



TBLT INSTRUCTION THROUGH CBI FOR FIRST ENGLISH LEVEL HOSPITALITY STUDENTS

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“English has become a lingua franca that needs to be developed in all the fields”. Hospitality, tourism and gastronomy are areas where its various service providers such as receptionists, flight attendants, ticket agents, chefs, waiting staff and the like, need to have knowledge of English as a Lingua Franca (ELF) so that the barriers of communication would not stop people from sharing information and knowledge about each other’s culture and idiosyncrasy (Firth 240).



TASK-BASED
LANGUAGE TEACHING
(TBLT)

A METHODOLOGICAL
TREND IN ENGLISH
LANGUAGE
ACQUISITION

LANGUAGE
ACQUISITION
THROUGH CONTENT-
BASED INSTRUCTION

ACQUIRE ENGLISH
THROUGH THE USE
OF TASKS

“STUDENTS CANNOT BE MERE
RECEPTACLES OF THE INSTRUCTOR’S
KNOWLEDGE, BUT GENERATORS OF
COGNITION THROUGH EXPERIENCE AND
INSIGHT”

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CUENCA

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COURSE DESIGN

TASK-BASED LESSON # 1

MEETING AND GREETING IN ECUADOR AS OPPOSED TO OTHER COUNTRIES			
ANALYSIS	LANGUAGE SKILLS		LANGUAGE COGNITION AND USE
TOPIC AND PRE-TASKS	INPUT PROVIDING TASKS	OUTPUT PROMPTING TASKS	TASK PRODUCTION
<p>CULTURAL DIFFERENCES WHEN MEETING AND GREETING</p> <ul style="list-style-type: none"> • Explore the topic • Brainstorm of ideas 	<p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Listening ▪ Reading <p>The reading tasks and the listening tasks are meant for students to enhance language cognition and culture through the various customs and traditions for meeting and greeting people around the world.</p> <p>The richness of each country's culture is explained and how it is identified by the way people meet and greet.</p> <p>Reading:</p> <ul style="list-style-type: none"> • https://www.moveoneinc.com/blog/relocations/greeting-customs-around-the-world/ • http://www.reuters.com/article/us-etiquette-olympics-cultures-idUSBRE87519320120806 • http://mashable.com/2015/03/15/greetings-around-the-world/#HxfPhv6Bz8qQ • http://www.businessinsider.com/how-to-greet-people- <p>Listening:</p> <ul style="list-style-type: none"> • http://spotlightenglish.com/listen/greetings-ways-to-say-hello • https://www.youtube.com/watch?v=nopWOC4SRm4 	<p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Writing ▪ Speaking <p>Writing: The participants record relevant information from different countries for further discussion and demonstration.</p> <p>Speaking: Students share information recorded.</p>	<p>Based on the information gathered, the students are required to do group work on a power point presentation about how important it is to meet and greet in Ecuador in different circumstances:</p> <ul style="list-style-type: none"> ▪ When meeting a close friend. ▪ When meeting your family. ▪ When meeting your boss. ▪ Meeting and greeting amongst males. ▪ Meeting and greeting amongst females. ▪ Meeting and greeting amongst males and females. ▪ Meeting and greeting a customer at a hotel. <p>End product: Meeting and Greeting in different cultures.</p> <ol style="list-style-type: none"> 1. Power point presentation. 2. Role play 3. Dramatization



TASK-BASED LESSON # 1 - MEETING AND GREETING IN ECUADOR AS OPPOSED TO OTHER COUNTRIES

This lesson focuses on:

- Meeting a close friend.
- Meeting your family.
- Meeting your boss.
- Meeting and greeting amongst males.
- Meeting and greeting amongst females.
- Meeting and greeting amongst males and females.
- Meeting and greeting a customer at a hotel.



I.- MATCH THE PHRASES BELOW WITH THE PICTURES ABOVE.

- a. Shake hands _____
- b. A hug _____
- c. A pat on the back _____
- d. Hi five! _____
- e. A kiss on the cheek _____
- f. Good morning! / Good afternoon! / Good evening! – How can I help you? What can I do for you? _____



II.- STAND UP AND PERFORM THE FOLLOWING ACTIVITIES:

- a. How do teenagers meet and greet?
- b. How do you meet and greet your family and close friends in your home country?
- c. How do you meet and greet your Professor at University?
- d. How do female friends greet?
- e. How do male friends greet?

III.- PLACE THE FOLLOWING GREETING EXPRESSIONS IN THE CORRESPONDING COLUMN.

Good morning!	How have you been?	It's nice to meet you.
Yo!	Sup? Whazzup?	Alright mate?
Hey!	What's up?	How's it going?
Good afternoon!	How do you do?	Howdy!
Are you Ok?	G'day mate!	How's everything?
Hey man!	What's new?	How are things?
Good evening!	Hi ya!	How's life?
You alright?	What's going on?	How's your day going?
Hi!	Good to see you!	Nice to see you!
How are you doing?	Long time no see!	It's been a while.

COMMON ENGLISH GREETINGS AND EXPRESSIONS	BUSINESS GREETINGS AND FORMAL GREETINGS	SLANG ENGLISH GREETINGS
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.

<http://www.fluentu.com/english/blog/english-greetings-expressions/>



GREETING CUSTOMS AROUND THE WORLD

A GUIDE THROUGH VARIOUS INTERESTING GESTURES AND GREETING CULTURES



The customs and rituals involved in greeting someone are often different from country to country, and unfamiliar customs can sometimes be confusing. Situations get even more confusing when different greeting gestures are required between male and female, female and female, male and male... Travelers, especially when in unfamiliar cultures, almost need a manual just to make sure not to offend someone when meeting and greeting.

In the USA, it is normal for men to shake hands when they meet, but it is quite unusual for men to kiss when they greet each other. Greetings are casual – a handshake, a smile and a 'hello' will do just fine.

The British often simply say 'hello' when they meet friends. They usually shake hands only when they meet for the first time. Social kissing, often just a peck on the cheek, is common in an informal situation between men and women and also between women who know each other very well.

French nationals, including children, shake hands with their friends and often kiss them on both cheeks, both upon meeting and leaving.

In Japan, the common greeting for men and women as well is to bow when they greet someone, as opposed to giving a casual handshake or a hug.

In Arab countries, close male friends or colleagues hug and kiss both cheeks. They shake hands with the right hand only, for longer but less firmly than in the West. Contact between the opposite genders in public is considered obscene. Do not offer to shake hands with the opposite sex.

Hungarians like to use the friendly greeting form of kissing each other on the cheeks. The most common way is to kiss from your right to

your left. When men meet for the first time, the casual norm is a firm handshake.

In Belgium, people kiss on one cheek when they meet, regardless of the gender or how well they know each other.

Chinese tend to be more conservative. When meeting someone for the first time, they would usually nod their heads and smile, or shake hands if in a formal situation.

In Russia, the typical greeting is a very firm handshake. Assume you're trying to crush each others knuckles, all the while maintaining direct eye contact. When men shake hands with women, the handshake is less industrial. It is considered gallant to kiss women three times while alternating cheeks, and even to kiss hands.

In Albania, men shake hands when greeting one another. Depending on how close the men are with each other, a kiss on each cheek may be common as well. When a man meets a female relative, a kiss on each cheek, or two per cheek, is common. With friends or colleagues, normally a light handshake will do. Women may shake hands or kiss each other on both cheeks.

In Armenia, by tradition, and especially in the rural areas, a woman needs to wait for the man to offer his hand for the handshake. Between good friends and family members, a kiss on the cheek and a light hug are also common.

A full list would be extensive, as each country differs just a little bit in the way people greet each other. To add to the hapless traveler's confusion are the **different hand gestures around the world**. Before visiting a foreign country, it is recommended to check on the various meaning of hand gestures, as a visitor may inadvertently find himself in a very unpleasant situation. Here is why:

Waving your full arm side to side in many countries is recognized as saying 'hello' or 'goodbye'. However, in East Asian countries it is considered overly demonstrative. Additionally in some European countries, as well as Japan and Latin America, it can be confused for a 'no' or general negative response. In India, it means 'come here'.

Counting with fingers starting with index finger toward the pinkie can make people confused in Germany and Austria as forefinger held up means two instead of one, especially when ordering a round of drinks. In Japan, the thumb alone means five. When Hungarians count on their hand, they start with the thumb being number one.



Curling the index finger, or four fingers toward you as a gesture of inviting somebody to come closer, can be mistaken for 'good bye' in southern Europe. In Philippines and East Asia, curling the index finger is used only to beckon dogs.

Pointing directly to someone or something using index finger in Europe is considered impolite. In China, Japan, Latin America and Indonesia it has very rude connotations. In many African countries, the index finger is used for pointing only at inanimate objects. Gestures can say more than words, and just as we are usually very careful when using foreign languages, we should consider

carefully what hand gestures we should display whilst in different cultures. The world is

indeed full of diversities, so enjoy your learning.

References:
Spotted by Locals
 No related posts.

<https://www.moveoneinc.com/blog/relocations/greeting-customs-around-the-world/>

1.- Once you have read "GREETING CUSTOMS AROUND THE WORLD", proceed to complete the chart below.

MEETING AND GREETING IN DIFFERENT COUNTRIES		
COUNTRY	DO'S	DON'TS
Albania		
Arab Counties		
Armenia		
Belgium		
China		
Ecuador		
Hungary		
Japan		
Russia		
The British		
The French		
The U.S.A.		

2.- CULTURE CLUES WHEN USING GESTURES: Complete the gaps with the appropriate information based on the reading.

- Waving your full arm side by side means _____ or in _____ many countries.
- Waving your full arm in European countries, as well as in Japan and Latin American countries can have a _____ connotation.
- In India, waving your arm means _____.
- Curling the index finger or four fingers towards you is a gesture that _____.
- Curling the index finger with the four fingers towards you can be mistaken for _____ in _____.



- f. In Germany and Austria, people use their forefinger for ordering _____.
- g. In Germany, the thumb means _____.
- h. Hungarians start counting with the _____.
- i. In Asia, people curl the index finger only to _____.
- j. In Africa, pointing your index finger is only used for _____.
- k. In China, Japan, Latin America and Indonesia, pointing your index finger has a _____.
- l. In Europe, pointing ^{directly} to someone with your index finger is considered _____.

3.- USE THE FOLLOWING EXPRESSIONS TO WRITE A CONVERSATION IN THE APPROPRIATE ORDER: (– Fine, thanks. – How are you? – Hello! – Great, thanks, and you?! – Hi!)

Al: _____
 Jane: _____
 Al: _____
 Jane: _____
 Al: _____

4.- READ THE FOLLOWING CONVERSATIONS AND CATEGORIZE THEM AS FORMAL, INFORMAL OR SLANG.

A.- G´day mate!	Daniel: Good morning Mr. Jones. I´m your student from level 1. My name is Daniel.	Erick: Hi! Liza. How is it going?
B.- Howdy! Whazzup? What you up to dude?	Mr. Jones: Hello Daniel. Good to see you. Come on in. What can I do for you?	Liza: Hello Erick. Alright, I guess. Nothing new really. How about you?
A.- I gotta do some stuff around here.	Daniel: Thank you Mr. Jones for your time. I just wanted to hand in my project. I will be away from class tomorrow.	Erick: Well, same old routine, but fine otherwise.
B.- You know where ma´is?	Mr. Jones: Well, thank you. It´s good to have students that care. I´ll check your work.	Liza: It´s good to hear that. How is University.



A.- I dunno. See ya.	Daniel: Thank you very much Mr. Jones.	Erick: It's alright. How about you?
B.- Catch ya later.	Mr. Jones: No problem Daniel. That's your name, isn't it?	Liza: Getting along with it. Ok. It was good talking to you. See you around.
A.- I'm outta here.	Daniel: Yes, that is. Thank you again and see you in class.	Erick: Sure. Good talking to you too. Take care. Bye!

4.- WRITE FIVE TOPICS OF CONVERSATION YOU CAN HAVE WITH SOMEONE WHEN MEETING FOR THE FIRST TIME.

- a. **Example:** At the gym – Schedules at the gym _____
- b. _____
- c. _____
- d. _____
- e. _____

5.- MATCH THE QUESTIONS WITH THE ANSWERS: Write the answers in the spaces provided.

- | | |
|--|----------------------------|
| 1. _____ What's your name? | a. He's a lawyer. |
| 2. _____ Where do you live? | b. He's an engineer. |
| 3. _____ How's it going? | c. Nothing much. |
| 4. _____ Where does she work? | d. I have three brothers. |
| 5. _____ Where are they from? | e. I like to exercise. |
| 6. _____ How many people are in your family? | f. She Works at City Bank. |
| 7. _____ Hey, what's new? | g. I'm Sophie. |
| 8. _____ What does he do? | h. I live in Quito. |
| 9. _____ What do you do in your spare time? | i. Alright. |
| 10. _____ What does your father do for a living? | j. They are from Mexico. |



6.- LISTEN TO THE DIALOGUE AND COMPLETE THE QUESTIONS WITH THE CORRECT WORDS. CHOOSE THE RIGHT ANSWER.

<http://www.esl-lab.com/eslbasic/introductions-smalltalk-1.htm#post>

<p>1. What's your _____?</p> <p>A. I'm Nancy. B. I'm from Russia. C. I'm a student.</p> <p>2. Where do you _____?</p> <p>A. I'm from Canada. B. I live in Chicago. C. I'm fine.</p> <p>3. How's _____?</p> <p>A. Okay. B. I'm going to school. C. No problem.</p> <p>4. _____ does she _____?</p> <p>A. She likes to work. B. She's a teacher. C. She works at City Bank.</p> <p>5. _____ they _____?</p> <p>A. They're from Mexico. B. They are in school. C. They live in Tokyo.</p>	<p>6. _____?</p> <p>A. I'm getting married soon. B My father is a doctor. C. I have three brothers.</p> <p>7. _____?</p> <p>A. I'm fine. B. Nothing much. C. That's too bad.</p> <p>8. _____?</p> <p>A. He's Japanese. B. He's from Italy. C. He's an engineer.</p> <p>9. _____?</p> <p>A. I like to exercise. B. I'm busy this weekend. C. I don't like sports.</p> <p>10. _____?</p> <p>A. He lives in Hong Kong. B. He works downtown. C. He's a doctor.</p>
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7.- READING AND LISTENING: Greetings - Ways to Say Hello



Women greet a passing boat Photo by zuki via Flickr

How do you say hello? Bruce Gulland and Liz Waid look at greetings from around the world.

<http://spotlightenglish.com/listen/greetings-ways-to-say-hello#transcript>

**Voice 1**

Welcome to Spotlight. I'm Bruce Gulland.

Voice 2

And I'm Liz Waid. Spotlight uses a special English method of broadcasting. It is easier for people to understand, no matter where in the world they live.

Voice 1

How do you say hello?

Voices

Good morning!

Hi!

How are you doing?

What's new?

Hello there.

What's going on?

How's life?

Voice 2

These people have all used different English words or phrases. But they have all done the same thing. They have all greeted someone. People greet each other in every country and culture. But they say and do many different things to greet each other. *Why* do we greet each other in these ways? How does a person know the right greeting? Today's Spotlight is on Greetings.

Voice 1

Greetings seem simple, but they are often a complex part of language. In English, people greet each other in different ways depending on the situation. For example, a greeting may use words that show the time of day such as Good morning, Good afternoon or Good evening.

Voice 2

People also use different greetings depending on how well they know the other person. People may greet a friend in this way:

Voices

Hey!

How's it going?

What's up?

**Voice 1**

But people use different English words or phrases when they meet and greet someone for the first time. Such words can also show respect. In a more official situation people use words of greeting more like these:

Voices

Hello

How are you today?

It is very nice to meet you.

Voice 2

Greetings may also be different in different countries that speak English. In Australia people often say 'G'day.' In parts of the United States people may greet each other with 'Howdy!' or 'How you doin?'. In the United Kingdom people more commonly say 'Hiya.'

Voice 1

But there is more to greeting than words. Some greetings also include particular movements. For example, in many places it is common for people to shake each other's hands when they meet. In some cultures, people kiss each other on the side of the face, the cheek. Some people give hugs by putting their arms around each other and squeezing.

Voice 2

No matter *how* people greet, the words and actions of greetings are important everywhere. There are scientific, safety and social reasons why every human culture has traditions of greeting. Scientists think that they know one of the main reasons people greet each other - and it sounds a bit unusual! People greet each other so they can smell each other! Many greeting customs include smelling. This helps people to recognize each other. In Greenland holding someone's face close and breathing in is part of greeting someone. Maori people in New Zealand have a similar custom. They press their faces together and breathe in when they meet someone. The Social Issues Research Centre in the United Kingdom gives more examples of the importance of smell for greetings around the world:

Voice 3

"When greeting someone, the Ongee do not ask 'How are you?', but 'How is your nose?' In India, the traditional friendly greeting was to smell someone's head. An ancient Indian document declares 'I will smell you on the head, that is the greatest sign of love.' Similar customs are found in Arab countries, where breathing on people as you speak to them signals friendship and goodwill."

Voice 1

Some scientific studies show that even handshaking is connected to the sense of smell. Dr. Noam Sobel is a scientist at the Weizmann Institute of Science in Israel. Dr Sobel did scientific research



about handshaking. He found that people often did something within a few minutes of shaking hands with someone else. People often smelled their hands. Dr. Sobel explained to The New Scientist:

Voice 4

“We started looking at people and noticed that afterwards, the hand somehow by accident reached the face. When we were watching the videos we would see people sniffing themselves just like animals. This is just one more example when chemical signaling is a driving force in human behavior.”

Voice 2

So, why do people need to smell as part of a greeting? Smell can warn us if we sense something is not right. Some people think that the handshake began for another reason connected to safety. In the past, people may have shaken hands to show that they were not holding a weapon in their hand. This showed the new person they were meeting that they were safe. When people greet in a friendly and open way they show each other that they are not dangerous.

Voice 1

People also greet each other for social reasons. Asking someone about themselves shows care and concern. People build relationships together when they ask ‘How are you?’ The website torah.org explains why greeting is so important:

Voice 5

“We all need to be recognized. We need to feel that we matter. Every human being has a basic and natural desire to be recognized as important. And we can give some of this importance to others just by greeting them correctly. We may not put much thought into how and when we say hello to someone. But we should think about it more deeply.”

Voice 2

So how do people know what to do, especially when traveling between countries and cultures? Greetings can often go wrong! Jamie Bowlby-Whiting writes an internet travel blog. He told about a difficult greeting experience on his blog:

Voice 6

“I thought they were going for the kiss. But it was the hug. Now I just wet their face. And then hit them in the nose with my head. It was so embarrassing!”

Voice 1

People can avoid these embarrassing experiences. They can research how to greet correctly *before* connecting with people of other cultures. It is especially important to learn if there are any forms of greeting that may *not* be used in a particular country. For example, in some countries, like Japan, kissing is not considered a good way to greet someone. Sometimes cultures also have different greetings for women than for men.



Voice 2

A person may not always know the correct greeting. But the most important thing when greeting someone is to show respect. Try your best and apologize if you offend someone. Have you ever had any experience with greeting someone from another culture? Did it go well? Or did you have a bad experience? Tell us about your experiences.

Voice 1

And tell us how people greet each other where you live! Do you think it is a good way to greet people? You can leave a comment on our [website](#). Or email us at radio@radioenglish.net. You can also comment on our [Facebook](#) page at facebook.com/SpotlightRadio.

Voice 2

The writer of this program was Rena Dam. The producer was Michio Ozaki. The voices you heard were from the United Kingdom and the United States. All quotes were adapted for this program and voiced by Spotlight. This program is called 'Greetings - Ways to Say Hello.'

Voice 1

You can also get our programs delivered directly to your [Android](#) or [Apple](#) device through our free official 'Spotlight English' app. We hope you can join us again for the next Spotlight program. Goodbye.

QUESTION:

- How do people greet each other in your culture? Do you think this is a good way to greet people? Question for a plenary session.
- Students are requested to leave a comment on the website:
<http://spotlightenglish.com/listen/greetings-ways-to-say-hello#transcript>





8.- WRITTEN TASK: Write a formal greeting dialogue between a front desk officer and a hotel guest

Front Desk Officer: _____

Guest: _____

Front Desk Officer: _____

Guest: _____

Front Desk Officer: _____

Guest: _____

Front Desk Officer: _____

Guest: _____

9.- INFORMATION GAP TASK:

INFORMATION GAP ACTIVITY	
STUDENT A	STUDENT B
<p>Student A ask the following questions to student B. Record the answers on the spaces provided.</p> <p>I. How do people meet and greet in the following countries:</p> <p>a. France? _____</p> <p>b. India? _____</p> <p>c. Japan? _____</p> <p>d. Egypt? _____</p> <p>e. Austria? _____</p> <p>II. How do the following people meet and greet in Ecuador?</p> <p>a. Friends? _____</p> <p>b. Colleagues? _____</p> <p>c. Men? _____</p> <p>The responses will be shared with the whole class by having S1 read the answers, and S2 and S3 performing the different salutations.</p>	<p>Student B ask the following questions to student A. Record the answers on the spaces provided</p> <p>I. How do people meet and greet in the following countries:</p> <p>a. China? _____</p> <p>b. Kenya? _____</p> <p>c. Russia? _____</p> <p>d. Singapore? _____</p> <p>e. Tibet? _____</p> <p>II. How do the following people meet and greet in Ecuador?</p> <p>a. Family? _____</p> <p>b. Women? _____</p> <p>c. In a job interview? _____</p> <p>The responses will be shared with the whole class by having S1 read the answers, and S2 and S3 performing the different salutations.</p>



10.- WRITING: WRITE AN ESSAY ON HOW TO MEET AND GREET IN ECUADOR AS OPPOSED TO OTHER COUNTRIES.

_____.

_____.

_____.

**SELF-ASSESSMENT:**

- I know how people meet close friends in Ecuador and in other countries.
- I know how to meet and greet a colleague.
- I know how males are met in Ecuador and in other countries.
- I know how females are met in Ecuador and in other countries.
- I know how males and females are met in Ecuador and in other countries.
- I know how to meet a customer at the hotel.
- I know the importance of meeting and greeting in Ecuador and in other countries.



**TASK-BASED
LESSON # 2**

PEOPLE WHO HAVE MADE HISTORY IN TOURISM DEVELOPMENT			
ANALYSIS	LANGUAGE SKILLS		LANGUAGE COGNITION AND USE
TOPIC AND PRE-TASKS	INPUT PROVIDING TASKS Language Skills: ▪ Listening ▪ Reading	OUTPUT PROMTING TASKS Language Skills: ▪ Writing ▪ Speaking	TASK PRODUCTION
<p>THE DEVELOPMENT OF TOURISM AND PEOPLE WHO HAVE CONTRIBUTED TO THIS PHENOMENA</p> <ul style="list-style-type: none"> • Explore the topic • Brainstorm ideas on: <ul style="list-style-type: none"> ✓ Evolution of tourism ✓ History of tourism ✓ What tourism is ✓ Thomas Cook ✓ Connie Pombo ✓ The "posadas" is Cuenca ✓ The evolution of gastronomy 	<p>The reading tasks and the listening tasks will provide participants with information about the development of formal tourism.</p> <p>Reading:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=7mPowNdCdR8 • https://www.thomascook.com/thomas-cook-history/ • http://living-and-retiring-in-ecuador.blogspot.com/ <p>Extra reading material:</p> <ul style="list-style-type: none"> • https://www.amazon.es/Living-Retiring-Cuenca-Questions-Answered-ebook/dp/B004VMPNY6 <p>Listening and Reading:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=rQPqGTj1abo • https://www.youtube.com/watch?v=a2uMKG7ETyQ • https://www.youtube.com/watch?v=35KzDBaau7I <p>Connie Pombo, the author of "101 Reasons for Living and Retiring in Ecuador" is invited to the classroom to interact with participants. Q & A take place during the two hours of the visit.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Participants record relevant information. • Students draw a time-line about the development of tourism. • Participants write a summary on the evolution of tourism and about who contributed to the development of tourism. <p>Speaking:</p> <ul style="list-style-type: none"> • Participants share information in a plenary. 	<p>Participants choose to write and give an oral report from the following list:</p> <ol style="list-style-type: none"> 1. A report on Thomas Cook's life and experience in Tourism. 2. A report on Connie Pombo's visit and her experience about living and retiring in Cuenca. 3. A report on how hotels started in Cuenca with "Las Posadas". 4. A report on providing food to guests in "Las Posadas" as a beginning to gastronomy. 5. A report on what Tourism is. 6. A report on the importance of Tourism 7. A holistic report which includes the six topics previously mentioned.



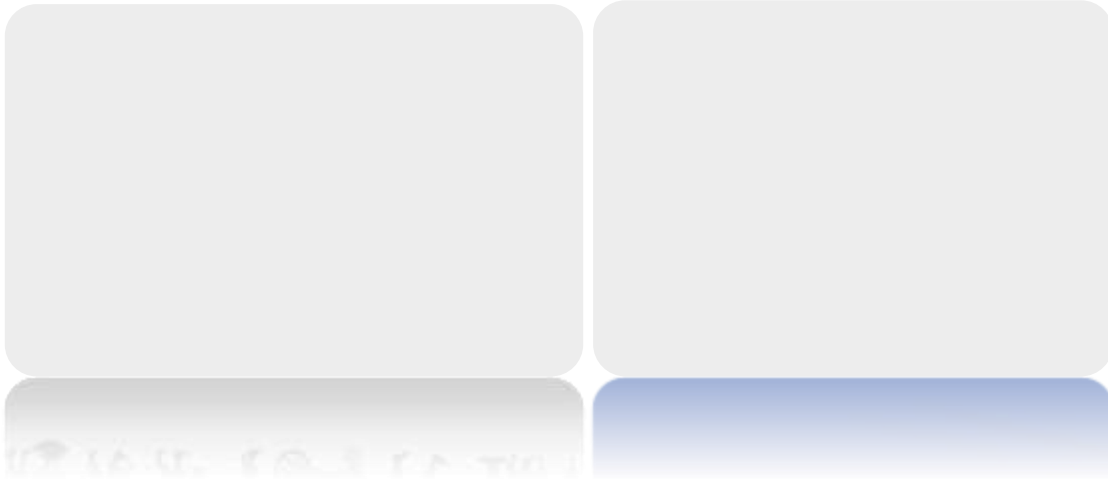
TASK-BASED LESSON # 2 - PEOPLE WHO HAVE MADE HISTORY IN TOURISM DEVELOPMENT

This lesson focuses on:

- The evolution of tourism.
- History of tourism.
- What is tourism?
- Thomas Cook.
- Connie Pombo.
- The early beginning of Hotels in Cuenca named "Posadas".
- The beginnings of gastronomy as a business.

I.- STUDENTS ARE ASKED TO DEVELOP SCHEMATA ON THE EVOLUTION OF TOURISM BY WATCHING THE FOLLOWING WEBSITE:

https://www.youtube.com/watch?v=7mPowNdCdR8&ab_channel=OceansProject



In bygone times, man lived in small groups of hunters and gatherers. They walked around to find food to eat and to find good caves to live in. Men, at that time, tamed horses and started to ride them which made travel faster and further. They also traveled to find better weather, more food, clean water and to live safely without animals to eat them.

I. EVOLUTION OF TOURISM

1. STUDENT A WILL SHARE INFORMATION THAT STUDENT B DOESN'T HAVE

- In 3500 BC, the wheel was invented and put onto carts. Chariots were invented at that time.
- In 2000 BC, _____



- In 1492, Leonardo Da Vinci drew the first ever picture about people flying.
- In 1620, _____.
 - In 1662, the first ever public transport began which used horses to pull carts.
 - In 1740, _____.
 - In 1783, the first steam boat was created and in the same year the first hot air balloons were invented. The “celerifere” was a four wheel type of bicycle with no pedals invented by a French man.
 - Around 1818, _____

 - In 1839, a Scottish man invented the first bicycle with pedals and chains.
 - In 1839, _____
 - In 1862, the first motor car was also invented.
 - In 1867, _____
 - In 1885, the first safety bicycle was invented by a British man, this one could steer and had a chain.
 - In 1899, _____
 - In 1903, the Wright brothers flew the very first aeroplane.
 - In 1929, _____
 - Between 1939 and 1945, World War II took place. Until this point, formal tourism didn't really exist.
 - In 1940, _____
 - In 1945, the Landrover was invented in Anglesey, Wales. Landrovers were made from old planes because of metal rations after the war.
 - In 1947, _____
 - In 1967, the first flight to the moon takes place known as the “Apollo” mission.
 - In 1970, _____
 - In 1981, the first space shuttle is launched.
 - In 1982, _____

**STUDENT B WILL SHARE INFORMATION THAT STUDENT A DOESN'T HAVE.**

- In 3500 BC, _____
- In 2000 BC, horses started to be used for transport after they were domesticated. Between 181-234, the wheelbarrow was also invented. At that time, shoes for horses were made which meant that transportation was easier for explorers and soldiers.
- In 1492, _____
- In 1620, the first submarine was invented though it was very simple.
- In 1662, _____
- In 1740, a clock work carriage was designed and built mainly for reach people or expolorers.
- In 1783, _____

- Around 1818, the first bicycle was invented by a German Baron in around. He called it the 'Laufmaschine' (running machine). The Laufmaschine was given the new name by a French photographer and inventor. He called it the 'velocipede' which in Latin means 'fast foot'.
- In 1839, _____
- In 1839, a Scottish man invented the first bicycle with pedals and chains.
- In 1862, _____
- In 1867, the first motorcycle was invented.
- In 1885, _____

- In 1899, the first 'Zeppelin' was invented.
- In 1903, _____
- In 1929 the first television broadcasts were made, but not everyone had a television.
- Between 1939 and 1945, _____

- In 1940, the first successful helicopters are invented.
- In 1945, _____



- In 1947, the first ever supersonic flights take place.
- In 1967, _____
- In 1970, the first ever Jumbo Jet is invented.
- In 1981, _____
- In 1982, the World Wide Web was created, not everyone had a computer or internet yet though.

2.- To consolidate the task, students will draw a time line about the evolution of tourism and, in groups of four, each student will explain about either ancient tourism, classical tourism, 19th century developments in tourism, and/or contemporary tourism.

TIME LINE



II. HISTORY OF TOURISM

1.- Students will watch the documentary in the following website and respond to the following question: How has tourism changed?



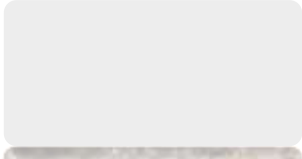
Fill in the chart with the corresponding information. Explain in your own words:

https://www.youtube.com/watch?v=rQPqGTj1abo&ab_channel=ZaraAnderson

ANCIENT TOURISM (485BC)	
CLASSICAL TOURISM (BC 600 – AD 600)	
19th CENTURY TOURISM DEVELOPMENT	
CONTEMPORARY TOURISM	



III. WHAT IS TOURISM? Check the following website and complete the chart. You may use other sources. <https://www.youtube.com/watch?v=a2uMKG7ETyQ>

<p>1.- WHAT IS TOURISM?</p>  <p>http://www.elciudadano.gob.ec/wp-content/uploads/2014/09/All-You-Need-is-Ecuador-680x365.jpg</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2.- WHAT ARE THE DIFFERENT TYPES OF TOURISM IN ECUADOR?</p>  <p>http://4.bp.blogspot.com/-cmnR-4tbewQ/VDrar0y1aRI/AAAAAAAA1AQ/G3OGsaOqIV8/s1600/ecu.gif</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3.- WHAT IS A TOURIST ATTRACTION?</p>  <p>http://www.touropia.com/tourist-attractions-in-ecuador/</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4.- HOW ARE TOURIST ATTRACTIONS CATEGORISED?</p> <hr/> <hr/> <hr/> <hr/>	
<p>5.- WHY IS IT IMPORTANT TO UNDERSTAND TOURISM?</p> <hr/> <hr/> <hr/> <hr/>	



IV. THE IMPORTANCE OF TOURISM: (Audio-visual task focussed on developing creative thinking skills)

DEVELOP SCHEMATA: Watch the following website, find out why tourism is important and who benefits from tourism. Record all the ideas in the space provided. https://www.youtube.com/watch?v=35KzDBaau7I&ab_channel=visittally

TOURISM PAYS



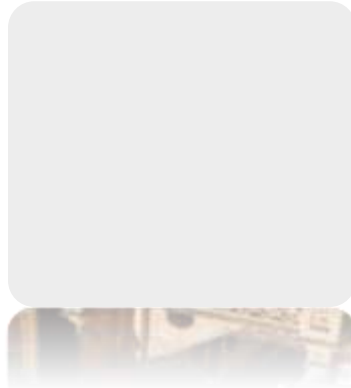
V. THOMAS COOK – A pioneer in formal tourism. Check the following website, summarize the information and fill in the chart.

<https://www.thomascook.com/thomas-cook-history/>

	1841-1855	1865-1873	1878-1919
1.- WHO WAS THOMAS COOK?			
2.- WHAT WERE HIS EARLY TOURS?			
3.- DESCRIBE THE GREAT EXHIBITION?			
4.- SWITZERLAND AND ITALY.			
5.- HOTEL COUPONS AND CIRCULAR NOTES.			
6.- JOHN MASON COOK			
7.- THE FIFTIES AND SIXTIES			
8.- THOMAS COOK TODAY			



VI. CONNIE POMBO - A North-American expat living in Cuenca and author of the book: " LIVING AND RETIRING IN CUENCA " . <http://living-and-retiring-in-ecuador.blogspot.com/>



1.- Who is Connie Pombo? _____

2.- What made Connie and her husband move to Ecuador?

3.- How old were Connie and Mark when they retired?

4.- What does Connie think about prices in Ecuador?

5.- What other books has Connie written?

6.- **Pair work:** (Creative Thinking skills - Creating awareness) What is Connie's contribution to the growth of tourism in the city of Cuenca?

7.- **Group discussion:** (Creative Thinking skills - Creating awareness) As an Ecuadorian, what do you think about expats living in your home contry? Explain in detail.



VII. THE EARLY BEGINNING OF HOTELS IN CUENCA NAMED “POSADAS”.



<http://www.viajandox.com/azuay/casa-posadas-cuenca.htm>

When you enter, ‘Casa de la Posadas’, you can breathe a bygone atmosphere. It seems that time has stopped in the spaces of the house. It is one of the few civil buildings of colonial style; or you could also say, typical of the city. Quite the opposite of what happens in the Republican architecture that seeks, above all, the monumentality of the facade, vernacular architecture, shows what it really is, both from the outside as well as from the inside.

‘Casa de la Posadas’ is a honest, simple unadorned spatial expression that goes beyond what is strictly necessary.

The house is located in front of one of the old ways out towards the coast, along the path to Naranjal, the function of the portal was important to welcome travelers leaving and arriving.

‘Casa de las Posadas’ is located between the parishes of San Sebastian and Corazón de Jesús, on Gran Colombia 17-44, where the Historical Center finishes.

Description of the façade

The façade, of human scale has an important resolution to meet the functional and technological requirements. The portal, for this reason, constitutes an unquestionable vernacular architecture.

GROUP TASK

Students will visit the ‘Casa de la Posadas’ and find out the following information:

1.- When was the house initially built?	
2.- What are the elements of construction?	
3.- Who were the initial owners of the house?	
4.- What is exactly the meaning of ‘Las Posadas’?	
5.- Did ‘La Casa de las Posadas’ provide facilities and services in former times?	
6.- What was the basic service provided at ‘Las Posadas’?	
7.- What other service was provided?	
8.- What is ‘La Casa de las Posadas’ used for now?	
9.- What importance does ‘La Casa de la Posadas’ have now and why?	



VIII. FINAL TASK – WRITTEN AND ORAL PRESENTATION: Choose from the following list to write a report and further an oral presentation on :

- 1. A report on the Evolution/History of Tourism.**
 - Ancient Tourism 485 BC
 - Classical Tourism
 - 19th Century Tourism Development
 - Contemporary Tourism
- 2. What is tourism?**
 - What is a touristic attraction?
 - How are touristic attractions categorized?
 - Why is it important to understand tourism?
- 3. The importance of tourism.**
- 4. Thomas Cook's life and experience in Tourism.**
- 5. Connie Pombo's visit and her experience about living and retiring in Cuenca.**
- 6. How hotels started in Cuenca with "Las Posadas".**
- 7. Providing food to guests in "Las Posadas" as a beginning to gastronomy.**
- 8. A holistic report which includes the six topics previously mentioned.**

**SELF-ASSESSMENT:**

- I know about the evolution/history of tourism.
- I know about what tourism is.
- I know about the importance of tourism.
- I know about how Thomas Cook started formal tourism.
- I know Connie Pombo, an expat living in Cuenca and author of the book "101 Reasons for Living and Retiring in Cuenca".
- I know about the early beginning of Hotels in Cuenca named "Las Posadas" and basic meals offered as an additional service.



**TASK-BASED
LESSON # 3**

GASTRONOMY IN ECUADOR			
ANALYSIS	LANGUAGE SKILLS		LANGUAGE COGNITION AND USE
TOPIC AND PRE-TASKS	INPUT PROVIDING TASKS	OUTPUT PROMPTING TASKS	TASK PRODUCTION
<p>GASTRONOMY IN ECUADOR</p> <ul style="list-style-type: none"> • Explore the topic • Brainstorm ideas on: <ul style="list-style-type: none"> ✓ The four regions of the country of Ecuador. ✓ Research and categorize the different food productions in the four regions of the country of Ecuador. ✓ Describe the climate in the different regions of Ecuador. ✓ Make a list of the typical dishes from the different regions of Ecuador based on its food production. 	<p>The reading tasks and the listening tasks will provide participants with information about the development of formal tourism.</p> <p>Reading:</p> <ul style="list-style-type: none"> • http://yourescapetoecuador.com/destinations/the-four-regions-of-ecuador/ • http://agrobiodiversityplatform.org/cropbiodiversity/the-countries/the-americas/ecuador/ • http://yourescapetoecuador.com/life/ecuadorian-food/ • http://gobackpacking.com/travel-guides/ecuador/ecuadorian-food-typical-traditional/ <p>Listening: Information gathered will be shared in a plenary session.</p>	<p>Writing: Students will develop schemata on the information read through the different websites which will be part of the task.</p> <p>Speaking: Students are requested to visit a restaurant in the city to interview a chef and to ask questions about the typical dishes in the country of Ecuador.</p> <p>Students are required to share and exchange information as an activity focused on meaning where participants are required to interact, to assimilate and to further produce the language at task.</p>	<p>A food fair is organized by Instructor and participants which is called "Ecuadorian Cuisine."</p> <p>Names of typical dishes are shuffled and each group picks a card with the name of the typical dish that participants have to prepare and demonstrate at the food fair.</p> <p>At the food fair, participants talk about the region, its climate, its food productions and its typical dishes. Ingredients are stated and sequence words are implied to be used to explain how to prepare the dish.</p>



TASK-BASED LESSON # 3 - GASTRONOMY IN ECUADOR

This lesson focuses on:

- The four regions of the country of Ecuador.
- Categorization of the different food productions in the four regions of the country of Ecuador.
- Description of the climate in the different regions of Ecuador.
- Description of the typical dishes from the different regions of Ecuador.
- Description of ingredients used for each typical dish.
- Demonstration on how to prepare typical dishes from the four regions of Ecuador by using the different food productions from each region.
- **Food Fair:** Demonstration of typical dishes from the four regions of Ecuador.

I. THE FOUR REGIONS OF THE COUNTRY OF ECUADOR.



<http://yourescapetoecuador.com/destinations/the-four-regions-of-ecuador/>
http://www.ecuadortravelsite.org/traditional_dishes_ecuador.html
<https://en.wikipedia.org/wiki/Ecuador>
http://www.ecuadortravelsite.org/traditional_dishes_ecuador.html

Ecuador is a Latin American country which is located north-west of South America¹. This country is divided into four regions which are different in climate, population, production and idiosyncrasy². Ecuador has an overall 16.144,000 population which ranges from 78% Mestizo and White, 7.4 % of Montubios, 7.2 % of Black and Afroecuadorian people, 7 % of Amerindian (American – Indian) and 4 % which indicates that this percentage of people either come from other countries or these people come from a mixture of cultures and backgrounds³.

The independence of the country from Spanish rule took place on August 10th, 1809⁴. Ecuador has a democratic political system⁵. The official language used by Ecuadorian people is Spanish, Quichua, Shuar amongst other languages officially used by other ethnic groups⁶.



Ecuador has four regions which are the Andean Highlands, Coastal Lowlands, the Amazon and the Galápagos Islands⁷. Each of the four regions has its own climate and food productions which make Ecuador a touristic destination worthy of being visited by locals and foreign visitors⁸.

The four regions of the country are identified by its typical dishes based on the food staples produced therein⁹. The location, the weather and its people are all part of the food product which reflects the culture, the traditions and the customs of its regions¹⁰.

BRIEF REVIEW OF GRAMMAR STRUCTURE FOR QUESTIONS:

Example: Ecuador was declared Cultural Heritage of Mankind on December 1999 by the UNESCO.

INFORMATION QUESTIONS what/where/when/who /why/what time/how / how long	TO BE PRESENT/PAST	DO/DOES/DID HAVE/HAS/HAD	NOUN/PRONOUN	-ING	PAST PARTICIPLE	NOUN/PRONOUN	COMPLEMENT
1.- What	was				declared		Cultural Heritage of Mankind?
2.-	Was		Ecuador		declared		Cultural Heritage of Mankind?
3.- When	was		Ecuador		declared		Cultural Heritage of Mankind?
4.- What	was		Ecuador		declared?		
5.- Who					declared	Ecuador	Cultural Heritage of Mankind?



1.- WRITE QUESTIONS FOR THE STATEMENTS NUMBERED IN THE TEXT. (Only one question per statement.)

QUESTIONS	STATEMENTS/RESPONSES
1.-	Ecuador is a Latin American country which is located north-west of South America.
2.-	This country is divided into four regions which are different in climate, population, production and idiosyncrasy.
3.-	Ecuador has an overall 16.144,000 population which ranges from 78% <u>Mestizo</u> and <u>White</u> , 7.4 % of Montubios, 7.2 % of Black and Afroecuadorian people, 7 % of Amerindian (American – Indian) and 4 % which indicates that this percentage of people either come from other countries or these people come from a mixture of cultures and backgrounds.
4.-	The independence of the country from Spanish rule took place on August 10 th , 1809.
5.-	Ecuador has a democratic political system.
6.-	The official language used by Ecuadorian people is Spanish, Quichua, Shuar amongst other languages officially used by other ethnic groups.
7.-	Ecuador has four regions which are the Andean Highlands, Coastal Lowlands, the Amazon and the Galápagos Islands.
8.-	Each of the four regions has its own climate and food productions which make Ecuador a touristic destination worthy of being visited by locals and foreign visitors.
9.-	The four regions of the country are identified by its typical dishes based on the food staples produced therein.
10.-	The location, the weather and its people are all part of the food product which reflects the culture, the traditions and the customs of its regions.



- II. **INFORMATION GAP TASK:** Student A will draw the regions of Ecuador in the map and student B will write a list of the cities within each region with the corresponding food productions for each region.

STUDENT A: DRAW A LINE INDICATING EACH REGION AND WRITE THE NAMES OF THE CITIES THAT ARE PART OF THE FOUR REGIONS OF ECUADOR. SHARE THIS INFORMATION WITH STUDENT B.





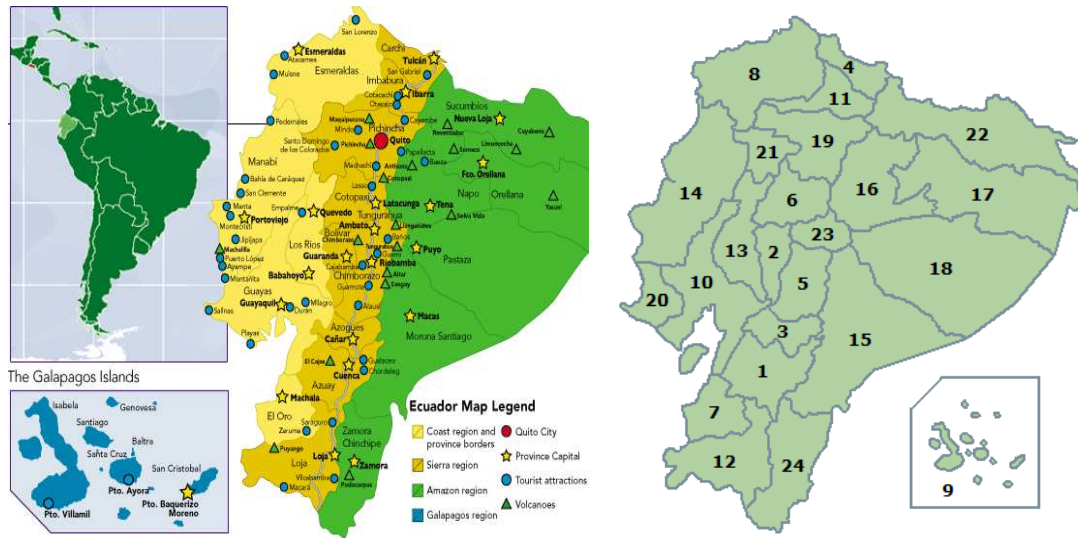
STUDENT B: WRITE THE NAMES OF THE CITIES CORRESPONDING TO EACH REGION AND THE DIFFERENT FOOD PRODUCTIONS IN EACH REGION. COMPARE THIS INFORMATION WITH STUDENT A.		
REGION	CITIES	FOOD PRODUCTION
<p>HIGHLAND REGION</p> 		
<p>LOWLAND REGION</p> 		
<p>AMAZON REGION</p> 		
<p>THE GALAPAGOS ISLANDS</p> 		

<http://agrobiodiversityplatform.org/cropbiodiversity/the-countries/the-americas/ecuador/>



III. PROVINCES AND CAPITAL CITIES IN ECUADOR.

1.- Look at the maps and fill in the gaps with the information requested.



Search the following website to complete the chart: <http://gringosabroad.com/map-provinces-ecuador/>

PROVINCE	CAPITAL	REGION	POPULATION	AREA
1.-				
2.-				
3.-				
4.-				
5.-				
6.-				
7.-				
8.-				
9.-				
10.-				
11.-				
12.-				
13.-				
14.-				
15.-				
16.-				
17.-				
18.-				
19.-				
20.-				
21.-				
22.-				
23.-				
24.-				

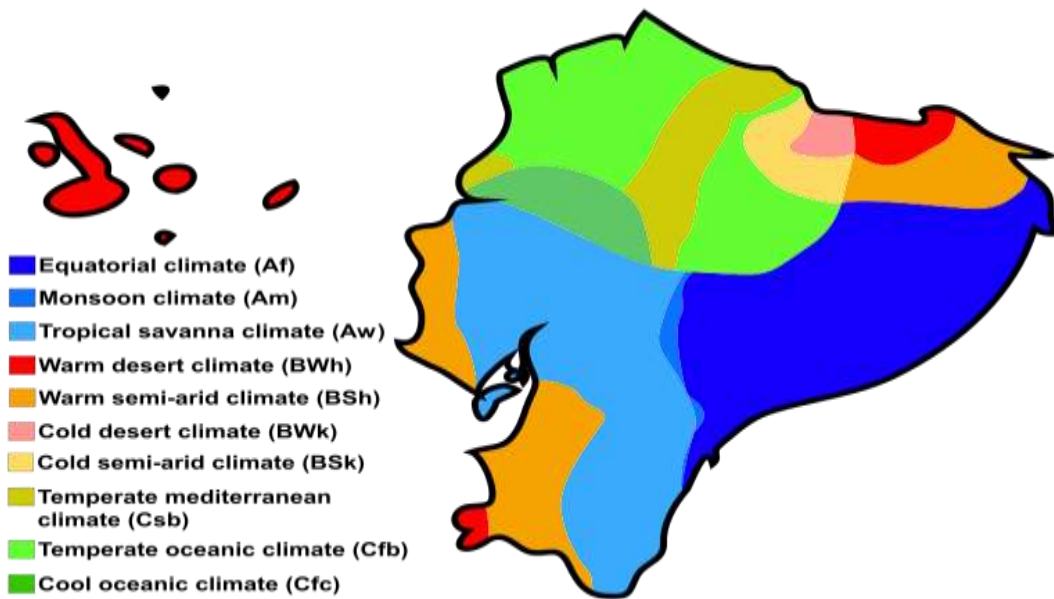


2.- HOW MANY CITIES ARE THERE IN EACH REGION? NAME THE CITIES.

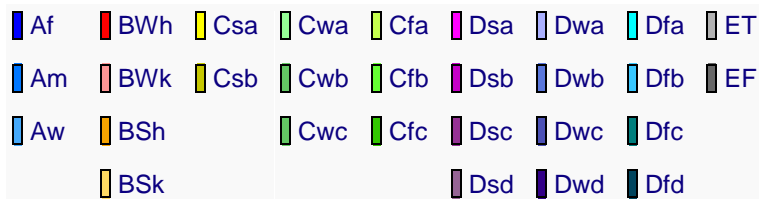
HIGHLAND REGION	
LOWLAND REGION	
THE AMAZON	
GALÁPAGOS ISLAND	

3.- CLIMATE IN THE DIFFERENT GEOGRAPHICAL AREAS OF ECUADOR.

Ecuador map of Köppen climate classification



An updated Köppen–Geiger climate map^[1]





4. Use the Köppen climate classification scheme symbols description table to indicate the weather conditions in each region of Ecuador.^[1]

1st	2nd	3rd	Description
A			Tropical
	f		-Rainforest
	m		-Monsoon
	w		-Savanna
B			Arid
	W		-Desert
	S		-Steppe
		h	--Hot
		k	--Cold
C			Temperate
	s		-Dry Summer
	w		-Dry Winter
	f		-Without dry season

		A	--Hot Summer
		B	--Warm Summer
		C	--Cold Summer
D			Cold (Continental)
	s		-Dry Summer
	w		-Dry Winter
	f		-Without dry season
		a	--Hot Summer
		b	--Warm Summer
		c	--Cold Summer
		d	--Very cold Winter
E			Polar
	T		-Tundra
	F		-Frost (Ice cap)

5. According to the Köppen climate classification scheme symbols, which cities have the following weather characteristics? (Creative thinking skills for problem-solving situations.)

Equatorial climate (Am)	
Tropical Savanna climate (Aw)	
Warm Desert climate (BWh)	
Warm Semi-Arid climate (BSh)	
Cold Desert climate (BWk)	
Cold Semi-Arid climate (BSk)	
Temperate Mediterranean climate (Csb)	
Temperate Oceanic climate (Cfb)	
Cool Oceanic climate (Cfc)	

- <http://www.ecuadorvolunteers.org/images/ecuador-travel-tours/ecuador-map.gif>
- https://upload.wikimedia.org/wikipedia/commons/5/55/Ecuador_map_of_K%C3%B6ppen_climate_classification.svg
- https://en.wikipedia.org/wiki/Tropical_climate
- http://www.geography-site.co.uk/pages/countries/climate/ecuador_climate.html
- <http://www.learnnc.org/lp/pages/4199>



IV. THE FOUR ECUADORIAN REGIONS AND ITS FOOD PRODUCTIONS.

1. Place the food from exercise 2 in the spaces provided in the chart in exercise 1.

HIGHLAND REGION	LOWLAND REGION	THE AMAZON REGION	THE GALÁPAGOS ISLAND
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

<http://yourescapetoecuador.com/life/ecuadorian-food/>

- | | | | |
|-----------------------|--------------------|--------------------|-------------|
| 1. Chicken | 11. pork | 21. Rice | 30. shrimp |
| 2. Coffee | 12. 'tostado' | 22. passion fruit | 31. corn |
| 3. coconut milk | 13. granadilla | 23. bananas | 32. seafood |
| 4. taxo | 14. tree tomato | 24. tree grapes | 33. uvilla |
| 5. quinoa | 15. yucca | 25. Guava | 34. ginger |
| 6. sugar | 16. Cocoa | 26. White sea bass | 35. Mango |
| 7. Lobster | 17. Crab | 27. Fish | 36. Tuna |
| 8. Dorado (mahi mahi) | 18. Green plantain | 28. Hominy | 37. lentils |
| 9. Beef | 19. guinea pig | 29. Potatoes | 38. Cassava |
| 10. Berries | 20. beef | 30. Naranjilla | |

2. **WRITE THE NAME OF THE REGION THE TYPICAL DISHES CORRESPOND TO: HIGHLAND REGION (ANDEAN REGION), THE LOWLAND REGION (COASTAL REGION), THE AMAZON REGION AND THE GALÁPAGOS ISLANDS.**



TILAPIA MAITO



LOBSTER



CHONTACURO



FANESCA



ENCEBOLLADO



CUY CON PAPAS TRIPA MISHQUI YAGUARLOCRO CHICHA DE JORA STEWED GUANTA



UCHUMANGA ZARAPATOCA MASATO CASABE COLADA MORADA



LLAPINGACHOS CANELAZO HUMITAS TAMALES AGUA DE PITIMAS



QUIMBOLITOS PATACONES MOTE PILLO CEBICHE ROSERO



3.- IN PAIRS, STUDENTS WILL GOOGLE INFORMATION ABOUT THE INGREDIENTS FOR TWO OF THE TYPICAL DISHES SHOWN IN EXERCISE 2 AND WILL, ADDITIONALLY, INDICATE WHAT REGION THE DISH BELONGS TO AND WHY. (Pairs of students must not work on the same typical dish.)

Example:



Typical dish: Uchumanga
Original from: Kichwa Añangu Community
Weather: Amazon (Af)
Ingredients: Smoked fish / meet / a variety of wild animals' vowels accompanied by 'casabe' better known as bread made of grated yucca.

'Uchumanga' is the main dish for the Sarayacu community which is located in the Amazon region (Af) with a tropical rainforest climate . The ingredients used for the 'Uchumanga' are smoked fish or meato or a variety of wild animals' vowerls accompanied by casabe. The most important festival for this ethnic group is the 'Sarayacu Raymi' or 'Runa party'. Formerly it was known as 'Fiesta child' or 'The chichada'. It is organized by the chiefs of each community and it is held from 9 to 12 February, every two years. 'Uchumanga' is an exotic dish which is accompanied by abundant cassava 'chicha', or sugar cane juice is also consumed with this typical dish from the Amazon region.

According to the vision of Sarayaku ethnic group, the ecosystem is comprised of three essential ecological units: Sacha (forest), Yaku (rivers) and Allpa (ground). Each holds countless species of fauna and flora to transcend subsistence and welfare. Thus, maintain the belief of taking advantage of the natural resources to strengthen harmony and ensure continuity and a good condition of the living jungle.

<http://lahora.com.ec/index.php/noticias/fotoReportaje/1101857815#.WAWiQPI97IU>



4.- STUDENTS WILL PLAN, ORGANIZE, AND PROMOTE THE FOOD FAIR WHICH WILL BE CALLED "ECUADORIAN CUISINE" BY USING BROCHURES, FLYERS AND THE USE OF SOCIAL WEBSITES. STUDENTS ARE REQUIRED TO DRESS UP IN A COSTUME THAT REFLECTS THE REGION THE RECIPE REPRESENTS.



**SELF-ASSESSMENT:**

- I can talk about the four regions of the country of Ecuador.
- I can categorize the different food productions in the four regions of the country of Ecuador.
- I can describe the climate in the different regions of Ecuador.
- I can describe the typical dishes from the different regions of Ecuador.
- I can describe the ingredients used for each typical dish.
- I can demonstrate how to prepare typical dishes from the four regions of Ecuador by using the different food productions from each region.

Peel, M. C.; Finlayson, B. L.; McMahon, T. A. (2007). *"Updated world map of the Köppen–Geiger climate classification"*. *Hydrol. Earth Syst. Sci.* **11**: 1633–1644. [doi:10.5194/hess-11-1633-2007](https://doi.org/10.5194/hess-11-1633-2007). ISSN 1027-5606. (direct: *Final Revised Paper*)

- https://www.youtube.com/watch?v=LePZ-Q9l14U&feature=youtu.be&ab_channel=LatinKitchen1
- <https://youtu.be/LePZ-Q9l14U>
- <http://nuestracomidaecuatorialiana.blogspot.com/>
- <http://lahora.com.ec/index.php/noticias/show/1101869924#.WAWK1vI97IU>
- <http://www.guiatodo.com.co/images/sized/images/uploads/comidas/masato-206x206-400x350.jpg>
- <http://lahora.com.ec/index.php/noticias/fotoReportaje/1101857815#.WAWN6PI97IV>
- <https://naturegalapagos.com/blog/exotic-ecuadorian-food-cuisine-top-7-delicacies/>
- <http://fotos.lahora.com.ec/cache/e/e7/e7f/e7fd/uchumanga--el-plato-fuerte-de-las-fiestas-en-sarayaku-0-20150828061024-e7fd097f68690511051b155832b491d0.jpg>
- http://www.ecuadortravelsite.org/traditional_dishes_ecuador.html
- <http://www.santacruzgalapagoscruise.com/best-food-in-the-galapagos/>
- <http://nuestracomidaecuatorialiana.blogspot.com/>
- <http://comidaexoticaamazonia.blogspot.com/>
- <http://gobackpacking.com/travel-guides/ecuador/ecuadorian-food-typical-traditional/>
- http://www.geography-site.co.uk/pages/countries/climate/ecuador_climate.html
- <http://www.learnnc.org/lp/pages/4199>
- <http://www.destinationecuador.com/food-in-ecuador.html>
- <http://laylita.com/recetas/category/todo/plato/bebidas/>
- http://gatrotipicaecuador.blogspot.com/2011_03_01_archive.html
- http://www.ecuadortravelsite.org/traditional_dishes_ecuador.html
- <https://naturegalapagos.com/blog/exotic-ecuadorian-food-cuisine-top-7-delicacies/>
- <http://www.treehugger.com/natural-sciences/an-organic-cash-crop-in-the-galapagos.html>
- <http://www.galapagos-islands-tourguide.com/galapagos-islands-food.html>
- <http://www.santacruzgalapagoscruise.com/best-food-in-the-galapagos/>



TASK-BASED
LESSON # 4

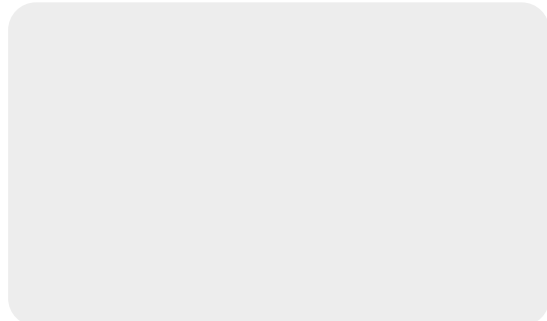
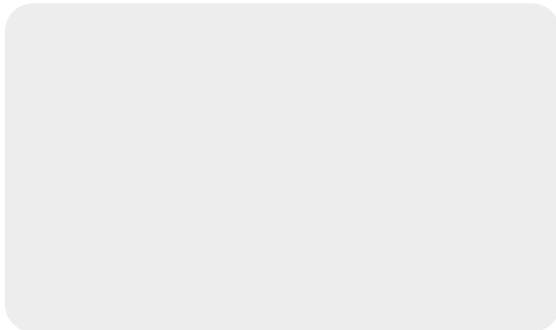
CHURCHES IN THE CITY OF CUENCA			
ANALYSIS	LANGUAGE SKILLS		LANGUAGE COGNITION AND USE
TOPIC AND PRE-TASKS	INPUT PROVIDING TASKS Language Skills: ▪ Listening ▪ Reading	OUTPUT PROMPTING TASKS Language Skills: ▪ Writing ▪ Speaking	TASK PRODUCTION
<p>CHURCHES IN THE CITY OF CUENCA</p> <ul style="list-style-type: none"> •Explore the topic •Brainstorm ideas <p>Pictures of the churches are placed on the walls in the classroom.</p> <p>Students infer the topic of the lesson. Instructor elicits information about each one of the churches and writes participants' responses on the board.</p> <p>Participants write notes on their notebooks.</p> <p>A map of the city of Cuenca is distributed for participants to label the churches by listening to the Instructor's description.</p>	<p>Reading: Participants are required to read the information on the website provided. http://www.incuenca.com/cuenca-overview/</p> <p>Reading and Listening: To consolidate, an information gap exercise sheet is distributed for participants to carry out in pairs. Student A has information that student B doesn't have and vice-versa. Both participants have to guess which church the text describes.</p>	<p>Writing: Pairs of students research information about two churches each and record relevant information which will respond to the questions: what, where, when, who, why, how and how long.</p> <p>Speaking: Students will share the gathered information in a plenary session.</p>	<p>A tour guide is organized by students where the instructor will randomly ask questions to different students about each church.</p> <p>All students must know background information about each one of the eleven churches described herein.</p> <p>Rubrics are used for evaluation.</p>



TASK-BASED LESSON # 4 - CHURCHES IN THE CITY OF CUENCA – ECUADOR

This lesson focuses on:

- Developing schemata of churches in the city of Cuenca – Ecuador.
- Identification of the churches on a map.
- Researching information about one important church located in the rural area and eleven churches located in the colonial area of the city of Cuenca – Ecuador.
- Description of construction dates and architectural features of different churches.
- Acquiring facts from researched information.



1.- Read the information about Cuenca and respond to the questions.

CUENCA

The former Inca town of Cuenca (situated at about 2500 metres in the southern part of the Andes) was conquered by the Spanish in 1533 and founded in 1557. With a population of about 400 000 people (according to the INEC), it is Ecuador's third largest city.

Cuenca is unarguably the centre of culture and art of Ecuador.

For its charming historical center, the churches, the small cobbled streets and colonial houses with noble facades, prim balustrades, wrought iron balconies and red tiled roofs, it was declared as World Heritage Site by the UNESCO in 1999.

The impressive churches in the old center are dating back to the 16th to 17th century and if you believe it, or not, this is



the city of churches with 52 churches, one for every Sunday! Being in the historical center, you might get the impression that time has stood still.

Cuenca is an ideal place for all travellers who are fed up with the bustling, noisy life of Quito. The inhabitants of Cuenca are more conservative and in this tranquil city traditions and customs are connected to modern life in a very harmonic way. You won't find many skyscrapers here!

For everyone who is interested in history and culture Cuenca is the town to visit. Being a meeting point for many different cultures has had a strong influence on arts and traditions.

Cuenca boasts a huge variety of <http://www.incuenca.com/cuenca-overview/>

museums and art galleries and is the most important center of Artesania in Ecuador. There you can buy unique souvenirs of high quality, such as Panama Hats, leather jackets, ceramics, embroideries, gold jewellery and clothing, which are produced around Cuenca.

Short orientation:

The city is divided in half by the Rio Tomebamba. In the northern half the heart of the colonial city is situated, in the south the newer suburbs. The Rio Tomebamba is worth having a look. At the riverside it is lined by colonial buildings and washwomen lying out their clothing to dry at the banks of the river. This is an interesting and colorful sight.

- a. Where is Cuenca located? _____
- b. Who conquered Cuenca? _____
- c. In what year was Cuenca conquered? _____
- d. When was Cuenca founded? _____
- e. What is the population in Cuenca? _____
- f. When was Cuenca declared Cultural Heritage of Mankind? _____
- g. Why was Cuenca declared Cultural Heritage of Mankind? _____
- h. How long do the first churches date back? _____
- i. How many churches can you find in Cuenca? _____
- j. What kind of people do you think would be interested to visit Cuenca? _____



2.- THE ROUTE OF SPIRITUALITY: BRAINSTORM THE LIST OF CHURCHES IN THE HISTORICAL CENTER OF THE CITY OF CUENCA – ECUADOR

Cuenca, Santa Ana de los Cuatro Ríos, is a city that is characterized by its people with strong beliefs on religion. The predominant religion is Roman Catholic, but there is a scattering of other Christian faiths. Indigenous Ecuadorians, however, have blended Catholicism and their traditional beliefs. An example is the near synonymous association of Pacha Mama (Mother Earth) and the Virgin Mary.

Cuenca has an overall 52 churches which many people indicate that there is a religious temple for every Sunday mass of the year. The people from Cuenca, in former times, believed that the more churches there were, the safer the city would be. For this reason, you will find a church two to three blocks away from each other.

The churches in Cuenca reflect Cuencanos' religiosity and culture. The architectural style of each church is somewhat similar with a few slight differences. The styles vary from baroque, romanesque, romanica, gothic, neo gothic, classic and vernacular.

Churches in the City of Cuenca date back from the fifteen hundreds with the arrival of the colonial period. <http://www.adventure-life.com/ecuador/articles/history-and-culture-of-ecuador>

CHURCHES IN THE HISTORICAL CENTER

- | | |
|-----------|-----------|
| a.- _____ | g.- _____ |
| b.- _____ | h.- _____ |
| c.- _____ | i.- _____ |
| d.- _____ | j.- _____ |
| e.- _____ | k.- _____ |
| f.- _____ | |

3.- LOOK AT THE MAP BELOW AND FIND WHERE THE CHURCHES ARE LOCATED AND WHAT PARISH EACH CHURCH BELONGS TO.



**SAN ALFONSO
(BASÍLICA DEL
PERPETUO
SOCORRO)**



SAN SEBASTIÁN



**EL CARMEN DE LA
ASUNCIÓN**



SANTO DOMINGO



SAN BLAS



CATEDRAL VIEJA



SAN FRANCISCO



LAS CONCEPTAS



**INMACULADA
CONCEPCIÓN CATHEDRAL**



TODOS SANTOS



IGLESIA DE TURI



SANTO CENÁCULO



CHURCH	LOCATION	PARISH
SAN ALFONSO		
SAN SEBASTIÁN		
EL CARMEN DE LA ASUNCIÓN		
SANTO DOMINGO		
SAN BLAS		
CATEDRAL VIEJA		
SAN FRANCISCO		
LAS CONCEPTAS		
INMACULADA CONCEPCIÓN		
TODOS SANTOS		
IGLESIA DE TURI		
SANTO CENÁCULO		

a. Which church does not belong to the historical center of the city of Cuenca?

b. Where is it located?

c. What is this church famous for? Why?

<http://www.incuenca.com/cuenca-overview/>

<http://www.lamotora.com.ec/cuenca/?q=node/638>

4.- DESCRIPTION OF THE CHURCHES IN THE HISTORICAL CENTER OF CUENCA – ECUADOR.

FILL IN THE BLANKS WITH THE APPROPRIATE WORD/S.

a. **SAN ALFONSO**

a.- style	b.- built	c.- architectural	d.- towers	e.- wooden
f.- Gothic	g.- paintings	h.- motifs	i.- century	j.- seen



San Alfonso Church was _____¹ in 1875. Its _____² combines some _____³ trends, reflecting some _____⁴ features in its sharp _____⁵. It has three carved _____⁶ doors in its front. Inside oil _____⁷ can be _____⁸ with religious _____⁹, dating from the eighteenth _____¹⁰.



b. SAN SEBASTIÁN

a.- asymmetrical	b.- perfect	c.- churches	d.- oldest	e.- situated
f.- visit	g.- right	h.- name	i.- structure	j.- western



This unusual, _____¹ church with one tower on its _____² side instead of two, stands out from the other _____³ of more classical _____⁴, even though it is one of the _____⁵ churches in Cuenca. It is located at the _____⁶ limit of the historic city, on the park that shares its _____⁷. To make the most out of your _____⁸, this makes a _____⁹ stop as "The Museum of Modern Art" is conveniently _____¹⁰ on the other side of the park.

c. EL CARMEN DE LA ASUNCIÓN

a.- renaissance	b.- sculptures	c.- Baroque	d.- magnificent	e.- beside
f.- majestic	g.- historic	h.- sculpted	i.- invocation	j.- built



The Monastery Carmen de la Asuncion is one of the _____¹ religious structures of Cuenca. Located in the _____² center of the city _____³ beside the Plaza de las Flores, highlighted by a _____⁴ marble cover, which is a _____⁵ example of _____⁶ art. It has a _____⁷ style structure, which you can see interesting, _____⁸. The church was _____⁹ in honor of the Virgin in the _____¹⁰ of the Assumption.

d. SANTO DOMINGO

a.- defined	b.- baroque	c.- raised	d.- eclectic	e.- reconstructed	f.- located	g.- side
-------------	-------------	------------	--------------	-------------------	-------------	----------



This is the second most important religious place in the City. The original temple was _____¹ in 1563, but it was _____² at the beginning of the last century. Its architecture is _____³ as a merger between the _____⁴ **moderate**



style and the _____⁵ in the interior _____⁶. It is _____⁷ on the streets, Padre Aguirre and Gran Colombia.

e. SAN BLAS

a.- shape	b.- another	c.- dates	d.- century
e.- stones	f.- third	g.- city	h.- religious



This is _____¹ important _____² place which was constructed in the _____³ of a Latin Cross. Its construction _____⁴ back to the last _____⁵ of the 16th _____⁶. In its construction, there are 'incaican' _____⁷ of what it was Tomebamba's _____⁸. It is located on the corner of Manuel Vega and Simón Bolívar Streets.

f. CATEDRAL VIEJA

a.- ancient	b.- born	c.- foundation	d.- conception
e.- constituted	f.- current	g.-official	h.- <i>constructed</i>



This is one of the most _____¹ religious place, it was _____² 10 years after the Spanish _____³ of the city. The _____⁴ church was _____⁵ with the _____⁶ Spanish foundation on April 12, 1557. This place _____⁷ the primitive trace of **Renaissance** European _____⁸. It is located on the corner of Luis Cordero and Mariscal Sucre Streets.



g. SAN FRANCISCO

a.- altarpiece b.- by c.- gold d.- beautiful e.- place f.- decorated



This _____¹ was constructed _____² the "Franciscanos". The great _____³ is decorated with _____⁴ leaf and _____⁵ with a _____⁶ baroque style. It is located on the streets, Padre Aguirre and President Córdova.

h. LAS CONCEPTAS

a.- exterior b.- year c.- gold leaf d.- decorative e.- corner
f.- carved g.- began h.- altar



This place _____¹ its construction by the _____² 1682. There aren't many _____³ elements in its _____⁴ part, but in the interior the major _____⁵ stands out in baroque style _____⁶ and covered with _____⁷. It is located on the _____⁸ of Presidente Borrero and Presidente Córdova Streets.



i. INMACULADA CONCEPCIÓN

a.- marble	b.- resistance	c.- stained-glass	d.- architecture	e.- top
f.- rose-window	g.- domes	h.- 1885	i.- astounding	j.- Patron



Cuenca's *piece de* _____¹, the massive Cathedral of the Immaculate Conception, or New Cathedral, is worth a trip in itself. With Spanish _____² windows, Italian _____³ on the walls and floors and its three unmistakable blue _____⁴, this cathedral is an _____⁵ work of art. Construction began in _____⁶ and continued over the next one forty-eight years to create this feat of _____⁷. Although easy to find due to its size, the church is also located on Cuenca's main park, Parque Calderon. It bears the _____⁸ Saint Ana which is located at the _____⁹ middle part of the facade. There is a _____¹⁰ below the image.

j. TODOS SANTOS

a.- building	b.- restoration	c.- peculiar	d.- decay	e.- hierarchy
f.- presbytery	g.- eclectic	h.- crosses	i.- cross	j.- curiosity



On the Calle Larga, Iglesia de Todos los Santos, or Church of All the Saints, sits next to the Tomebamba River. The original _____¹ was the first church in Cuenca, but as the building began to _____² in the past century, Cuenca began a process of _____³. One of Cuenca's historic _____⁴ stands outside, one of several in the city. This place was constructed in 1924 and it represents an _____⁵ style. The interior of the temple possesses a _____⁶ characteristic: the floor is divided in several levels into a _____⁷ to the altar and to the _____⁸. There exist other interesting details that wake the _____⁹ of the visitors. Opposite to the principal entry is the _____¹⁰ of All the Saints. This Church is located on the streets, Calle Larga and Todo Santos.



k. TURI

- | | | | |
|----------------|---------------|------------------|----------------|
| a.- hills | b.- east | c.- background | d.- horizontal |
| e.- privileged | f.- milestone | g.- reminiscence | h.- elemens |
| i.- arches | j.- baroque | | |



Turi church is located west of the square, it is surrounded to the _____¹ and west by small _____², south houses are located as _____³, and the city is framed at the front part.. Its location is _____⁴ since the church has become a special _____⁵ of Cuenca. The exterior displays a structured first body of classical _____⁶ on its facade through the presence of a portico. The maintainable _____⁷ constitute three _____⁸ and four adjacent columns, while the architrave and cornice are held. Vertically in the middle of the _____⁹ body, the bell towers of _____¹⁰ style are risen. At the end, the lantern tower tops subtly, like a needle.

l. SANTO CENÁCULO

- | | | | | |
|-------------|------------|-----------------|--------------|----------------|
| a.- complex | b.- Empire | c.- intertwines | d.- convent | e.- spiritual |
| f.- native | g.- façade | h.- magnificent | i.- eateries | j.- traditions |



The Todos Santos _____¹ is located in the heart of Cuenca, Ecuador, deep within the Tomebamba River Valley. It comprises the _____² Church of Todos Santos (or the Church of All Saints), an adjacent nineteenth-century _____³, a working garden, and small shops and _____⁴. The church was built as the Spanish _____⁵ began its relentless seizure of large territories in South America. For centuries, the _____⁶ people of Cuenca had followed the rituals and _____⁷ of the ancient Incans. Under colonial Spanish rule, they were forced to abandon their _____⁸ practices and convert to Catholicism, the religion of the conquistadors. The first Catholic mass was celebrated at the Todos Santos Church in 1540.



The Church of Todos Santos _____⁹ Spanish architecture and traditional building materials of the Cuenca region. This is seen in the contrast between the Gothic motifs of the _____¹⁰ and the materials used for its construction, which include adobe mud-brick and *bahareque*. Bahareque is a mixture of sugar cane, straw, and clay that was originally employed by the Cañari, an indigenous ethnic group that pre-dates the Incas.

5.- TO CONSOLIDATE INFORMATION ABOUT COLONIAL CHURCHES IN THE CITY OF CUENCA – ECUADOR, STUDENTS WILL WORK IN PAIRS. STUDENT 1 READS THE TEXT FOR STUDENT B TO ANSWER AND VICEVERSA.

INFORMATION GAP ACTIVITY			
STUDENT A		STUDENT B	
Reads the description of a church located in the colonial area of the city of Cuenca. Student B indicates which church it is describing.		Reads the description of a church located in the colonial area of the city of Cuenca. Student A indicates which church it is describing.	
DESCRIPTION	NAME OF CHURCH	DESCRIPTION	NAME OF CHURCH
1.- <i>This very important place was constructed in 1885 and is completed by the year 1933. It is one of the most important religious places in the city of Cuenca. It is 5 metres high and it's located on the corner of Benigno Malo and Mariscal Sucre Streets.</i>		1.- This is another important religious place which was constructed in the shape of a Latin Cross. Its construction dates back to the last third of the 16th century. In its construction, there are 'incaican' stones of what it was Tomebamba's city. It is located on the corner of Manuel Vega and Simón Bolívar Streets.	
2.- <i>This is one of the most ancient religious place, it was constructed 10 years after the Spanish foundation of the city. The current church was born with the official Spanish foundation on April 12, 1557. This place constituted the primitive trace of Renaissance</i>		2.- <i>This temple was constructed by the "Franciscanos". The great altarpiece is decorated with gold leaf and carved with a beautiful baroque style. It is located on the streets, Padre Aguirre and President Córdova</i>	



<p>European conception. It is located on the corner of Luis Cordero and Mariscal Sucre Streets.</p>			
<p>3.- This sacred place was constructed in 1730. Its architecture is Colonial and its front is adorned by an elegant facade carved in stone with baroque style. Inside the Church we can observe the beautiful colonial altarpiece of neoclassic style and the pulpit of golden bread and mirrors. The flower market is located at the front side. It is located on the corner of Padre Aguirre and Mariscal Sucre Streets.</p>		<p><i>3.- This temple is located in the limit west side of the Historical Center of Cuenca and it constitutes the central milestone of the traditional neighborhood that takes its name. Close to the church there is the traditional and venerated Cross of a Saint. This cross was placed during the times of the colony to promote the christianity and it indicated the exit towards the west of the city. It is located in the streets, Coronel Talbot and Simón Bolívar.</i></p>	
<p>4.- This place began its construction by the year 1682. There aren't many decorative elements in its exterior part, but in the interior the major altar stands out in baroque style carved and covered with gold leaf. It is located on the corner of Presidente Borrero and Presidente Córdova Streets.</p>		<p>4.- This is the second most important religious place in the City. The original temple was raised in 1563, but it was reconstructed at the beginning of the last century. Its architecture is defined as a merger between the eclectic moderate style and the baroque in the interior side. It is located on the streets, Padre Aguirre and Gran Colombia.</p>	
<p>5.- This place is also known as the Basílica del Perpetuo Socorro, it was designed by the religious German Juan Bautista Stiehle. The first Stone for its construction was placed on June 15th, 1875 in a ceremony that was blessed by the bishop Estéves de Toral. It is located on the corner of</p>		<p>5.- This place was constructed in 1924 and it represents an eclectic style. The interior of the temple possesses a peculiar characteristic: the floor is divided in several levels into a hierarchy to the altar and to the presbytery. There exist other interesting details that wake the curiosity of the visitors. Opposite to</p>	



Simón Bolívar and Antonio Borrero Streets.

the principal entry is the cross of All the Saints. This Church is located on the streets, Calle Larga and Todos Santos.

http://www.google.com.ec/imgres?imgurl=http://www.ecuadorexplorer.com/assets/images/maps/cuenca_map

6.- WRITE AN ESSAY ABOUT THE CHURCHES IN THE COLONIAL AREA OF THE CITY OF CUENCA

- ECUADOR. (100 words *mínimum* – 150 words *máximum*.)



7.- FROM THEORY TO PRACTICE: A TOUR GUIDE IS ORGANIZED BY STUDENTS WHERE THE INSTRUCTOR WILL RANDOMLY ASK QUESTIONS TO DIFFERENT STUDENTS ABOUT EACH CHURCH. ALL STUDENTS MUST KNOW BACKGROUND INFORMATION ABOUT EACH ONE OF THE TWELVE CHURCHES DESCRIBED HEREIN.

RUBRICS ARE USED FOR EVALUATION.

RUBRICS FOR ORAL PRESENTATIONS

Name: _____ Unit # and Topic: _____

Date: _____

Students are evaluated on a scale of 4 to 1:

4 = outstanding / 3 = very good / 2 = good / 1 = poor

CONTENT TASK PRODUCTION	INTRODUCTION	- Self –introduction	4	3	2	1
		- Indicates the task topic	4	3	2	1
		- Indicates how long the presentation will last	4	3	2	1
		- Indicates that time will be allowed at the end for Q & A.	4	3	2	1
	BODY	- Information is linked to the introduction	4	3	2	1
		- Uses logical sequence of ideas	4	3	2	1
		- Language use is clear	4	3	2	1
	CONCLUSION	- Makes a self-reflection about the topic	4	3	2	1
		- Indicates the importance of the task	4	3	2	1



- <https://theculturetrip.com/south-america/ecuador/articles/5-churches-in-cuenca-you-have-to-visit/>
- <http://www.ecostravel.com/en/ecuador/cities-destination/carmen-asuncion-church-cuenca.php>
- <https://theculturetrip.com/south-america/ecuador/articles/5-churches-in-cuenca-you-have-to-visit/>
- <https://www.wmf.org/project/todos-santos-complex>

**SELF-ASSESSMENT:**

- I can develop schemata of churches in the city of Cuenca – Ecuador.
- I can identify the churches on a map.
- I can give information about churches located in the colonial area of the city of Cuenca – Ecuador.
- I can describe, both in written and oral form, construction dates and architectural features of the different churches in the city of Cuenca – Ecuador.
- I can talk and write about facts from researched information



**TASK-BASED
LESSON # 5**

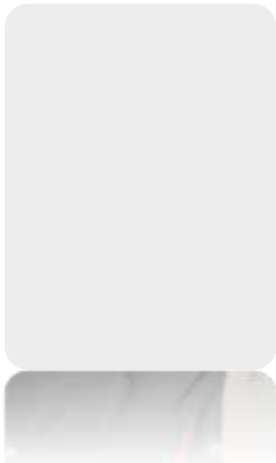
20 WRITTEN TOPICS ON JOURNAL WRITING			
ANALYSIS	LANGUAGE SKILLS		LANGUAGE COGNITION AND USE
TOPIC AND PRE-TASKS	INPUT PROVIDING TASKS Language Skills: ▪ Listening ▪ Reading	OUTPUT PROMPTING TASKS Language Skills: ▪ Writing ▪ Speaking	TASK PRODUCTION
<p>JOURNAL WRITING</p> <ul style="list-style-type: none"> •Explore topics •Brainstorm ideas <p>Twice a week, students are given simple topics for writing. The topics may be negotiated with students. Some topics may be as follows: Me / My family / My favorite food / My best friend / My daily routine / Free time / My favorite music / Technology / What did you do over the weekend / What country do I like to visit and why? / My favorite sport / Festivities in Ecuador / Churches in Cuenca / Surviving the interview / The Professors at University / My rights and my obligations as a student at university / A typical dish in my province / A typical Sunday with my family / My plans for this vacation / My experience learning English during this semester.</p> <p>During this process, students express what they already know from background knowledge.</p>	<p>Listening: Participants listen to the instructor modelling the journal topic. Participants listen to the instructor reading a written journal from a former student.</p> <p>Reading: Participants are distributed copies of journals from former students to read and also to learn from the format required for presentation.</p>	<p>Writing: Participants are given fifteen minutes to write about the topic indicated.</p> <p>Speaking: Once the journals are corrected and edited, participants are required to share in groups the information written on the journal. This allows for interaction within the group.</p>	<p>E-book or book of journals.</p>

**TASK-BASED LESSON # 5 - 20 TOPICS ON JOURNAL WRITING**

This lesson focuses on:

- Writing a set of bi-weekly journals on everyday topics.
- Creating awareness on the need to express thoughts and feelings through writing and speaking towards everyday topics.
- Producing a book of journals.
- Compiling topics for further discussion.





ERIN GRUWELL

Inspired by a North-American Professor, Erin Gruwell, follower of an innovative approach who has caused a stir in the northern country since she has been considered a model educator to follow. Through her teaching strategies, she has made students express their thoughts and feelings which have made education more meaningful for U.S. American students. Gruwell has been able to rescue students from ghettos, students with different discipline problems, violence victims amongst other cases. Her methodology is based on the theory of "John Dewey" (1911) who rejects that

students be mere receptacles of the instructor's knowledge and, thus, become builders of their own learning awareness. (Larsen-Freeman and Marti Anderson. *Techniques & Principles in Language Teaching*. Oxford University Press. 2011)

Eric Gruwell says: "*The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.*"

Brief overview: Gruwell is the forerunner between 1994 and 1998 of Freedom Writers who achieved great coverage in the media, including live shows in "*The View*" and "*Good morning America*".

Gruwell has written an autobiography about her teaching experiences whose title is "*Teach with Your Heart*". Life lessons she has learned from the *Freedom Writers*, her students.



https://www.youtube.com/watch?v=nDq9o9j3-CU&ab_channel=TEDxTalks



1.- REASONING GAP EXERCISE: ANSWER THE FOLLOWING QUESTIONS ABOUT ERIN GRUWELL. YOU MAY GOOGLE INFORMATION ON YOUR SMART PHONES.

a.- Who is Erin Gruwell? _____

b.- Why does she decide to become a teacher? _____

c.- Where is she from? _____

d.- What makes her become a model educator? _____

e.- Does she like her job? Explain. Wy / Why not? _____

f.- How does Gruwell create awareness in her students' learning? _____

g.- From Gruwell's life overview and from watching the movie, what kinds of students did she have?

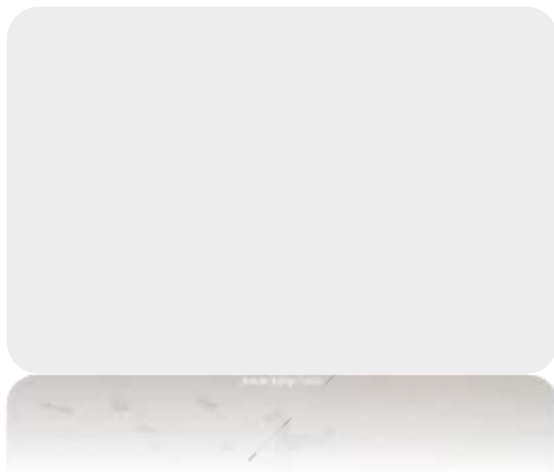
h.- Do you think that students with background problems such as discipline, drugs, violence, amongst other problems, etc., can excel in their studies? Why?

i.- As a student, how would you like to be taught?



j.- What is a model educator for you?

f.- Read the message in the following quote and explain what it means to you. What does Confucius propose when choosing a job? Why?

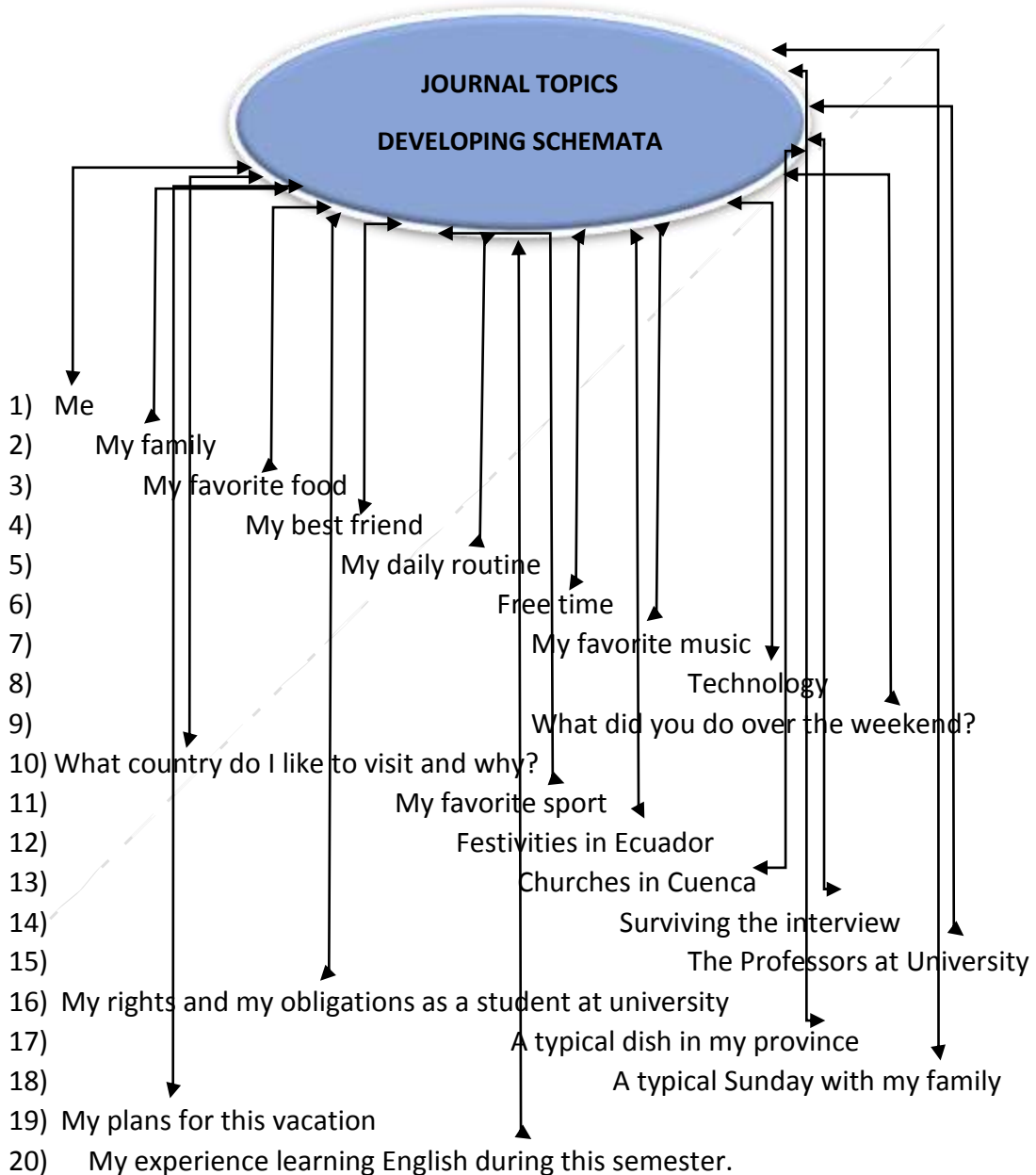




2.- INSTRUCTOR ELICITS, FROM STUDENTS, TOPICS FOR JOURNALS TO BE WRITTEN TWICE A WEEK DURING FIFTEEN MINUTES. THIS TASK IS DONE PRIMARILY ON THE STUDENTS INTEREST. THIS TASK IS NEGOTIATED WITH STUDENTS ON THE FORMAT TO BE FOLLOVED. THIS ALLOWS STUDENTS TO DO FREE WRITING.

FORMAT:

- Style: Century Gothic
- Letter size: 11
- Space: 1.5 within paragraphs
- Space: 2.0 between paragraphs
- Tabulation at the beginning of each paragraph





3.- PROGRESS SHEET: STUDENTS SHOULD BEAR A CHART WITH BASIC INFORMATION WHICH LETS THEM BECOME AWARE WHETHER THEY ARE PROGRESSING IN THE WRITING SKILL AND MEASURE THE ABILITY FOR DISCUSSION.

OF WORDS WRITTEN: 10 to 50 / 50 to 100
PAIR DISCUSSION: CHALLENGING / AVERAGE / EASY

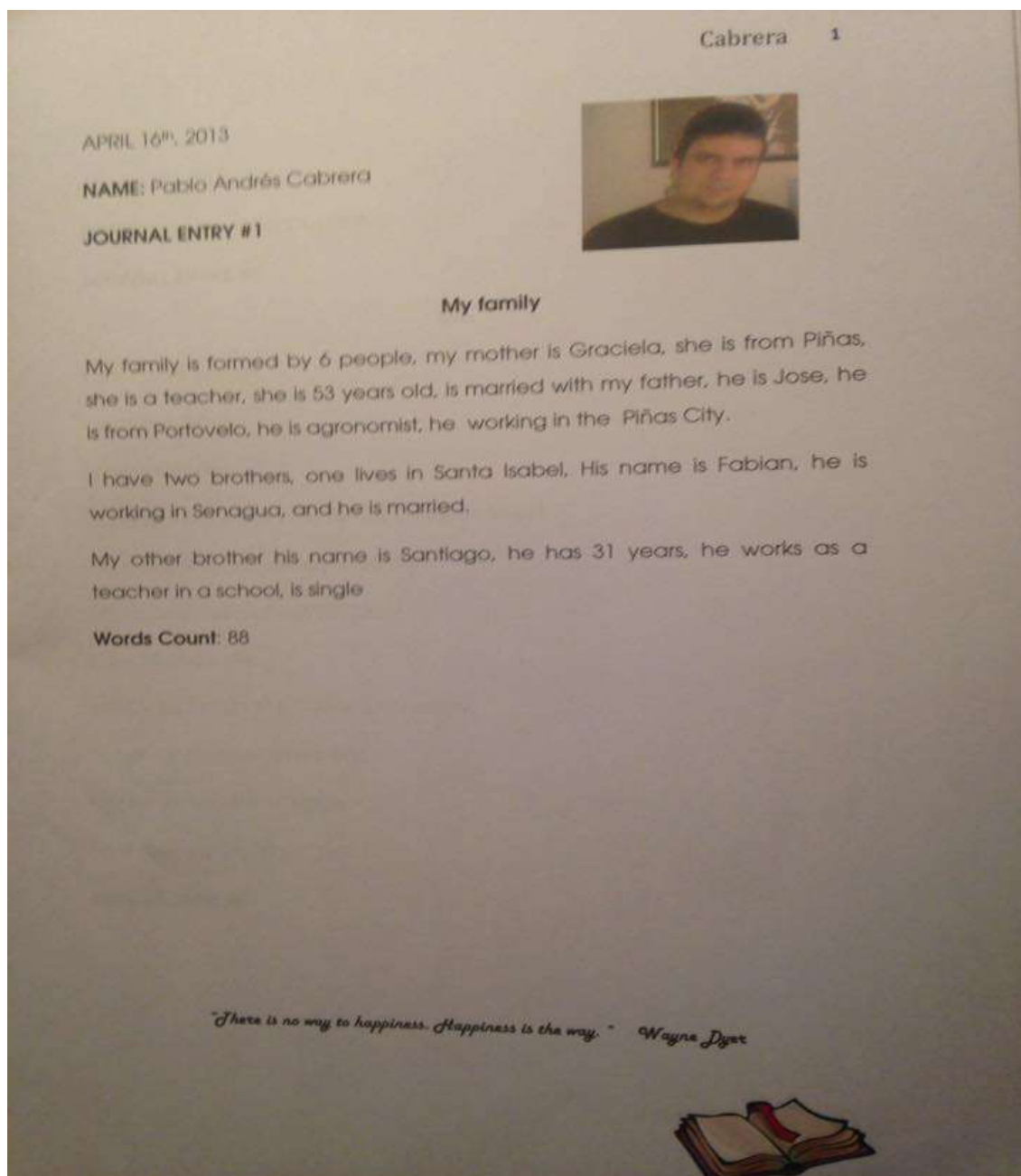
KEEPING RECORDS			
KEY INFORMATION		WRITTEN SKILL	SPEAKING SKILL
TOPIC	DATE	# OF WORDS WRITTEN	PAIR DISCUSSION
1.- Me			
2.- My family			
3.- My favorite food			
4.- My best friend			
5.- My daily routine			
6.- Free time			
7.- My favorite music			
8.- Technology			
9.- What did you do over the weekend?			
10.- What country do I like to visit and why?			
11.- My favorite sport			
12.- Festivities in Ecuador			
13.- Churches in Cuenca			
14.- Surviving the interview			
15.- The Professors at University			
16.- My rights and my obligations as a student at university			
17.- A typical dish in my province			
18.- A typical Sunday with family			
19.- My plans for this vacation			
20.- My experience learning English during this semester.			

Results compared with the Common European Framework for Languages.

A2 (Waystage / Elementary)
 A2 is one of the [CEFR](#) levels described by the Council of Europe.
An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.
Examples:
 Can take part in a routine conversation on simple predictable topics.
 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
 Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
 Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
<http://www.examenenglish.com/A2/index.php>

**4.- AS AN END PRODUCT, A BOOK OF JOURNALS SHOULD BE DESIGNED BY STUDENTS**

WITH A RECOLLECTION OF THE 20 TOPICS WRITTEN BY ALL FIRST LEVEL STUDENTS. SOME JOURNALS ARE SHOWN BELOW, STUDENTS HAVE BEEN REQUESTED TO SIGN A CONSENT FORM FOR JOURNAL ENTRIES TO BE DISPLAYED IN THIS TEXT.

EXAMPLE:



Cabrera 21



LAGO DE
CRISTAL
HOSTERIA





CADME | 2

[Escriba el título del documento]

April 17th, 2013

Jose Cadme

Journal writing: "Me"

Journal: # 2

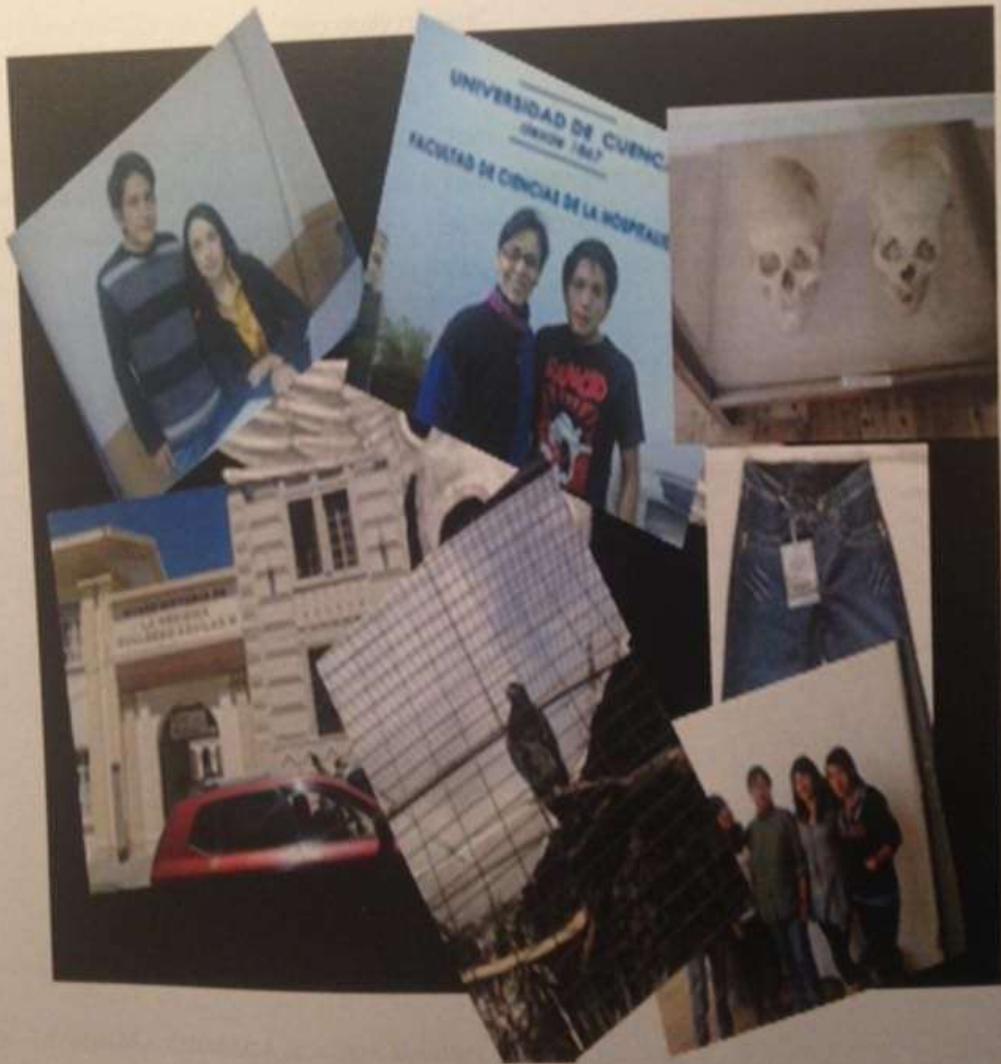
My name is Jose. I am 19 years old. I live in Azogues. I'm from Azogues. I study in the University of Cuenca. I like to play soccer and watch TV. I am very cheerful. I have many friends. I like to sleep four many hours. I am energetic and extroverted. I like to listen to music. I like the heavy metal and rock. My favorite band is "Mago de Oz". I am Ecuadorian.

Count words: 72



[Escriba el título del documento]

MY PROJECTS





CHILLOGALLI

April 18th, 2013

Journal entry # 3 "my favourite food"**Word count: 127**

I like to eat a lot of things. I like so much the fruits and my favourite fruit is the apple. I like to eat vegetables but specially the lettuce. I don't like the seafood because is some ugly for me.

I like so much the cake of strawberry and I don't like the chocolate because is so sweet. I like to eat chicken too but just like my mom prepare it because her seasoning is unique. And don't like others kinds of meats just chicken. I try to eat healthy food but I have a weakness in terms of food and are the French fries, are so delicious but I know that is bad for mi health by the same reason I sometimes eat French fries



Journal Entry #: 15

Date: 06/24/2013

Topic: "The professor at University"

Word Count: 136

In the University I have six Professors of six subjects. The professor of Art History is very boring. The professor of math is Juan Pablo Padilla. He is serious, but his subject understandable. The professor of camping and Tourism is Fabian Cedillo. He is sociable and funny. His subject is very interesting because we can learn about the environment. The professor of Sciences of Hospitality is Imelda Avecillas. Her subject for me is boring because the subject is theoretical and it isn't practical. The professor of Protocol is Diana Lopez. Her subject is interesting and creative. We learn about clothes in different occasions and events and ceremonial events. And the subject of English the professor is Clarita. She is creative and social. Her classes are interesting and practical. In English class we practice writing and pronunciation.



Tigasi

Ritha Raquel Tigasi
Date: June 20th, 2013
Topic: Conference summary
Word count: 80

In yesterday's conference we learned how we can proceed to prepare for an interview: before, during and after it. We got some rules as to arrive before the interview time, turn off the phone, wearing the right clothes, and bring all the documents in a clean folder research the interview and the objectives of the company.

Among other things, but also she told us how we should respond to certain questions, the tone of voice we use the body expression and finally get some of the possible questions asked in interview.

I think that this conference will help much for my future professional to be well prepared for a job interview.

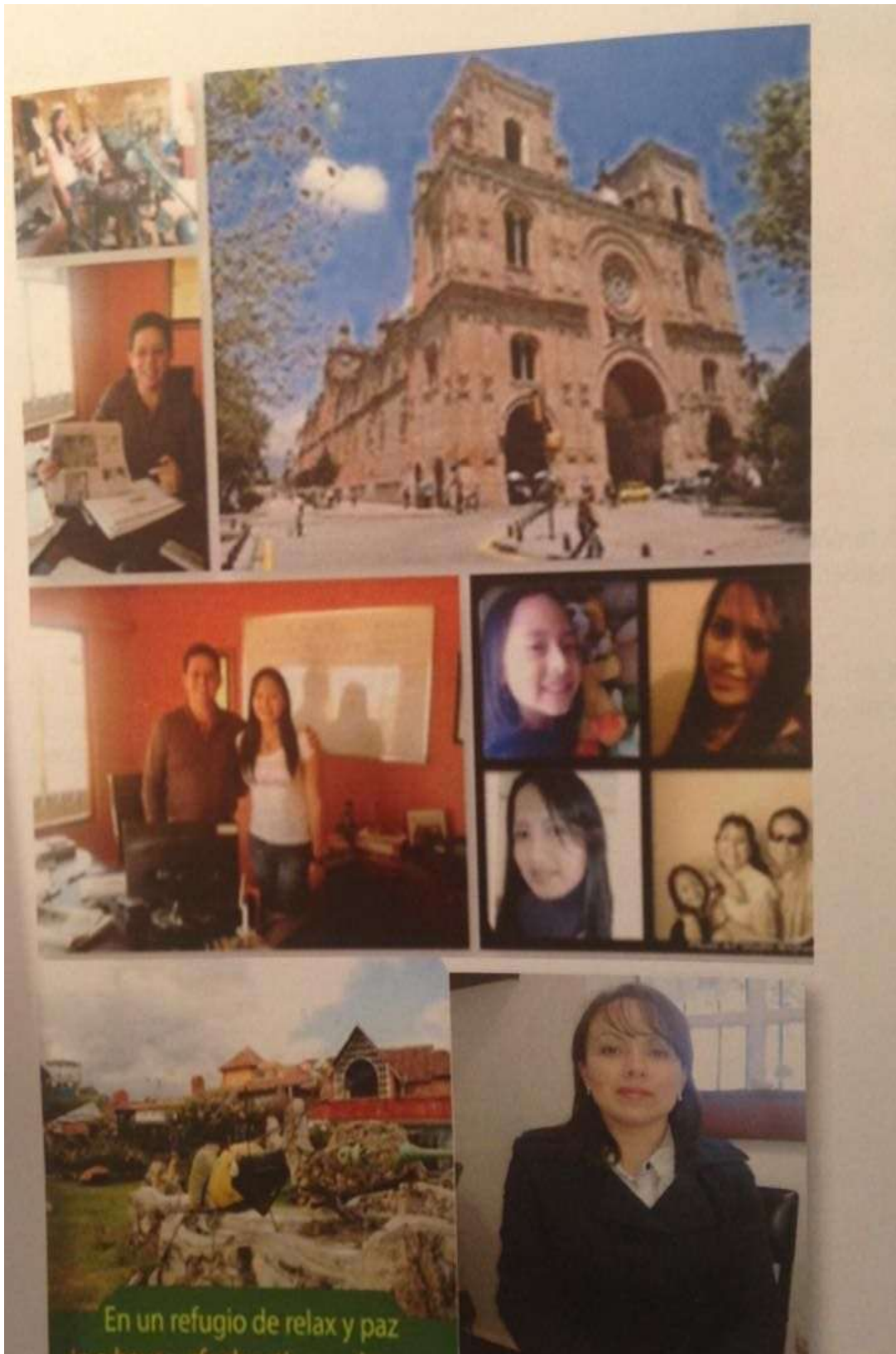


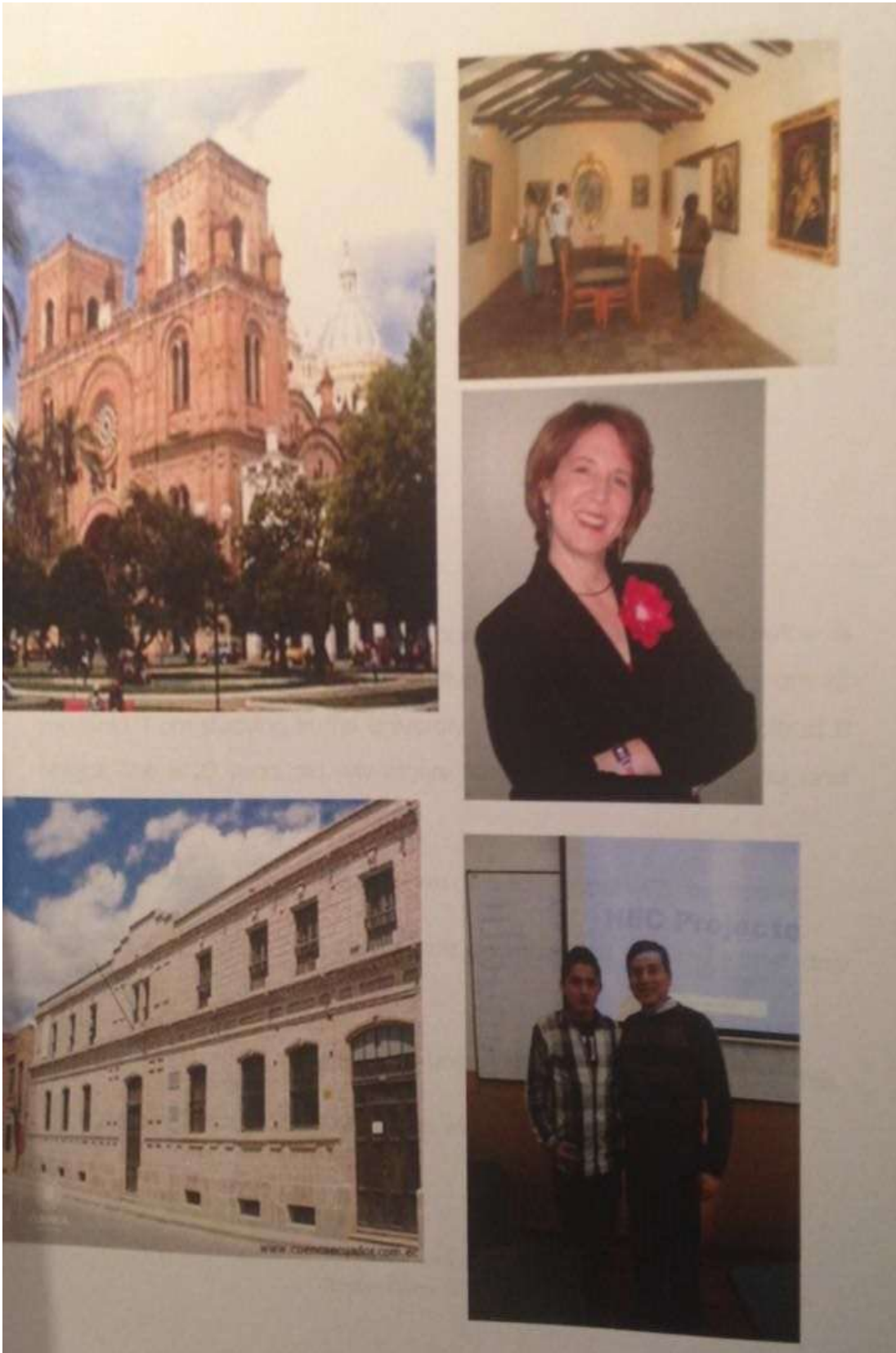


Tigasi

Ritha Raquel Tigasi
Date: April 27th, 2013
Topic: My family
Word count: 62

My family is formed by six people. My father, my mother, my two sisters, my one brother and I. My father's name is Jose, he is 45 years old. He is a businessperson. He works in the house. He is affectionate and a little fun. My mother's name is Marina, she is 35 years old and she is a housewife. She is funny, cheerful, and humorous. I have 2 sisters their names are Evelyn and Thalia. Evelyn is 15 years old. She studies at "Herlinda Toral" High School. She is in 3th course. She likes to play the guitar and listen to music in English. She is very funny and humorous and likes to go out with her friends. Thalia is 9 years old. She studies at "Zoila Palacios" School. She is in 5th grade. She likes to sing and play with my cousin. She is the least of my brothers. I have 1 only brother his name is Jose like my father's. He is 12 years old. He studies at "Herlinda Toral" High school. He is in 1st course. He likes to play soccer. He practiced taekwondo and won a gold medal. He likes to practice sports. He is a little serious and grumpy. I lived with my family. Finally I have a pet, its name is Scott, this is an affectionate playful dog and polite. I love my pet! This is my family.







Journal Entry #: 10

Date: 05/14/2013

Topic: "What did you over the weekend?"

Word Count: 130

On my weekend I visited my cousin. We painted the wall of his room. Later we had lunch at 12:00 p.m. I went to my house in the afternoon. I used my computer, I listened to music and I watched some movies, in my house at night at dinner I ate some rice and meat, and meat, and I went to the sleep at eleven o'clock.

On Sunday I got up at 10:00 o'clock. I had breakfast at 11:00 o'clock. Later my friends and I went to ate on a restaurant. We went to the park. We played soccer. I drank soda. At night my uncle and I went to buy the dinner. Later my family and I watched an action film. I went to sleep at eleven o'clock.



Rodas

Date: Monday July 1th, 2013

Topic: A TIPYCAL DISH IN MY PROVINCE

Word count: 87

The typical food is very delicious in Cuenca. There are several dishes in Cuenca.

My favorite dish is the "Guinea Pig" this is delicious. Another typical dish is "Llapingachos" this has cheese.

A dish that can not miss in the cuisine of Cuenca is "Mote Pillo" containing mainly the nickname, lard eggs and some herbs to flavor, this dish is also accompanied by roast pork.

Finally dishes are varied. The cuisine is rich.



RAMON

NAME: David Ramon

TOPIC 16: MY RIGHTS AND OBLIGATIONS IN THE AS STUDENT

WORD COUNT: 115 words

MY RIGHTS AND OBLIGATIONS IN THE AS STUDENT

My rights in the as a students in the university are to be a treated with respect. Also I have the right to learn and have integral education because it is a right in the constitution of Ecuador.

Also I think we have the right to free time and vacation in this faculty for example: Christmas day, new year, and s summer vacations.

The obligations are attend my class, always make homework, study my daily lessons. Also I think is very important to know all material to study because it is a very good form to learn in my career.

But the very important is all people work in the faculty and I should be a responsible and good student. Finally, I like this faculty because all people all people are friendly.



Pinguil

Journal entry # 12

Date: June 13th, 2013

Words account: 100

My favorite sports.

I like to practice many sports because I like to be healthy. For example I play soccer every weekend with my friends and sometimes I trot from Cañar to El Tambo, its during 45 minutes around 9km.

I like volleyball but I don't practice every day

I am a soccer player. I play to competitions. I have a won. I like practice other sports but I don't have more time.

Also I like to watch soccer in TV. I am a fan of the famous soccer player for example Messi, Cristiano Ronaldo, Maradona, Ronaldinho and Neymar.



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Also I like to watch soccer in TV. I am a fan of the famous soccer player for example Messi, Cristiano Ronaldo, Maradona, Ronaldinho and Neymar.





Name: Alejandra Ortiz

Date: May, 27, 2013

Words count: 105

Journal Entry #10

"WHAT DID YOU DO OVER THE WEEKEND"

Last weekend, I stayed in my house. I watched a movie all afternoon with my cousins. On Saturday I cleaned my room. I washed my clothes. In the afternoon, I went to Troncal. I visited my grandmother. I ate sea food. I swam in the pool. At night I danced in a bar club. I sang in the Karaoke. On Sunday I went to church with my family. After we went to Andacocha. I played with my little cousin. I took many pictures in Guachapala. I cooked chicken and cake for dinner with my mom. Finally I do my homework. After, I was very tired.



Nieves 11

Miryam Alexandra Nieves

Date: Thursday, May 30th, 2013

Topic: WHAT COUNTRY DO I LIKE TO VISIT AND WHY

Word count: 90

I would like to visit Mexico because Mexico is an amazing country. Mexico has many tourist attractions. This city has a lot of culture. Its beaches are large and clean.

Mexico has lots of nature. There can do extreme sports. Its people are very friendly.

This country is very famous for its singers as: Thalia, Marco Antonio Solis and RBD.

Finally I want to travel to Mexico because I think it's a major city.

Its gastronomy is very delicious. Azteca culture is very interesting.

I would live there for long.



Mr. Eduardo Moscoso is an entrepreneur.



Engineer Henry Guaman



Engineer Santiago Carpio



Memories





Duy 7

Laura Duy Narváez

Date: April 25th, 2013

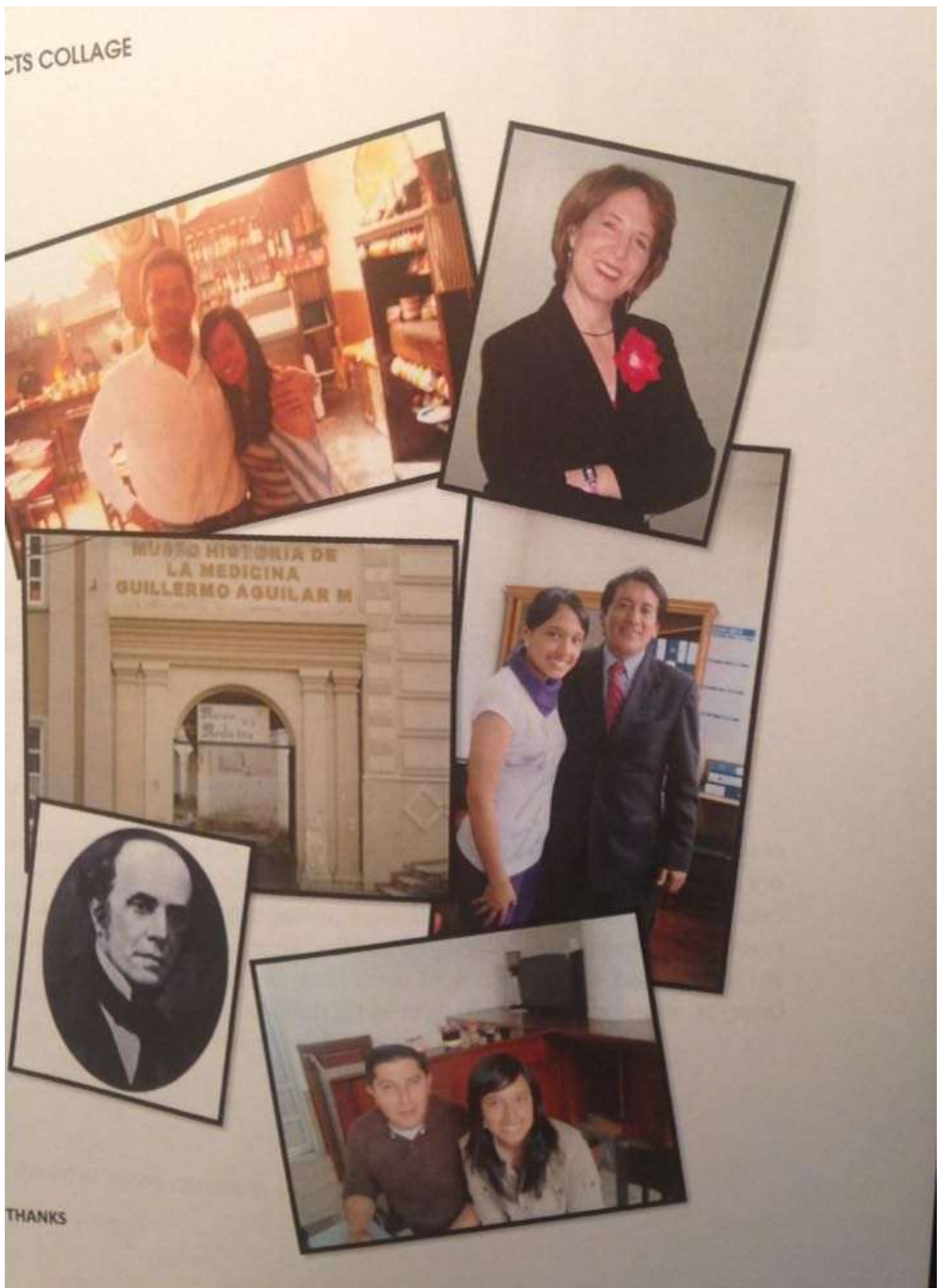
Topic: Favorite music

Word count: 95 words

FAVORITE MUSIC

My favorite music is electronic. I like it because my favorite singers are Rianna, Chris Brown and David Guetta. I like the lyrics. Also, I like pop romantic music. My favorite groups of pop romantic music are Camila and Reik. They sing beautiful because they feel the song when they sing. Their lyrics are wonderful. Sometimes I listen to Romeo Santos, he sings bachata, I like his songs and his voice.

I like to listen my favorite music when I clean my bedroom, when I cook, when I do my homeworks or when I use the computer.





CORDERO

VANESSA ESTEFANIA CORDERO CEDILLO

APRIL 22ND, 2013

"My Best Friend"

WORDS: 122

All the people have friends, but there is always a best friend.

My best friend is Paulina Parra and my other best friend is Mateo Arias.

Paulina is very outgoing, she likes to laugh, cook and she cooks very well, she has a boyfriend and they have a relationship for one year 5 months. She is my best friend because with her I can talk about any topic and laugh together.

Mateo is more introverted but with me he talks more than with another person because we have confidence and he is my classmate in the university.

I love so much my best friends because we always do funny activities and laugh together. I can trust in them for anything that I need.



**SELF-ASSESSMENT:**

- I can write a set of bi-weekly journals on every day topics.
- I can create awareness on the need to express thoughts and feelings through writing and speaking towards everyday topics.
- A book of journals is designed by students and compiled topics for further discussion
- A book of journals is produced.
- I can compile topics for further discussion.



TASK-BASED
LESSON # 6

ENTREPRENEURS IN TOURISM, HOTEL INDUSTRY AND GASTRONOMY IN THE CITY OF CUENCA			
ANALYSIS	LANGUAGE SKILLS		LANGUAGE COGNITION AND USE
TOPIC AND PRE-TASKS	INPUT PROVIDING TASKS Language Skills: ▪ Listening ▪ Reading	OUTPUT PROMPTING TASKS Language Skills: ▪ Writing ▪ Speaking	TASK PRODUCTION
<p>ENTREPRENEURS IN TOURISM, HOTEL INDUSTRY AND GASTRONOMY IN THE CITY OF CUENCA</p> <ul style="list-style-type: none"> •Explore topics •Brainstorm ideas <p>Instructor arises the question about people from the city of Cuenca – Ecuador involved in the Hospitality business. Pictures cards of service providers are posted on walls in the classroom. Names of Hospitality entrepreneurs in Cuenca are also posted on the wall. Students have to match this information.</p>	<p>Listening:</p> <p>Participants listen to the teacher for instructions.</p> <p>Reading:</p> <p>A survey has been designed for the task. The survey is written both in English as well as in Spanish. It is expected that some entrepreneurs do not speak English; however, the students are allowed to ask the questions in Spanish but report the elicited information in English during class time.</p> <p>Participants are required to book an appointment with hospitality entrepreneurs who will be able to answer the survey required.</p> <p>Along the task work, student will take pictures or record the interview.</p> <p>The questions have been written based on the following website: http://www.venturecapitaltools.com/surveys</p>	<p>Writing:</p> <p>Participant record all the information needed.</p> <p>Speaking:</p> <p>Participants share information and interact amongst each other so that the information recorded is relevant and useful for further discussion.</p> <p>Plenary session for sharing information.</p>	<p>Groups of students will either use wall charts or a power point presentation to report about the interviewed person.</p> <p>At this point, students will share pictures taken during the interview or any recorded information.</p>



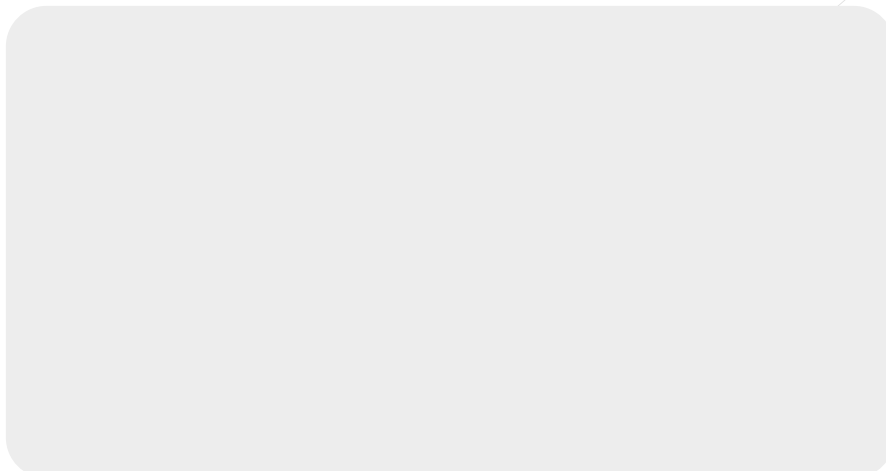
TASK-BASED LESSON # 6 - ENTREPRENEURS IN TOURISM, HOTEL INDUSTRY AND GASTRONOMY IN THE CITY OF CUENCA

This lesson focuses on:

- Interviewing travel agents, hotel owners, hotel administrators, food and beverage administrators in the city of Cuenca – Ecuador.
- Reporting gathered information by keeping anonymity.

CUENCA PROVINCE OF AZUAY

CULTURAL DIVERSITY – TOURISTICALLY CAPTIVATING – GASTRONOMICALLY DIVERSE



BRIEF OVERVIEW

Cuenca, the third biggest city in the country of Ecuador, possesses majestic and magnificent boutique hotels, hotels, hostels, apartments, villas, country houses, etc. Cuenca is a safe place where the inhabitants still possess a conservative, family-like way of living. This city boasts culture, traditions, customs and craftsmanship which are typical of the region.

This interesting southern city of Ecuador offers visitors, tourists and itinerants a bundle of services as lodging for people's different budgets, touristic information in travel agencies and ITUR, Cuenca offers a culinary experience in national and international cuisine. You will find food service venues almost everywhere around the city with a price that ranges from \$ 2,00 and up. You will find homemade "almuerzos" for a minimum price of \$ 2,00 to \$ 3,00 which includes a



homemade soup; the main dish which consists of rice, meat, salad and sometimes “menestra”; additionally, you will be served a dessert and a glass of tropical fruit juice or “agua de frescos”.

To provide such a welcoming experience, it would not be possible if it wouldn't be for the effort, dedication and passion offered by the countless service providers, entrepreneurs, who are involved in tourism, hospitality and gastronomy.

1.- LOOK AT THE FOLLOWING PICTURES AND TRY TO IDENTIFY THE DIFFERENT PLACES.





2.- WRITE THE NAMES OF THE HOTELS, RESTAURANTS OR BAR/CAFETERIAS, FROM THE PREVIOUS PICTURES, IN THE BLANK SPACES PROVIDED BELOW.

a.- _____ b.- _____ c.- _____

d.- _____ e.- _____ f.- _____

g.- _____ h.- _____ i.- _____

j.- _____ k.- _____ l.- _____

m.- _____ n.- _____ o.- _____

3.- HAVE YOU BEEN TO THE DIFFERENT PLACES SHOWN IN THE PICTURES IN EXERCISE 1? PLEASE, INDICATE IN WRITTEN FORM AS TO RESPOND TO THE FOLLOWING QUESTIONS: WHAT, WHEN, WHERE, WHO, WHY, HOW, HOW LONG, WHAT TIME, HOW MANY TIMES, ETC.



4.- PAIR TASK: LOOK AT THE CHART BELOW AND FILL IN THE BLANKS WITH THE REQUIRED INFORMATION ABOUT THE DIFFERENT SERVICE PROVIDERS FROM THE PICTURES ABOVE.

ENTREPRENEUR (OWNER'S NAME) BUSINESS NAME	ADMINISTRATOR	LOCATION	WHEN WAS THE BUSINESS INAUGURATED	CUSTOMER'S ORIGIN	TYPE OF BUSINESS TYPE OF FOOD (NATIONALITY) OR TYPE OF LODGE / TYPE OF BAR - CAFETERIA	PRICE RANGE PER DISH
EXAMPLE: Richard and Maurice McDonald 'McDONALD'S'	Ray Kroc	Lakewood Boulevard at Florence Avenue in Downey, California	August 18, 1953	From all over the globe	American fast food	From \$1.00 to \$ 10,00
1.-						
2.-						
3.-						
4.-						
5.						
6.-						



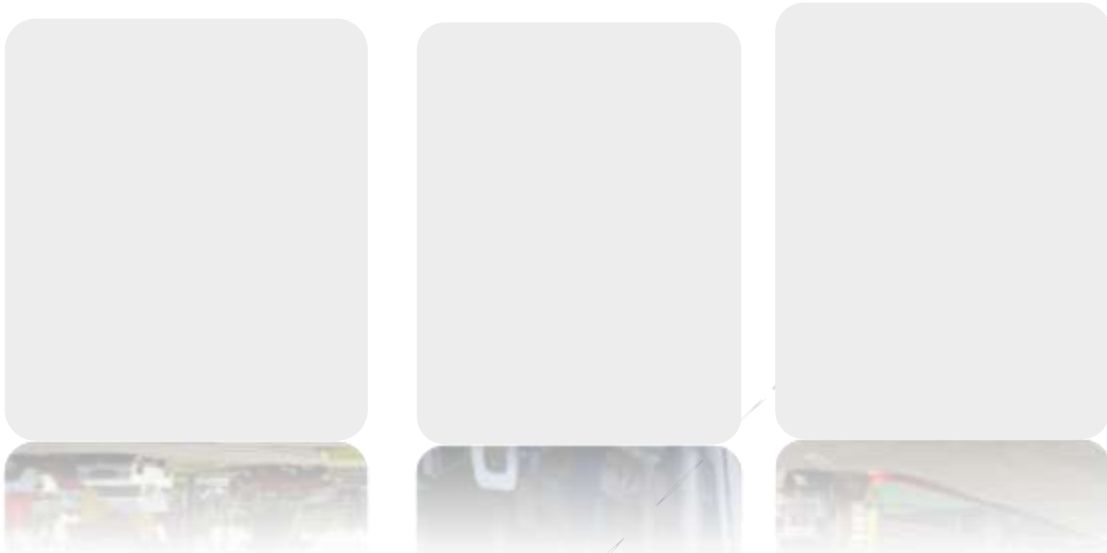
7.-						
8.-						
9.-						
10.-						
11.						
12.-						
13.-						
14.-						
15.-						



5.- FROM THE DATA GATHERED, YOU WILL SUMMARIZE THE INFORMATION ABOUT EACH ONE OF THE ENTREPRENEURS, THEIR BUSINESSES, ITS LOCATION, ITS TYPE OF BUSINESS, CUSTOMERS' BACKGROUND/ORIGIN, AND PRICE RANGE DEPENDING ON THE BUSINESS.

THE FIRST EXAMPLE IS DONE FOR YOU:

McDONALD'S



The **oldest operating McDonald's restaurant** is a drive-up hamburger stand at 10207 Lakewood Boulevard at Florence Avenue in Downey, California. It was the third McDonald's restaurant and opened on August 18, 1953. It was the second restaurant franchised by Richard and Maurice McDonald, prior to the involvement of Ray Kroc in the company, and it still has the two original 30-foot (9.1 m) "Golden Arches" and a 60-foot (18 m) animated neon "Speedee" sign that was added in 1959. The restaurant is now the oldest in the chain still in existence and is one of Downey's main tourist attractions.^[2] Along with its sign, it was deemed eligible for addition to the National Register of Historic Places in 1984, although it was not added because the owner objected.^[1]

The McDonald brothers opened their first restaurant adjacent to the Monrovia Airport in 1937. It was a tiny octagonal building informally called The Airdrome. That octagonal building was later moved to 1398 North E Street in San Bernardino, California, in 1940. Originally a barbecue drive-in, the brothers discovered that most of their profits came from hamburgers. In 1948, they closed their restaurant for three months, reopening it in December as a walk-up hamburger stand that sold hamburgers, potato chips, and orange juice; the following year, french fries and Coca-Cola were added to the menu. This simplified menu, and food



preparation using assembly line principles, allowed them to sell hamburgers for 15 cents, or about half as much as at a sit-down restaurant. The restaurant was very successful, and the brothers started to franchise the concept in 1953.

The first franchisee was Occidental Petroleum executive Neil Fox, who opened a restaurant at 4050 North Central Avenue in Phoenix, Arizona, in May, for a flat fee of \$1,000. His restaurant was the first to employ the McDonald brothers' Golden Arches standardized design, created by Southern California architect Stanley Clark Meston and his assistant Charles Fish. Fox's use of the "McDonald's" name evidently came as a surprise to the brothers, but all subsequent franchises used the "McDonald's" brand.

https://en.wikipedia.org/wiki/Oldest_McDonald%27s_restaurant

6.- GROUPS OF THREE STUDENTS WILL CHOOSE THREE TYPES OF BUSINESS TO RESEARCH INFORMATION ABOUT. YOU OUGHT TO BOOK AN APPOINTMENT WITH THE OWNERS OR ADMINISTRATORS OF THE DIFFERENT BUSINESSES. THE SURVEY ENCLOSED WILL SERVE YOU AS A GUIDELINE TO INTERVIEW ENTREPRENEURS. ONCE YOU HAVE GATHERED THE INFORMATION, YOU WILL WRITE A SUMMARY SIMILAR TO THE ONE ABOUT "McDONALD'S" RESTAURANT AND FINALLY, YOU WILL PRESENT A POWER POINT PROJECT ABOUT YOUR RESEARCHED ENTREPRENEURS.

SURVEY



RESEARCH PROJECT – ENTREPRENEURS LEVEL 1 STUDENTS

Thank you for allowing your valuable time to respond to the questions. The following survey will serve students from the School of Hospitality Science – Tourism Industry, Hostel Industry and Gastronomy Careers to carry out a research project about entrepreneurs involved in the Hospitality Industry, owners of different types of lodgings, catering businesses, and tourism providers in the City of Cuenca, province of Azuay. (Gracias por permitir su valioso tiempo para responder las preguntas. La siguiente encuesta servirá a los alumnos de la Facultad de Ciencias de la Hospitalidad – Carrera de Turismo, 1er nivel, para llevar a cabo un proyecto de investigación sobre emprendedores involucrados en la Industria Hospitalaria, propietarios de diferentes tipos de hospedaje, negocios que proveen alimentos y bebidas, y proveedores de turismo en la Ciudad de Cuenca, provincia del Azuay.)

Thank you./Gracias. 😊

**PERSONAL INFORMATION**

- 1.- What's your name? (¿Su nombre por favor?)
- 2.- Where are you from? (¿De dónde es Ud.?)
- 3.- What's your marital status? (¿Cuál es su estado civil?)
- 4.- How many children do you have? (¿Cuántos niños/hijos tiene?)
- 5.- How old are your children? (¿Qué edad tienen sus hijos?)
- 6.- What's your educational background? (¿Por favor indique su grado de educación.)
 - Elementary School / Primaria
 - High School / Secundaria
 - University / Universidad
 - Master's Degree / Maestría
- 7.- What's your academic title? (¿Cuál es su título académico?)

CAPABILITIES

- 8.- Do you have previous experience as an entrepreneur? (¿Tiene Ud. experiencia previa como emprendedor?)
- 9.- Do you have any business experience? (¿Tiene algún tipo de experiencia en negocios?)
- 10.- Do you have insights and perspectives about business management? (¿Tiene Ud. una visión/percepción sobre gerencia de negocios?)
- 11.- Are you good at handling income, budget and expenses? (¿Conoce Ud. sobre la administración de ingresos, presupuesto y gastos?)
- 12.- Do you like analyzing financial requirements of a business? (¿Le gusta a Ud. analizar requisitos financieros de un negocio?)
- 13.- Do you like analyzing regulations / requirements of a business? (¿Le gusta a Ud. analizar reglamentos / requisitos de un negocio?)



- 14.- Do you like hiring personnel for your business? (¿Le gusta a Ud. contratar personal para su negocio?)
- 15.- Do you like analyzing business systems? (¿Le gusta a Ud. analizar sistemas de negocios?)
- 16.- Are you good at general management? (¿Es Ud. bueno/a para la gerencia general?)
- 17.- Do you have the physical and emotional perseverance to manage extremely high levels of stress? (¿Tiene Ud. la perseverancia física y emocional para manejar niveles extremadamente altos de estrés?)
- 18.- Do you have the ability to fire employees who do not meet your expectations? (¿Tiene Ud. la habilidad de despedir a empleados quienes no cumplen con sus expectativas?)
- 19.- Are you comfortable researching target markets, distribution channels, and pricing strategies? (¿Le gusta a Ud. investigar sobre mercados puntuales, canales de distribución, y estrategias de precios?)
- 20.- Are you comfortable planning and implementing the product/service development process? (¿Se siente Ud. cómodo planificando e implementando el proceso de desarrollo del producto que Ud. ofrece?)
- 21.- Do you have the ability to discover solutions to every problem you encounter? (¿Tiene Ud. la habilidad de descubrir soluciones a cada problema que atraviesa en su empresa?)

CHARACTER

- 22.- Are you comfortable making decisions with less than perfect information? (¿Se siente Ud. cómodo tomando decisiones sin suficiente información?)
- 23.- Are you willing to risk financial failure in exchange for owning and managing your own company? (¿Está Ud. dispuesto a arriesgar la parte financiera a cambio de administrar su propia compañía?)
- 24.- Are you a good sales person? (¿Es Ud. un buen vendedor?)
- 25.- Do you believe in yourself and your abilities? (¿Cree en Ud. y en sus habilidades?)



- 26.- Do you challenge yourself to achieve goals that are a stretch of your skills and capabilities? (¿Se desafía a sí mismo para lograr objetivos que van más allá de sus destrezas y capacidades?)
- 27.- Are you willing to relinquish the CEO job to another individual if circumstances require it? (¿Está Ud. dispuesto a abandonar el puesto de Oficial Ejecutivo Principal a otro individuo si las circunstancias lo requieren?)
- 28.- Do you usually plan and prioritize your daily activities? (¿Usualmente planifica y prioriza sus actividades diarias?)
- 29.- Do you finish projects ahead of Schedule? (¿Termina Ud. sus proyectos antes de lo planificado?)
- 30.- Do you more likely take charge than be a follower? (¿Le gusta a Ud. tomar la iniciativa en lugar de ser un seguidor?)
- 31.- Are you comfortable terminating expensive but unviable projects before they are finished? (¿Se siente Ud. cómodo culminando proyectos caros pero no viables?)
- 32.- Are you more likely to see the glass as half full? (¿Tiende Ud. a ver el vaso medio lleno?) [Metáfora que significa que una persona no se contenta con los resultados observados o experimentados.]
- 33.- Do you have the ability to manage multiple tasks simultaneously? (¿Tiene Ud. la habilidad de manejar trabajos múltiples simultáneamente?)
- 34.- Are you willing to endure hardships and criticism even at the expense of your reputation? (¿Esta Ud. dispuesto a soportar contratiempos y críticas aún a costa de su reputación?)
- 35.- Do you enjoy reading business related books, magazines and articles on a regular basis? (¿Disfruta Ud. de la lectura de textos, revistas y artículos relacionados a los negocios?)

COMMITMENT

- 36.- Do you have the ability to devote full time effort to you entrepreneurial opportunity? (¿Tiene Ud. la habilidad de dedicar su esfuerzo a tiempo completo a su oportunidad de emprendimiento?)



- 37.- Are you confident in securing all the resources required to make your venture a success? (¿Se siente seguro protegiendo todos los recursos requeridos para hacer que su empresa tenga éxito?)
- 38.- Are you motivated to make money? (¿Está Ud. motivado a producir dinero?)
- 39.- Are you willing to sacrifice significant current income in anticipation of future rewards? (¿Está Ud. dispuesto a sacrificar un ingreso corriente significativo en anticipación de recompensas futuras?)
- 40.- Are you comfortable in doing a good job even if others are not aware of your accomplishments? (¿Está Ud. cómodo en realizar un buen trabajo aún si otros no están conscientes de sus logros?)
- 41.- Is your family agreeable to your entrepreneurial goals? (¿Está su familia de acuerdo con sus objetivos de emprendimiento?)

CIRCUMSTANCES

- 42.- Do you have debts or financial obligations motivating your decision to pursue a business? (¿Tiene Ud. deudas u obligaciones financieras que motiven su decisión para emprender un negocio?)
- 43.- Do you have legal, business, or family complications affecting your entrepreneurial objectives? (¿Tiene Ud. complicaciones legales, comerciales o familiares que afecte a sus objetivos de emprendimiento?)
- 45.- Do you have other viable career options available beyond starting your own business? (¿Tiene Ud. otras opciones viables de carrera disponibles más allá que iniciar su propio negocio?)

CREDENTIALS

- 46.- Do you have a license, certification, or degree that validates your unique entrepreneurial qualifications? (¿Tiene Ud. una licencia, certificación o grado que validen sus calificaciones de emprendimiento?)
- 47.- Will your network of professional and business contacts be valuable to your business objectives? (¿Son sus redes de contactos comerciales y profesionales valiosos para sus objetivos de negocio?)
- 48.- Does your formal education and / or training apply to you entrepreneurial objectives? (¿Su formación educativa y / o entrenamiento sirve para sus objetivos de emprendimiento?)



- 49.- Do you have one or more immediate family members who are entrepreneurs? (¿Tiene Ud. uno o más miembros familiares quienes sean emprendedores?)
- 50.- What kind of business (hotel, hostel, boutique hotel, restaurant, cafeteria, bar, bar-cafeteria) do you have? (¿Qué clase de negocio tiene (hotel, hostel, hotel boutique, restaurante, cafetería, bar, bar-cafetería) Ud.?)
- 51.- Where is it located? (¿En dónde está ubicado?)
- 52.-How many years has it been running? (¿Cuántos años ha estado funcionando?)
- 53.- Describe your overall experience. (Describa su experiencia al emprender su negocio.)
- 54.- According to your experience, what recommendations would you give new entrepreneurs? (¿De acuerdo a su experiencia, qué recomendaciones daría Ud. a nuevos emprendedores?)
- 55.- Would you allow your information to be used as reference for University students in a text ? (¿Permitiría Ud. que su información sea usada como referencia para estudiantes Universitarios en un texto?)
- 56.- Do you speak English? (¿Habla Ud. Inglés?)
- 57.- Would you be interested to give a lecture on motivational strategies in English to University students at the Faculty of Hospitality Science? (¿ Estaría Ud. interesado en dar una charla sobre estrategias de motivación en Inglés a los alumnos de la Universidad de Cuenca, Facultad de Ciencias de la Hospitalidad?)

Thank you for your valuable time and information. / Gracias por su valioso tiempo e información. ☺

<http://www.venturecapitaltools.com>

https://www.google.com.ec/search?q=los+tiestos&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjFxsLliPDPAhUGQyYKHflmB0YQ_AUICcGB&biw=1517&bih=735&dpr=0.9#imgrc=yRK55Kkr1zwEYM%3A

https://www.elmercurio.com.ec/443571-emprendimiento-familiar-crea-mercadito-y-un-restaurante/#.WAzIW_I97IU

**SELF-ASSESSMENT:**

- I can interview travel agents, hotel owners, hotel administrators, food and beverage administrators in the city of Cuenca – Ecuador.
- I can write a report about service providers in Cuenca – Ecuador.
- I can report gathered information by keeping anonymity.



GLOSSARY

A

Aparthotel - A smart choice for long-term accommodation, aparthotels or apartment hotels combine the comfort and independence of a private apartment with the services of a hotel.

Apartment - Also known as flat (British), an [apartment](#) is a self-contained accommodation unit housed in a building containing a number of such units.

B

Baroque [*buh-rohk*; *French ba-rawk*] *adjective*.

Baroque - (often initial capital letter) of or relating to a style of architecture and art originating in Italy in the early 17th century and variously prevalent in Europe and the New World for a century and a half, characterized by free and sculptural use of the classical orders and ornament, by forms in elevation and plan suggesting movement, and by dramatic effect in which architecture, painting, sculpture, and the decorative arts often worked to combine effect.

Bed and Breakfast - A [Bed and Breakfast](#) (B&B) is an intimate, independently run lodging establishment, where breakfast is included in the room rate.

Boutique Hotel - Often furnished in a themed, individual style, [boutique hotels](#) are intimate in size and focus on providing guests with high-quality, personalized experiences.

Business Hotel - Catered primarily to business travelers, business hotels are strategically located (downtown, in business districts, or close to major business centers) and come equipped with corporate facilities such as meeting and conference rooms, Internet access, and catering options.

C

Castle - A fortified building or group of buildings built across Europe and the Middle East during the medieval period. [Castle hotels](#) offer royal-style accommodation in sumptuous historic surroundings.

Camp - A collection of tents, huts, or other temporary structures used for travelers to lodge in.



Capsule Hotel - A big hit in Japan, the [capsule hotel](#) is a unique type of hotel that usually provides cheap, basic overnight accommodation in a number of teeny-tiny functional rooms called “capsules”.

Cave Hotel - [Cave hotels](#) are exactly what the name implies – hotels built into natural cave formations, commonly with underground rooms. Many cave hotels can be found in Turkey (Cappadocia) and Greece.

Classic [klas-ik] *adjective*.

Of the first or highest quality, class or Rank: a classic piece of work.

Colonial [kuh-loh-nee-uh l] *adjective*.

Of, concerning, or pertaining to a colony or colonies. Noting or pertaining to the styles of architecture, ornament, and furnishings of the British [colonies](#) in America in the 17th and 18th centuries, mainly adapted to local materials and demands from prevailing English styles.

Cottage - In today’s tourism sector, the term [cottage](#) is used to describe a small vacation house, typically in a rural area.

Chalet - [Chalets](#) are wooden Alpine-style buildings commonly found in and around mountain resorts.

Chateau - In Bordeaux, the term chateau is synonymous with vineyard estates, but it can also be used to describe a French [country house](#) or castle.

D

Design Hotel - A design hotel is a stylish and intimate hotel with an emphasis on design, service, and luxury facilities. Their rooms are exquisitely decorated and often packed with the latest technology features.

Dome - A [dome](#) is a roof or building with a hemispherical form. Many of today’s sustainable hotels offer cozy accommodation in eco-friendly domes made of glass, wood, snow, or other materials.

E

Extended Stay Hotel - Extremely popular throughout the US, extended stay hotels offer the comforts of a traditional home along with discounted rates for guests interested in long-term stays.



Eco Hotel - An [eco hotel](#) is an environmentally friendly accommodation aiming to promote sustainable tourism and green living through the use of renewable energy sources, recycled materials, and organic locally-sourced produce. Their philosophy is to minimize the impact on the environment.

F

Farmhouse - Although their styles vary by region, [farmhouses](#) are houses attached to a farm, often characterized by vernacular architecture.

Finca - A Spanish rural property, usually characterized by traditional architecture and an agricultural heritage.

G

Guesthouse - A guest house or guesthouse is a private house offering inexpensive accommodation to tourists.

Gothic [[goth-ik](#)] *adjective*.

(Usually initial capital letter) noting or pertaining to a style of architecture, originating in France in the middle of the 12th century and existing in the western half of Europe through the middle of the 16th century, characterized by the use of the pointed arch and the ribbed vault, by the use of fine woodwork and stonework, by a progressive lightening of structure, and by the use of such features as flying buttresses, ornamental gables, crockets, and foils.

H

Hacienda - The term [hacienda](#) is used to describe a ranch or a main house in a landed estate in Spanish speaking-countries.

Hostel - Ideal for budget travelers and backpackers, a [hostel](#) is an inexpensive type of accommodation, usually with shared bedrooms and communal facilities.

Hotel - An establishment that provides travelers with paid accommodation and other guest services. Depending on size, location, and amenities, [hotels](#) are generally rated from one-star to five stars, but letter grading (from "A" to "F") and other rating schemes are also used to categorize hotels across the world.

**I**

Ice Hotel - An [ice hotel](#) is a non-permanent hotel constructed from ice and snow in areas with sub-freezing temperatures.

Igloo - A typical Eskimo house, an [igloo](#) is a dome-shaped snow structure meant to provide temporary or permanent shelter in cold climates.

Inn - A small establishment offering overnight accommodation, food, and drink to travelers.

L

Lodge - Although the word '[lodge](#)' has many different meanings, one of them refers to a small rural house used by people on holiday or occupied seasonally by sports enthusiasts (ski lodge, hunting lodge).

Love Hotel - A category of hotels that offer short stays for couples looking to engage in sexual activities. Love hotels are particularly popular in Japan.

M

Masia - A [masia](#) is a traditional Catalan country house.

Manor - An English [manor](#) is a large historic house or [mansion](#) with land, formerly owned by nobility.

Mansion - Usually built for the wealthy, [mansions](#) are large, opulent houses that generally pay homage to a historic architectural style.

Motel - Originally designed for motorists, motels are roadside hotels equipped with minimal amenities and ample parking areas for motor vehicles.

N

Neogothic [nee-oh-goth-ik] *adjective*.

Of, relating to, or designating chiefly a style of architecture in which gothic motifs and forms are imitated.

**P**

Palace - Unlike castles, [palaces](#) are not fortified, but they still are royal residences characterized by an exceptional level of grandeur. Some of the most spectacular palaces converted into luxurious hotels can be found throughout Asia and Europe, especially India and Italy.

Parador - Paradors are Spanish government-operated hotels, frequently located in former castles, monasteries, or other beautiful historic settings.

Poshtel - A new trend in travel, [poshtels](#) are a sort of upscale hostels with a focus on chic design, art, and high-tech amenities.

Pousada - [Pousada](#) is the Portuguese term for guesthouse, inn, or historic independently-owned hotel. They usually have a traditional restaurant and offer guests an authentic local experience.

Pension - A type of guesthouse or B&B, where in addition to lodging and breakfast, guests are also offered lunch and dinner. Pensions are usually family-run and cost less than other accommodation options.

Penthouse - An apartment situated on the highest floor of a building, commonly appointed with luxury amenities.

Pod - In terms of lodging, a [pod](#) is a prefabricated stand-alone structure that provides basic accommodation.

Pop Up Hotel - A new breed of accommodation, [pop-up hotels](#) are temporary lodging establishments, usually set up for specific events.

Private Island Resort - Ideal for honeymooners and travelers in search of luxury and seclusion, private [island resorts](#) are some of the most exclusive accommodation types out there.

R

Relais - A [relais](#) is the French version of a roadside lodge or resting place.

Resort - Although a [resort](#) is primarily known as a destination frequented by vacationers in search of relaxation and entertainment, the term is also used to describe a full service lodging establishment that offers extensive guest services and recreational facilities.

Riad - A [traditional Moroccan house](#) built around a central courtyard, often converted into an intimate hotel or guesthouse.



Religiosity [ri-lij-ee-**os**-i-tee] *noun*.

The quality of being [religious](#); piety; devoutness.

Romanesque [roh-muh-**nesk**] *adjective*.

A style of architecture and art common in [Europe](#) between the ninth and twelfth centuries. It combined elements of the architecture typical of the [Roman Empire](#) and the [Byzantine Empire](#). The arches on Romanesque buildings are usually semicircular rather than pointed as in [Gothic](#) architecture.

Romanic

[roh-**man**-ik]

adjective.

Relating to or derived from Rome (especially ancient Rome); "Roman architecture"; "the old Romanwall".

RV - Usually used for traveling, an [RV](#) is a recreational vehicle outfitted with the amenities found in a home, including bathroom, kitchen, and sleeping facilities. Depending on region, RVs are also called caravans, camper vans, or motorhomes.

S

Schemata [**skee**-muh-tuh or, sometimes, skee-**mah**-tuh, ski-] plural *noun*.

An underlying organizational pattern or structure; conceptual framework:

A schema provides the basis by which someone relates to the eventshe or she experiences.

T

Tent - Used outdoors, a [tent](#) is a portable shelter made of fabric and supported by a frame or poles.

Tented Safari Camp - A [tented safari camp](#) is a permanent campsite of large accommodation units, usually with canvas walls, solid high-quality furnishings, en-suite bathroom facilities, and private decks for observing wildlife. Situated throughout Africa, they range from comfortable to ultra-luxury and offer a wide range of safari based activities.

Townhouse - A [townhouse](#) is a residential multi-level property that is usually connected to a similar unit by a common sidewall.

Treehouse - Usually designed for recreational purposes, a [treehouse](#), or tree house, is a structure built or placed among the branches of a tree.

**V**

Vernacular /və'nækjʊlə/ *adj.* – c.1600, “native to a country,” from Latin *vernaculus* “domestic, native,” from *verna* “home-born slave, native,” a word of Etruscan origin. Used in English in the sense of Latin *vernacula vocabula*, in reference to language. *noun.* local style of architecture, in which ordinary houses are built.

Villa - Originated in Roman times, a [villa](#) is often described as a luxurious country residence.

Y

Yacht - A type of luxury recreational boat offering every modern convenience. They are classified as sailing [yachts](#) and motor yachts, and are available in a vast range of sizes, styles, and functions.

Yurt - Popular in Mongolia, Siberia, and Turkey, [yurts](#) are circular tents covered with felt or skins, and appointed with conical roofs.

<http://www.adventure-life.com/ecuador/articles/history-and-culture-of-ecuador>

<http://www.luxuryaccommodationsblog.com/post/114961446726/different-types-accommodation-tourism>



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