggestion, teach students to use cognates when reading. Cognates are words that are similar or the same in two or more languages and **they mean the same**. Look at the chart for examples.

English	Spanish
Circus	circo
Nation	nación
Similar	similar
family	familia



WHILE- READING ACTIVITIES



The activities on this page focus on the Surface Code.

Activity A. The answers to each of the questions can be literally taken out the text. Therefore, what students must do is to **scan the text** to find the answers.

Extra support

Scanning is a simple strategy. Students have to look through the text quickly with the purpose of finding specific information using keywords. These keywords are often found in the questions.

Answers:

1. The two most powerful spirits of the world
2. Life in the ocean.
3. Human beings
4. He caused a cataclysm, tsunamis and a deluge.
5. Ten Ten helped all the inhabitants of his land to escape by taking them on his back and bringing them to the top of the hills.
6. Ten Ten ordered the hills to grow bigger and bigger in order to counteract Cai Cai's power and to provide humans with refuge.
7. Millalobo and other beings are in charge of the ocean.

READING ACTIVITIES

A. Answer these questions:

1. Who were the Pillanes?
2. What did Cai Cai take care of?
3. What did Ten Ten take care of?
4. What happened when Cai Cai hit the water with its fish tail?
5. How did Ten Ten help human beings?
6. What did Ten Ten do when Cai Cai commanded the sea to keep rising?
7. Who is in charge of the oceans now according to the myth?

B. Choose the correct alternative:

1. Peripillán and Antu punished their sons for this reason:
a) They disobeyed them b) They were not so good
c) They had snakes d) They hurt human beings
2. Human beings were protected by...
a) Ten Ten Vilú b) Cai Cai Vilú
c) Peripillán d) Antu
3. Cai Cai wanted to destroy humans because...
a) They were adversaries b) they tried to escape
c) He woke up from its sleep d) They didn't thank the sea
4. Why did Ten Ten help humans? Because...
a) They called for his help b) Cai Cai was his enemy
c) His father told him to d) He saw desperate animals
5. How did Ten Ten save the people?
I. He commanded the sea to keep rising
II. He took them to the top of the hills.
III. He raised the level of the hills.
IV. He turned people into birds.
a) I and II b) I, II and IV c) I, III and IV d) II, III and IV



Activity B. Tell the students to find the correct answer to each question.

Answers:

1. Peripillán and Antu punished their sons for this reason:
b) They were not so good
2. Human beings were protected by...
a) Ten Ten Vilú
3. Cai Cai wanted to destroy humans because...
d) They didn't thank the sea
4. Why did Ten Ten help humans? Because...
c) His father told him to
5. How did Ten Ten save the people?
d) II, III and IV

Activity C. Tell the students to match the information in column A to information in column B.

C. Write the number of the character in column A on the blank space next to the action they did in column B.

A	B
1. The Pillanes	_____ ordered the sea to rise.
2. Perpillán	_____ is in charge of the ocean nowadays
3. Antu	_____ turned his son into Ten Ten Vilú
4. Ten Ten Vilú	_____ punished their sons.
5. Cai Cai Vilú	_____ turned his son into Cai Cai Vilú
6. Millalobo	_____ saved the people.


D. Find a word in the text that means the same as:

1. Very big	_____
2. People	_____
3. Enemies	_____
4. Inundation	_____
5. Afraid	_____
6. To die under water	_____
7. A group of islands	_____
8. Going up	_____
9. Create	_____
10. Responsible for	_____

E. Put the following statements in the correct order according to the text. Write the letter on the spaces below.

a) The water flooded all the land.
 b) The sons of the Pillanes turned into giant snakes.
 c) The archipelago was created.
 d) The people who were not saved became marine species.
 e) The level of the water went up.
 f) Ten Ten helped the people.
 g) Cai Cai Vilú started a fight.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____



Answers:

1. 5 ordered the sea to rise
2. 6 is in charge of the ocean nowadays
3. 3 turned his son into Ten Ten Vilú
4. 1 punished their sons.
5. 2 turned his son into CaiCai Vilú
6. 4 saved the people

Activity D. Tell your students to read the text again and find words that mean the same as the given expressions. Encourage them to use the context to guess the meaning.

Answers:

1. Giant
2. Human beings
3. adversaries
4. flood
5. scared
6. drown
7. archipelago
8. rising
9. cause / gave birth
10. in charge of

POST-READING ACTIVITY

Activity E can be worked as a while-reading activity. However, in this book it was thought as a post-reading one. In this context, this activity can be carried out at the beginning of the next class, so that they can remember the myth and reconstruct it as a way to recycle the previous content.

Answers

E.

1. b 2. a 3. e 4. f 5. g 6. c 7. d



CAMAHUETO

Overview


This text is a *myth* about a fantastic calf-like creature whose horn has magical powers. The horn is used by machis – or shamans – as cure for different ailments. Through this creature, the myth is trying to explain the formation of rivers, creeks, and other geographical features as well as ground slides.

PRE-READING

Activation of Prior knowledge

As a suggestion to introduce the topic, ask SS to listen to the song “Camahueto” by Bordemar (found in the following link: <https://www.youtube.com/watch?v=6UGrNary9r8>)


If students haven’t heard the song or do not know the name of it, tell them that it is called Camahueto. Ask Ss if they have ever heard this name. If so, ask them what it is and what they know about it. If not, ask them to guess what it is.





GET READY TO READ


A. Write the names of the objects below each picture. Choose the words from the box.


scrapings
trench
horn
ointment
stream













B. Match the words on the left to their definitions on the right. Use a dictionary if necessary.


1. ____ Calf 2. ____ Wealth 3. ____ Boil 4. ____ Resemble 5. ____ Illness 6. ____ Endlessly 7. ____ Lurk	a) without end b) look similar to c) to wait secretly d) a lot of money e) condition of being sick f) a young cow g) to cook in hot water
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Activity A. Tell the students to look at the pictures and match them to a word in the box on the left.


Answers


 stream


 ointment


 trench


 scrapings


 horn

Activity B. Ask students to match the words on the left to their definitions on the right.

Answers

E.

1. f 2. d 3. g 4. b 5. e 6. a 7. c

Once students are familiar with the words they will encounter in the text, go on to read the text about Camahueto.

WHILE- READING ACTIVITIES

These activities focus on the surface code and text base levels of comprehension, i.e. some of the answers can be taken literally from the text and some answers must be inferred. They also address the ideas at the global and local levels. To get more information about this click on this icon (by pressing the Control key at the same time) and access the website.



Answers

1. *Students' answers may vary.*
2. Camahueto
3. Cai Cai Vilú
4. **Because** a Camahueto's horn is the most valuable thing this creature possesses. Its scrapings are the most powerful of all medications.
5. A kind of illness
6. Two: the horns are medicine, and they give good fortune
7. When someone wants to take the horn to another land or province.

Activity B. Ask students to read the text and write True (T) or False (F) according to the text. Correct the wrong information.

- 1.- F. Camahueto is born in the depths of the earth under a hill.
- 2.- F. A Shaman cuts the horn before he goes into the sea.
- 3.- T
- 4.- T
- 5.- T
- 6.- F. Only if the person keeps it in a container with toasted flour.
- 7.- F. The camahueto can stop the storm.

Activity C. This activity focuses on the vocabulary of the text. It can be done as a while-reading activity. Students need to scan the text to complete the different categories. Then ask them to add two more words to each category. Finding additional words help students expand their vocabulary about these topics. The answers from the text and other possible answers are listed below.

However, if someone wants to take the horn to another land or province, he or she has to keep it in a container with toasted flour. In that way, a Camahueto cannot smell it and does not know that they are taking away its horn. If the creature suspects someone of doing this, it may result in a dangerous situation for the people.

According to a Chilote story, there was once a motorboat coming from Cucao to Puerto Montt and one of the passengers was secretly carrying a Camahueto horn when suddenly a storm started and the boat almost sank. A wise old man from the island on board warned: *'There is a person here who is carrying something magically dangerous for all of us. If so, you'd better throw it into the sea'*. The woman carrying the horn followed the man's words and got rid of it. At that very moment, the storm stopped.

READING ACTIVITIES

A. Answer these questions about the text:

1. In your own words, what is this myth about?
2. What does the word *sea* in line 3 refer to?
3. What does the word *sea* in line 10 refer to?
4. Why do shamans want to lessen a Camahueto and cut its horn?
5. What is *anemia* according to the text?
6. How many benefits do Camahueto horns have?
7. What does the word *sea* in line 32 refer to?



B. Write True (T) or False (F) according to the text. Correct the wrong information.

1. ____ Camahueto is born in the ocean.
2. ____ The shaman cuts the horn of a Camahueto in the sea.
3. ____ People used to treat it people with the scrapings of the horn.
4. ____ A Camahueto's horn can cure at least 4 illnesses.
5. ____ A Camahueto's horn makes a person rich forever.
6. ____ A person can take a horn away from the island without negative consequences.
7. ____ A horn can stop a storm.

C. Look at the word webs below. Complete the words of each category with words from the legend "Camahueto". Then write two more words related to each topic.

TREATMENT

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

ILLNESSES

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

Sea

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

PEOPLE

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

Land

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

POST-READING ACTIVITY

Activity C can also be assigned as homework or as a review at the beginning of the next class.

Answers

Treatment	Illnesses	People
Medication Scrapings Substance (suggested: surgery, pills, drugs, hospitalization, etc.)	Anemia Skin infection Substance (suggested: rheumatism, cold, stomachache, fever, a cough, flu, sore throat, diabetes, hepatitis, etc.)	shaman (suggested: woman, passenger, old man, etc.)

GEOGRAPHICAL PLACES

SEA	LAND
Ocean stream beach (suggested: sea, riff, bay, canal, channel, etc.)	Hill Earth stones (suggested: mountains, volcanoes, desert, valley, etc.)

PINCOYA

Overview

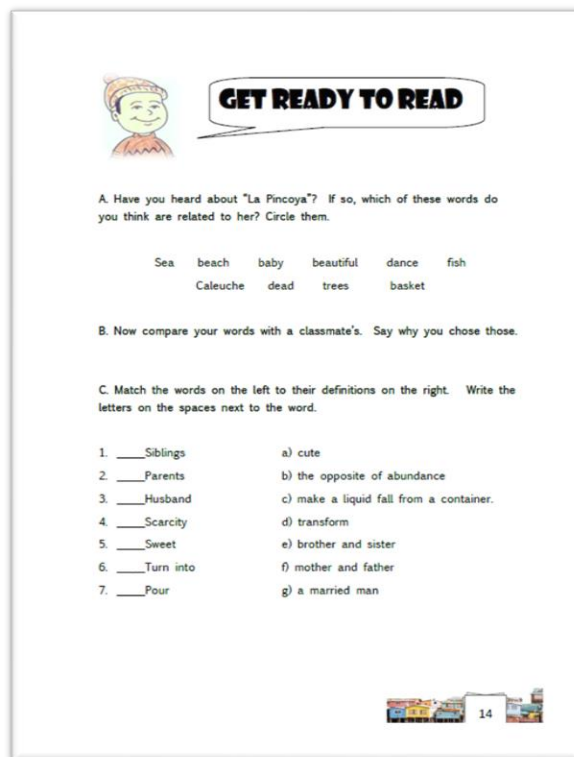
This text is a *myth* about a very beautiful woman-like sea creature with blond hair. Her presence signals whether there will be abundance of sea produce or not. If she's seen looking towards the sea, there will be plenty of fish and seafood. If she's seen looking towards the land, times of scarcity will follow.

PRE-READING

Activation of Prior knowledge

Start the class by asking students if they have heard about "La Pincoya". Then ask SS to look at the words on the "Get read to read" page and tell them to circle the words that they think are related to the story. Once they have done so, they should talk to their classmate next to them and ask why they chose those words. Elicit their answers and tell SS that after reading the text, you are going to confirm their guesses.

Activity C on the same page focuses on some of the words they will encounter in the text. Ask SS to match the words on the left and the answers on the right by placing the letter of each answer next to each word. Suggest that they should match the words they know first and allow them to use a dictionary if necessary to complete the task.



GET READY TO READ

A. Have you heard about "La Pincoya"? If so, which of these words do you think are related to her? Circle them.

Sea beach baby beautiful dance fish
Caleuche dead trees basket

B. Now compare your words with a classmate's. Say why you chose those.

C. Match the words on the left to their definitions on the right. Write the letters on the spaces next to the word.

1. ____Siblings	a) cute
2. ____Parents	b) the opposite of abundance
3. ____Husband	c) make a liquid fall from a container.
4. ____Scarcity	d) transform
5. ____Sweet	e) brother and sister
6. ____Turn into	f) mother and father
7. ____Pour	g) a married man

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Answers

- | | |
|-------------------|---|
| 1. __e__Siblings | a) cute |
| 2. __f__Parents | b) the opposite of abundance |
| 3. __g__Husband | c) make a liquid fall from a container. |
| 4. __b__Scarcity | d) transform |
| 5. __a__Sweet | e) brother and sister |
| 6. __d__Turn into | f) mother and father |
| 7. __c__Pour | g) a married man |

WHILE- READING ACTIVITIES



PAGE 16

Activity A. Ask SS to read the text and find the answers to questions 1 to 4.

Answers

1. Which of the following statements is NOT true about Pincoya:
 - c) She always saves the fishermen that sink.
2. Paragraph 3 is about...
 - b) The meaning of her dances.
3. According to the text, when Pincoya is not present on the beaches for a long time...
 - b) Fishing is not good.
- When a ship has an accident, Pincoya...
 - b) helps them to continue sailing.

Activity B.

In this activity, students must read the clues on the Across and Down columns and find a word in the text that means the same as the definition given to complete the crossword.

Answers

ACROSS

- 3.- crew
- 5.- sink
- 6.- sibling
- 7.- gently
- 8.- seaweed
- 10.- sow

DOWN

- 1.- babysit
- 2.- resume
- 4.- wanderer
- 7.- ghost
- 9.- waded

Activity C. Ask students to read the text again and answer questions 1 to 5.

Answers

1. Huenchula waded in the sea towards the depths of the ocean in search of her husband, Millalobo.
2. Then Huenchula waded in the sea towards the depths of the ocean in search of her husband, Millalobo.
3. Millalobo is Huenchula's husband.
4. Huenchula has three children (Pincoya, the Mermaid, and Pincoy)
5. No, they aren't because Pincoya takes them to the Caleuche where they will live as part of the crew of this ghost ship and have a new life with eternal happiness.

The Caleuche, the fishermen live as part of the crew of this ghost ship and have a new life with eternal happiness.
Perhaps, this is why Chilote people are not afraid of storms at sea, even if they do not know how to swim.
Pincoya's spirit, which always cares about them, encourages them to risk their lives at sea when fishing in different parts of the archipelago.

READING ACTIVITIES

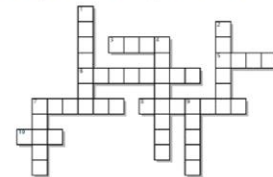
- A. Choose the correct alternative:
 1. Which of the following statements is NOT true about Pincoya:
 - a) She dances on the beaches in Chiloé.
 - b) She wears a dress made of seaweed.
 - c) She always saves the fishermen that sink.
 - d) She takes the dead fishermen to the Caleuche.
 2. Paragraph 3 is about...
 - a) Pincoya's dances.
 - b) The meaning of her dances.
 - c) Pincoya's appearance.
 - d) Fish and shellfish in Chiloé.
 3. According to the text, when Pincoya is not present on the beaches for a long time...
 - a) There are a lot of fish.
 - b) Fishing is not good.
 - c) Millalobo gives fish to the Chilote people.
 - d) She grows fish and shellfish.
 4. When a ship has an accident, Pincoya...
 - a) saves everybody in the ship.
 - b) helps them to continue sailing.
 - c) turns the ship into the Caleuche.
 - d) turns them into eternal sea wanderers.



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CROSSWORD

B. Complete the crossword using words from the text.



ACROSS
3 All the people who work on a ship
5 When a ship goes down in the sea after an accident.
6 A brother or sister
7 Carefully, without a lot of force
8 A plant that grows in the sea
10 To plant or grow

DOWN
1 Take care of a baby when parents are not at home
2 Continue after an interruption
4 A person who goes to different places.
7 A synonym of "phantom"
9 Walked through the water

C. Answer these questions according to the text:

1. What happened when Huenchula returned home?
2. What did she do then?
3. Who is Millalobo?
4. How many children does Huenchula have?
5. Are Chilote people afraid of sinking? Why?



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THE CALEUCHE

Overview

THE CALEUCHE

This text is one of the most well-known *legends* from Chiloé about a ghost ship that may be seen, heard or sensed under special circumstances in the Chilote canals (such as at night or on foggy days). The myth also explains the quick economic success and prosperity of certain chilote neighbours. In return for their help, the Ship of Arts provides them with supplies for their businesses.

PRE-READING

Activation of Prior knowledge

Activity A. To introduce the vocabulary of this text, ask students to label the pictures with the words given.



Activity B. Ask students to read the five statements about the Caleuche and ask them if they think they are correct or not. They must write Yes or No.

Activity C. After reading the text for the first time, tell the class to read the text and check if the answers they gave to the previous exercise were correct.


Answers


1. yes The Caleuche has other names.
2. No The Caleuche does not have lights.
3. Yes The Caleuche can travel under the water.
4. No The Caleuche carries Pincoya on board.
5. Yes There are parties on the ship.


GET READY TO READ


A. Write the correct word under each picture:


Castaway
shipwreck
wizard
log
sailor





















Before you read the following legend, guess if the sentences are true or false.

B. Write 'Yes' on the space if the information is correct and 'No' if it is incorrect.

- _____ The Caleuche has other names.
- _____ The Caleuche does not have lights.
- _____ The Caleuche can travel under the water.
- _____ The Caleuche carries Pincoya on board.
- _____ There are parties on the ship.



C. Now read the text and check your answers.

WHILE- READING ACTIVITIES



Activity A. This exercise addresses the surface code level, the text base level and introduces one question about the situation model.



Click on the icon (pressing the Control key at the same time) to check an example of what the situation model is about.

Ask the students to find the answers to questions 1 to 6.

Answers

- 1.- What other names does the Caleuche have? Name them.
'The Sailor', the 'Ship of Fire', the 'Ship of Arts', or simply 'Barcoiche'
- 2.- What power does the Caleuche have according to the text?
It can sail on the surface of the sea as well as under water. the Caleuche has the power to turn into something else, such as a floating log, a rock, or any other inanimate object, and becomes invisible to the eye.
- 3.- If you are at the beach in Chiloé, and it is 12 p.m., can you see the Caleuche? Why?
No, I can't, because the Caleuche never sails in plain daylight.
- 4.- Who are 'the castaways'?
The people of the crew who were saved from shipwrecks and upon touching the ship came to eternal and joyous life.
- 5.- If a Chilote person committed a crime and the Caleuche visited him, what happens to that person? He/she is forced to throw a party as a punishment for his/her wrongdoings and is left poor and in misery.
- 6.- What does the word 'caleuchans' refer to?
The people of the crew of the Caleuche

READING ACTIVITIES

A. Answer these questions about the Caleuche:

1.- What other names does the Caleuche have? Name them.

2.- What power does the Caleuche have according to the text?

3.- If you are at the beach in Chiloé, and it is 12 pm, can you see the Caleuche? Why?

4.- Who are 'the castaways'?

5.- If a Chilote person committed a crime and the Caleuche visited him, what happens to that person?

6.- What does the word 'caleuchans' refer to?

B. Put the following topics in the order they appear in the text. Write numbers 1 - 9 next to each sentence.

- ___ What you have to do if you want to see the Caleuche.
- ___ The occasions when the Caleuche comes to land.
- ___ The different names of the ship.
- ___ The people who compose the crew of the ship.
- ___ Talk about the power to turn into something else.
- ___ The end of the land parties
- ___ The description of the Caleuche.
- ___ The helping function of the Caleuche.
- ___ Explanation of becoming rich or becoming poor.



Extra support

Question 3 introduces the situation Model. To answer this question correctly, the student must be aware that p.m. refers to midday and make the connection with the words: "plain daylight" in the text.

Activity B. This task focuses on the different topics that are covered in the text. Ask students to read the text again and put the topics in the order they appear.

Answers

- ___ 4 ___ What you have to do if you want to see the Caleuche.
- ___ 1 ___ The occasions when the Caleuche comes to land.
- ___ 7 ___ The different names of the ship.
- ___ 5 ___ The people who compose the crew of the ship.
- ___ 3 ___ Talk about the power to turn into something else.
- ___ 9 ___ The end of the land parties
- ___ 2 ___ The description of the Caleuche.
- ___ 6 ___ The helping function of the Caleuche.
- ___ 8 ___ Explanation of becoming rich or becoming poor.



TRAUCO

Overview

This text is a *myth* about a gnome-like creature who seduces young women and gets them pregnant. It was a good, socially-accepted manner of explaining unfathered, illegitimate births and thus, keeping women's dignity in very traditional, religious times.

PRE-READING

Activation of Prior knowledge

A. Ask students: What do you know about Trauco? Let them talk in pairs about the information they know. Then they write their ideas and share them with the class.

Answers may vary.

B. Tell the class to find these words in a dictionary and write down the Spanish word for it.

Answers

Axe: hacha

Hat: sombrero

Stumps: muñones

Scare: atemorizar, asustar

Disguise: disfrazar(se)

Hang: colgar

Lurk: acechar

Mischievous: malicioso

Shadow: sombra

Sneak: escabullirse

Trunk: tronco

Chop: cortar (leña)

Stare: mirar fijamente

Charm: conjuro, embrujo

C. Before the read the text, ask SS to draw Trauco as they imagine it

Drawings will vary.



WHILE- READING ACTIVITIES

A.- Students must answer these questions according to the text:

Answers

1. What kind of text is this, a narrative, a description or a definition?

A description

2. What pieces of clothing does Trauco usually wear?

He wears a hat made of dried grass and a poncho.

GET READY TO READ

A. What do you know about Trauco? Talk to a classmate and write the information you know.

B. Find these words in a dictionary and write down the Spanish word for it.

Axe	:	_____	Mischievous	:	_____
Hat	:	_____	Shadow	:	_____
Stumps	:	_____	Sneak	:	_____
Scare	:	_____	Trunk	:	_____
Disguise	:	_____	Chop	:	_____
Hang	:	_____	Stare	:	_____
Lurk	:	_____	Charm	:	_____

C. Draw Trauco as you imagine it:



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the trees. As a result of this, the girl gets so confused and scared that she does not realise when Trauco is next to her. Then he hits the girl with his staff of wood and she stares at him and, within seconds, she falls into a deep sleep. After some minutes, or perhaps hours (she does not know), she wakes up angry and crying, she stands up, arranges her torn clothes and hair, and cleans the leaves off her back. Then she runs home through the fields. As time goes by, the girl's body (possessed by Trauco) starts to change. The girls never hide these changes since they feel they are the victims of a supernatural being, against whom no single woman is protected enough.

After nine months, another Trauco's son is born. However, this does not socially affect the mother or the child because they feel linked to the magic of an unworlly² being.

People conjure a charm on him to keep him away or to escape from the effects of his presence. However, he is so powerful that nothing or nobody can stop him.

READING ACTIVITIES

A. Answer these questions according to the text:

1. What kind of text is this, a narrative, a description or a definition?

2. What pieces of clothing does Trauco usually wear?

3. If a married woman is in the woods of Chiloé, will Trauco attack her? Why?

4. Why is Trauco called 'the creator of new life'?

5. What 2 things does a girl have to do to protect herself against Trauco in Chiloé?

6. What does this myth try to explain?

² Having qualities that do not seem to belong to this world



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Answers

3. If a married woman is in the woods of Chiloé, will Trauco attack her? Why?

No he won't, because He will never be interested in a married woman.

4. Why is Trauco called 'the creator of new life'?

Because after nine months of one of his attacks, another Trauco's son is born.

5. What 2 things does a girl have to do to protect herself against Trauco in Chiloé?

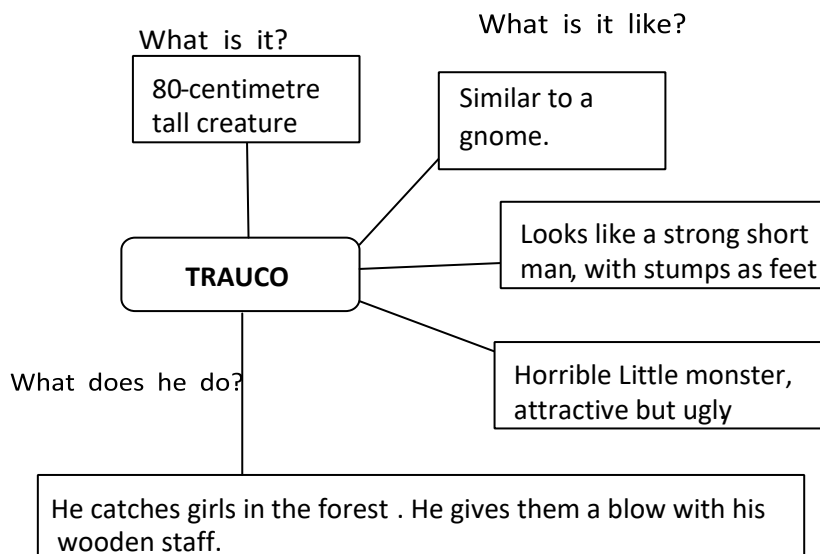
They have to avoid going into the forest in search of firewood or in search of grass for the sheep and they have to go accompanied by their youngest siblings.

6. What does this myth try to explain?

The birth of illegitimate children / unexpected pregnancy.

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- B. Ask students to read the legend and complete the organiser about Trauco by answering the questions:



- C. Tell the class to draw Trauco again. This time they should follow the description in the text. Then ask them to compare the drawing with the first one they drew. Ask them how they are different. This could also be done as a pre-reading activity. They can draw without looking at the text and use the information they remember.

Drawings may vary.



FIURA

Overview

This text is a *legend* that portrays Trauco's wife, an evil woman who can harm people by casting a spell on them.

PRE-READING

Activation of Prior knowledge

Ask students to complete the K-W-L chart with the following information:

What you **KNOW** about the topic (K), and What you **WANT** to know about the topic (W).

Answers may vary before and after they read. **Remember**, it is OK if a student does not have any prior knowledge about the topic. In fact, knowing that your students don't know will help you choose whether you keep on with your class or whether you need to give more background knowledge for them to better understand what they will read.

Activity B focuses on some key words that students should know to understand this legend. Tell the class to complete the sentences with the words or phrases in the box

1. When you play football you need physical..... **skills**.....
2. The witch in that story is not good. She is very..... **mean**.....
3. Some extreme sports are very..... **dangerous**.....
4. The legend says that the mummy of Tutankhamon had a..... **curse**.....
5. In summer, we go to the beach and **bathe**..... in the ocean.
6. Crocodiles usually live in..... **marshes**.....
7. If you don't brush your teeth, you have bad..... **breath**.....
8. Harry Potter..... **cast a spell**..... on Voldemort to defend himself.

GET READY FOR THE NEXT LEGEND

A. Complete the K-W-L chart with the following information:
What you **KNOW** about the topic (K), and
What you **WANT** to know about the topic (W).

K	W	L

Now read the legend "Fiura", and write what you **LEARNED** from the text in the "L" column.

B. Complete the sentences with the words or phrases in the box:

mean	curse	breath	skills
cast a spell	marshes	bathe	dangerous

1. When you play football you need physical.....
2. The witch in that story is not good. She is very.....
3. Some extreme sports are very.....
4. The legend says that the mummy of Tutankhamon had a.....
5. In summer, we go to the beach and in the ocean.
6. Crocodiles usually live in.....
7. If you don't brush your teeth, you have bad.....
8. Harry Potter..... on Voldemort to defend himself.

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WHILE- READING ACTIVITIES



In the next section students are asked to complete a pyramid with information from the text. The ideas or pieces of information used must progressively include from one to eight words.

SUGGESTED ANSWERS (they may vary according to students)

One word

Fiura

Two words

Short woman / mean woman / mean, dangerous / extremely ugly

Three words

In the woods / in the marshes / near the waterfalls

Four words

Attract men with voice / attract men with breath / she casts a spell / she deforms the body

Five words

She curses anyone or anything / she can throw these spells

Six words

She can curse anything or anyone / It is no good fighting her

Seven words

Whoever wants to fight her ends hurt / She can throw spells from great distance

Eight words

God idea to avoid going to those places / they do not come across this evil woman

READING ACTIVITIES

A. Complete the following pyramid with information from the text:

Main Character's name _____
Two words about the character _____
Three words describing the setting (time and place) _____
Four words stating the problem/conflict _____
Five words describing one event _____
Six words describing another event _____
Seven words describing a third event _____
Eight words describing a solution to the problem _____

B. Answer these questions according to the text:

- 1- Give three physical characteristics of Fiura. _____
2. What happens when you get 'twisted'? _____
3. What is an 'air' according to the text? _____
4. What do the words 'this lady' refer to in the fifth paragraph? _____
5. What is the main idea of the last paragraph? _____
6. Is it difficult to hit Fiura in a fight? Why? _____



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Activity B. Tell the class to answer these questions according to the information in the text:

POST-READING ACTIVITY

Answers

- 1.-She is short with long, black hair. She is extremely ugly.
2. When you get twisted, you get a deformation of the body.
3. Airs are spells that she can throw from a great distance.
4. "This lady" refers to Fiura.
5. The main idea is to give advice to people to avoid seeing her. (answers may vary)
6. Yes, it is, because she possesses incredible force, and a good skill in fighting. She escapes without a scratch. It is like hitting a shadow.



POST-READING ACTIVITIES

The activity “Summary Cube” can be used with any of the texts in the book.

You can write questions about the myths and legends for students to answer. They should throw the dice and answer question they on the side up.

Examples of questions for each side are shown in the chart at the bottom of the page.

	Option 1	Option 2	Option 3	Option 4
Side 1	Who?	Title	Animal	Topic
Side 2	What?	Characters	Habitat	Subtopic 1 and Details
Side 3	Where?	Setting	Life cycle	Subtopic 2 and Details
Side 4	When?	Problem	Physical Description	Subtopic 3 and Details
Side 5	Why?	Solution	Magical power	Summary
Side 6	How?	Theme	Illustration	Illustration

EXTRA ACTIVITY – SUMMARY CUBE

Choose any of the 6 legends, and create a 'summary cube' including the information asked in the chart below in each side of the cube. Have fun!

Go to the web page to download bigger versions of the cube!

Play with your friends!

You can use the ideas in this chart to include in your cube.

RULES

- 1- Roll the dice.
- 2- Look at the title of the side.
- 3- Your friend answers in English!
- 4- Then it's your turn!

Side	Option 1	Option 2	Option 3	Option 4
Side 1	Who?	Title	Animal	Topic
Side 2	What?	Characters	Habitat	Subtopic 1 and Details
Side 3	Where?	Setting	Life cycle	Subtopic 2 and Details
Side 4	When?	Problem	Physical Description	Subtopic 3 and Details
Side 5	Why?	Solution	Magical power	Summary
Side 6	How?	Theme	Illustration	Illustration

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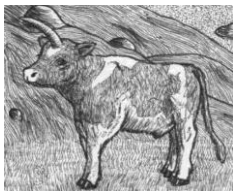
Below you can examples of the questions that can be asked with some texts from this book and their answers.

SUGGESTIONS FOR DIFFERENT SUMMARY CUBES

WHO?	Fiura
WHAT?	A lady of very special characteristics
WHERE?	In the woods and marshes of Chiloé
WHEN?	When she is really angry
WHY?	Because she is mean and extremely dangerous
HOW?	From a great distance; with incredible force

TITLE	Caicai Vilú and Ten Ten Vilú
CHARACTER	Cai Cai Vilú and Ten Ten Vilú
SETTING	Chiloé Island, the sea and the hills. In the beginning.
PROBLEM	Cai Cai Vilú woke up and found that human beings were very ungrateful for all the things that the sea gave them.

SOLUTION	Ten Ten saved the people and had a partial victory over Cai Cai, who retired in the end and left Millalobo in charge of the ocean.
THEME	The creation of the Archipelago of Chiloé

ANIMAL	Camahueto
HABITAT	Chiloé Island, born in the depths of the earth, and then goes to the ocean.
LIFE CYCLE	Every 25 years
PHYSICAL DESCRIPTION	It looks like a green calf with one little horn on its head. It resembles a unicorn.
MAGICAL POWER	The horn has magical powers, like medication that cures all kinds of illnesses and it gives great fortune to the owner.
ILLUSTRATION	

TOPIC	A ghost ship
SUBTOPIC 1 AND DETAILS	Description of the ship: a brig that sails the channels of the south. It can sail on the surface as well as under water. It usually appears at night, but it is always hidden.
SUBTOPIC 2 AND DETAILS	POWERS: if a person intentionally wants to look at it, it has the power to turn into something else, like a log, a rock, or any inanimate object. It becomes invisible to the eye.
SUBTOPIC 3 AND DETAILS	Crew: it is composed of 2 kinds of people, the wizards and the castaways.
SUMMARY	A ghost ship that sails in the channels and has some powers not to be seen. The crew has lots of people like wizards and castaways who help and pick up the dead after a ship has sunk or has had an accident. Once in a while, they come to land and have parties, after which they continue their eternal voyage.
ILLUSTRATION	