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### ABSTRACT

This thesis seeks to supply much-needed didactic material for the students of tourism in the School of Hospitality Sciences of the University of Cuenca. It begins by exploring and analyzing some of the more recent and prevalent theories related to language teaching-learning in general, to proceed from there towards the examination of more specifically oriented ideas of language acquisition and use.

The overall aim of the project is to promote active participation in real-life communicative situations through the study of relevant background material and the application of didactic activities that embody essential aspects of the special purposes that apply to any learner who has successful touristic management as his or her goal.

The point of departure for this work is that the learner must be at the center of the didactic process. Communicative Language Teaching is the bottom-line theoretical concept from which all the material and all the activities spring. A correlative factor is the idea of task-based language teaching, which focuses the students' efforts upon the successful resolution of real-life problems and prepares them to tackle new and challenging situations.

The guidebook tends to deal with goal-related activities that lead to the successful application of English for Specific Purposes – in this case, the specific purpose of touristically-oriented language learning. The teachers' and the students' linguistic efforts are directed towards the development of listening and speaking skills, which are the most important aspects to be considered in the production of capable graduates in the field of tourism and touristic-related professions.

### KEY WORDS

Didactic guide, CLT, TBLT, ESP, Tourism, Communicative competence, Learner-centered, Teaching materials.



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*Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Maestría en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.*

Mercedes del Carmen Díaz Sarmiento

Cuenca, junio de 2011



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## **DEDICATION**

I dedicate this thesis to my precious mom, whose unconditional love and support encouraged me to keep on working enthusiastically day after day until this thesis was finished.

And to my dear family and friends, whose words of advice and support were always there at the right moment.



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### INTRODUCTION

This thesis was conceived of as an instrument to fill an existing gap in the corpus of teaching material available to the teachers and students of the School of Hospitality Sciences of the University of Cuenca. Up until a few years ago the printed and auxiliary instruments that were in use in that School were deficient in some aspects, and it is hoped that after the publication and dissemination of this project that shortcoming will be remedied.

To begin with, and as a necessary foundation for the subsequent original material, it was necessary to recapitulate the prevalent ideas, theories, and approaches that have come to the fore in recent decades, in the field of English language teaching in general, and also in the area of more specialized approaches to the teaching of the language. Consequently, the thesis treats of some of the writings of Noam Chomsky, Wilkins, Nunan, Howard, Richards, Rodgers, and others, as well as some of the conceptions of how English teaching should be carried on: Communicative Language Teaching, Task-based Language Teaching, and English for Specific Purposes.

The second part of the thesis deals with the research methodology that was employed in the project's development. First, a questionnaire was applied to a sample of teachers of touristic English, as well as an interview, to determine how the professionals in the field conceived of their function and what approaches and methodologies they considered to be most effective, what their opinion of the available materials was, what they considered the primary needs of their students were, and any suggestions that they might be able to contribute.

The next part outlines the rubrics and guidelines to be considered in the creation of the didactic guide, such as the target level of proficiency, the preferences and needs of the target students, the context in which the finished guide was to be applied, and other matters bearing upon the successful application of the ultimate product.



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Next comes the text, the main body of the work, consisting of such materials as concise syntheses of typical touristic topics, as applied to the world of Cuenca and the Ecuadorian Austro – topics such as architecture, traditions, foods, holidays and celebrations, sports, churches, and traditional neighborhoods. These syntheses were adapted from touristic brochures and the internet tourist Official Guide of Cuenca.

Next, there comes the part of the thesis which is entirely original, consisting of a series of hypothetical dialogs which represent typical touristic situations and conversations, with typical settings: “the airport,” “the restaurant,” “the travel agency,” “the bookstore,” “the hotel,” and “the bus station,” followed by a series of didactic activities intended to amplify and reinforce the material presented (contained in “annexes”).

The guidebook is accompanied by a series of didactic audio and visual CDs and DVDs, and one interactive CD.



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### 1. TEXT DESCRIPTION

#### 1.1 Antecedents and Justification

As an English teacher of the Language Department of the University of Cuenca, I found myself involved in the process of teaching English in the Tourism and Gastronomy Program, and I can say that many times I felt discouraged in the process of teaching English to the students of tourism because of the fact that the book I was asked to use was not appropriate for that specific purpose – Tourism. Rather, it was a compilation of material which did not provide a meaningful framework within which the students could improve their knowledge and their skills because they did not have the opportunity to interact in real-life situations within their own context.

With these considerations in mind, I think that this could be a good opportunity for me to do something for the benefit of the University of Cuenca and the School of Hospitality Sciences.

The idea of designing a didactic guide and other materials for teaching English in the tourism area has remained in my mind for a long time because I consider that among many professional areas, tourism is indeed one of the most attractive; therefore, teaching English in this area could become a very stimulating activity if it is oriented towards attaining communicative competence by using appropriate and authentic material. I think that with this material the students could be benefited directly, since they are considered the main actors in the teaching-learning process.

#### 1.2 Problem

After Cuenca was declared a Cultural Heritage of Humanity, some educational institutions felt the necessity to create the career of tourism and hospitality, to offer students a broad world of opportunities which could lead them towards becoming successful professionals in the area of tourism.

In 2004, the Tourism and Gastronomy Program started its operations in the University of Cuenca, as the result of an academic proposal of the university. In





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2007, it was replaced by the School of Hospitality Sciences, with two majors – Gastronomy and Tourism – both of which have opened new horizons in undergraduate education.

The commitment of the School of Hospitality Sciences of the University of Cuenca is to develop the touristic activity of the country through educational proposals of research, and of linking with the community.

Even though the proposals of the School of Hospitality Sciences of the University of Cuenca are interesting, it seems that the design of a specific English for Tourism program, including a didactic guide and complementary materials for the teaching of English for Tourism should be considered a priority. The Language Department of the University of Cuenca collaborates directly with the School by sending specialized teachers to teach English to the students of tourism; however, they do not have at their disposition a program which fulfills the students' expectations. The teachers make use of textbooks which deal with other realities and contexts, and as a result the students lose interest in participating in class actively, since they are not exposed to authentic material which can help them to interact in real situations in a spontaneous way.

Therefore, I found it necessary to create a didactic guide with relevant material, which can serve as a support for both teachers and students involved in the tourism area in such a way that students acquire fundamental knowledge related to this field.

### **1.3 Objectives:**

**1.3.1 General Objective:** To provide teachers and students at the third level of the tourism area with appropriate didactic materials, ideas, and practical exercises.

### **1.3.2 Specific Objectives:**

- To search for updated information related to appropriate methodologies of teaching the English of tourism.



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- To create a guide with meaningful, relevant, and authentic material to be used in the tourism area.
- To develop adequate supportive materials for the guide, such as CDs, DVDs, and audio-video components, with their corresponding tasks and other reinforcements.
- To collect vocabulary, expressions, and practical oral and aural exercises.
- To concentrate on the areas of listening and speaking.
- To instruct students about cultural differences and to make them aware of the potential pitfalls that these differences can entail.



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### 2. THEORETICAL FRAMEWORK

#### Theoretical Framework

Perhaps the best way to start an analysis of the functions of the teacher is to treat of the modern area of Communicative Language Teaching, which has come to the fore in the last generation among linguists and language teachers.

#### 2.1 Communicative Language Teaching (CLT)

The Second World War called for massive language learning, to enable American soldiers to exist and operate in other countries. The methodology that became predominant, for this teaching-learning, was called the “situational” approach, based on structural elements (grammar, morphology, syntax – all the traditional elements of language teaching) combined with “live” and virtual situations, such as movies and television. The idea was to “immerse” the learner in the foreign language environment, to prepare them for overseas experiences.

All this began to change in the 1960s, when a new idea – that of “communicative” language teaching – began to gain popularity in the United States and other countries. As Howart has observed:

By the end of the sixties it was clear that the situational approach . . . had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them. (280).

Noam Chomsky was largely responsible for this fundamental shift in language teaching ideology. He was the first to criticize the outdated structural linguistic theories in his revolutionary work *Syntactic Structures*, in which he maintained that structural ideas as to the nature of language could by no means encompass the



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basic, most comprehensive nature of language – the ability and the means to create unique, individual expressions. (34-36)

Chomsky saw the need to develop the communicative, functional use of language, instead of dealing with the traditional structural entities. Instead of learning a finite set of structures, the learner needed to have his/her attention and efforts on communication *per se*.

Another, simultaneous necessity for the development of a communicative approach to language came into existence because of the increased intercommunication and interaction among European countries, which called for a new approach to linguistic education. This need, together with increasing awareness of Marshall McLuhan's "global village," made it increasingly urgent for language teachers and learners to focus upon real communication, rather than a limited set of fossilized structures. The need to formulate and apply alternative methods of language teaching became a priority of the greatest importance (Richards and Rodgers, 153-156).

As of the 1970s the central point of departure for language courses became more and more closely related to the learners' needs, which entailed, as a consequence, the breaking down of language tasks into "portions" or "units," each of which corresponded to one component of the learner's needs, and each such portion was systematically related to all the other portions. (van Ek and Alexander 1980:6).

In 1972 a British linguist, D. A. Wilkins, put into consideration a document (which in 1976 was turned into a book titled *Notional Syllabuses*) in which he stated that the target language, instead of being seen through traditional concepts of grammar and vocabulary, came to be considered as the set of underlying patterns of meaning that were the bases of the communicative use of language. And these patterns were seen as falling into two major categories of signification: notional patterns (time, sequence, quantity, location, frequency, etc.) and functional communicative patterns, such as requests, offers, refusals, complaints, etc. And the sum total of all this new



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approach came to be called “Communicative Language Teaching.” (qtd. In Richards and Rodgers 154)

Since its birth in the 1960s, the ambience of the communicative approach has become universal, and nowadays its proponents see it as an approach whose goals are 1) making communicative competence the principle objective of language teaching-learning, and 2) developing methods of teaching the four language skills that are based upon the intimate relationship between language and communication.

A concomitant shift in thinking that came about with the advent of the communicative approach was that language came to be seen as a medium for the expression of meaning, instead of being seen as a set of abstract syntactic patterns and rubrics. This new outlook entailed, as a consequence, a major change in the design of syllabi and of language teaching textbooks, since the emphasis of language teaching-learning came to be focused on helping learners acquire skills for expression of various communicative meanings, which relied upon suitable classroom tasks and activities for their acquisition and reinforcement (Nunan 9-10).

The 1980s saw the first wide application of communicative ideas in the United States, with the appearance of a host of syllabi and textbooks based on communicative ideas. The general, overall notion of all of these materials was that “communicative purposes may be of many different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention.” (Syllabuses for Primary Schools, 5).

Another, concomitant consequence of the shift toward communicative methodology was that the need was perceived to develop curricula and language learning materials in a way that would facilitate and encourage learners’ movement towards the fully autonomous extreme of the language-learning spectrum. The role of the teacher simultaneously moved away from the old, magisterial position and towards more active exploration of what the learners’ communicative requirements might be – what they want to learn, and how they want to learn it. It became



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imperative for teachers to take these considerations into account for the planning of their syllabi and their courses. What this amounted to, in essence, was that teachers had to let the learners participate actively in the process of their language learning from the very start. In other words, CLT put the focus on the learner. Learners' communicative needs provided a framework for elaborating program goals in terms of functional competence.

Howart makes a distinction between two concepts of Communicative Language Teaching:

There is, in a sense, a "strong" version of the communicative approach and a "weak" version. The "weak" version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching . . . The "strong" version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as "learning to use" English, the latter entails "using English to learn it." (279)

What both aspects of CLT possess – the "weak" one and the "strong" one – is a concept of language teaching-learning that has its base in a communicative idea of language acquisition and language use, and that works actively to convert this idea into a set of systematic instruction, materials, teacher and learner roles, and classroom procedures that work together at the levels of conceptualization, actualization, and technique that work together towards the communicative goal.



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Of course the basic idea of the communicative approach to language teaching is that language, essentially, is communication. And, therefore, the correlative goal of language teaching is to develop what Hymes referred to as “communicative competence” (269-93).

According to Chomsky, linguistic theory should be centered around the isolation and manipulation of the innate abstract capacities that all humans possess to produce grammatically correct utterances in a language – any language. Chomsky claimed that:

linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (3)

Hymes, on the other hand, believed that this Chomskyan conception of linguistic theory lacked substance and a viable, workable foundation. According to him, all linguistic theory has to be envisioned merely as part of a broader and more general theory that has its foundation in both communications and culture. And as a consequence, the idea of “communicative competence” necessarily involves the clarification of what it is, exactly, that a learner needs to know in order to become communicatively competent in the context of a given language community. For Hymes, the achieving of “communicative competence” entails ability to use language in terms of

1. whether (and to what degree) something is formally possible
2. whether (and to what degree) something is feasible in virtue of the means of implementation available



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3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
4. whether (and to what degree) something is in fact done, actually performed, and what its doing entails (281).

CLT can also be seen as including another theory of communication – Halliday’s functional conception of language use: “Linguistics . . . is concerned . . . with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus.” (145-465). Halliday presented seven essential functions that language performs for children learning their first language:

1. the instrumental function: using language to get things
2. the regulatory function: using language to control the behavior of others
3. the interactional function: using language to create interaction with others
4. the personal function: using language to express personal feelings and meanings
5. the heuristic function: using language to learn and to discover
6. the imaginative function: using language to create a world of the imagination
7. the representational function: using language to communicate information (11-17)

Among the elements which enter into the idea of a basic learning theory is the “communication principle”: “Activities that involve real communication promote learning.” And a second element could be called the “task principle”: “Activities in which language is used for carrying out meaningful tasks promote learning.” And, finally, a third element could be called the “meaningfulness principle”: “Language that is meaningful to the learner supports the learning process” (Johnson 12).





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These principles, rather than addressing the processes of language acquisition, establish the conditions that are necessary to promote second language learning. As a consequence, the activities that are to be used for learning need to be chosen in terms of how much and how well they invite the learner to participate in meaningful and authentic language use, rather than rote drilling of structural entities. Rather than delineating the processes of language acquisition, they determine the conditions that are necessary for the promotion of second language learning.

Correlative theories that are often seen as compatible with the principles of CLT have been developed by Stephen Krashen, who focuses upon “acquisition” as the primary foundation of developing language proficiency, and distinguishes this process from learning *per se*. This “acquisition” amounts to the subconscious development of the target language by means of use of that language for real communication, which is true “acquisition” and which is differentiated from the conscious “learning” of grammar structures that is the result of “instruction.” During the spontaneous use of language one uses the acquired system to create utterances, while the learned system serves as a monitor of the output that the acquired system produces. (qtd. In Richards and Rodgers 161-162)

Also, there is the skill-learning theory of language learning proposed by Littlewood, who sees it as comparable to CLT. According to this model, the acquisition of communicative competence in a given language is neither more nor less than an example of skill-development, which brings into play both cognitive and behavioral features of learning.

“The cognitive aspect involved the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system – they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance.” (74)



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When thinking about the design of a language course, the teacher has to bear in mind all five of the relevant concepts: 1) the objectives of the course; 2) the syllabus; 3) the types of learning and teaching activities; 4) the roles of the learners; and 5) the roles of the teacher.

### 1. Objectives

Piepho lists five levels of objectives in a communicative approach:

1. An integrative and content level (language as means of expression)
2. A linguistic and instrumental level (language as a semiotic system and an objective learning)
3. An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
4. A level of individual learning needs (remedial learning based on error analysis)
5. A general educational level of extra-linguistic goals (language learning; within the school curriculum) (8)

Richards and Rogers claim that it is not possible to fix specific objectives for CLT beyond this general level of specification, since the very nature of CLT presumes that the teaching of a language reflects the specific needs of the learners, which may be related to the areas of reading, or writing, or listening, or speaking – any one of which CLT can cover satisfactorily (163).

Consequently, it is of primary importance that a teacher make sure to create an environment where interaction with the learners takes place at every stage of the learning process. As Brindley claims: “One of the fundamental principles underlying the notion of permanent education is that education should develop in individuals the capacity to control their own destiny and that, therefore, the learner should be seen as being at the centre of the educational process. For the teaching institution and the teacher, this means that instructional programmes should be centred around



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learners' needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content, and methods as well as in determining the means used to assess their performance." (4-5)

So teachers should always keep this aspect in mind – the role of the students in the teaching-learning experience. Thus, whenever new material is presented to the learners, they must have a chance to make choices and decisions, and also to model the educational process according to their own contributions, thus taking responsibility for the achievement of their language-learning goals.

### 2. Syllabus

The nature of the syllabus has been a crucial matter in relation to CLT. The first model to be proposed was called a notional syllabus, which included the semantic-grammatical (frequency, motion, location, etc.) as well as the kinds of communicative functions that language learners need to acquire. Wilkins, in his "Notional Syllabuses," questioned the synthetic approach which had been predominant in the typical syllabuses of the 1960s and first half of the 1970s. (qtd. In Richards and Rodgers 163)

After the initial success of Wilkins' notional syllabus model it soon came under attack. Its critics claimed that it did nothing more than substitute one kind of list (a list of notions and functions) for the older kind of list (a list of grammar items). And that it concentrated on products rather than on essential communicative processes. Widdowson stipulated that Wilkins' notional-functional categories provided nothing more than a partial and nebulous outline of semantic and pragmatic rules which people use when they interact. But they do not deal with exactly how people apply these rules when they do in fact engage in communicative activities. It is real, meaningful discourse which must be the center of our focus, if we wish to foster a communicative approach to teaching-learning which takes as a point of departure the development of a real ability to speak in the target language. (254)

According to Widdowson, "communicative competence is a set of strategies or creative procedures for realizing the value of linguistic elements in contexts of use,



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an ability of make sense as a participant in discourse, whether spoken or written, by the skilful deployment of shared knowledge of code resources and rules of language use” (240).

An alternative approach to communicative syllabus design is that of looking at task specification and task organization as essential criteria for the purpose.

“The only form of syllabus which is comparable with and can support communicational teaching seems to be a purely procedural one – which lists, in more or less detail, the types of tasks to be attempted in the classroom and suggests an order of complexity for tasks of the same kind. (Prabhu 4).

### 3. Types of Learning and Teaching Activities

The upshot of all these theories and countertheories was that it became clear that CLT was the work of sociolinguists, especially that of Hymes, when he argued against Chomsky.

Hymes’ basic premise was that the knowledge of a language presupposes more than merely knowledge of a corpus of rules, be they grammar rules or lexical rules or phonological rules. The essential nucleus, to use a language effectively, which has to be acquired and internalized by learners, is *communicative competence*, which means being able to use the target language appropriately in a given social situation. CLT has to be, therefore, in the last analysis, based on a theory of communicative competence.

Ultimately, CLT was promulgated globally as the new and innovative way to teach English as a second or foreign language. Consequently, all teaching materials, course descriptions, and curriculum guidelines came to be directed toward a goal of communicative competence.

However, CLT should not be seen as a panacea, as an easy and ready-made solution to the problem of language learning. The matter of how actually to create and foment real communication in a classroom setting continues to challenge



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teachers as much as ever. And, as a result, several ELT experts have proposed some general tenets and procedures to help achieve real communication. For example, Nunan suggests the use of “activities [that] involve oral communication, carrying out meaningful tasks, and using language which is meaningful to the learner” as well as the use of “materials [that] promote communicative language use... [and] are task-based and authentic” (194).

Brown suggests the background elements of successful classroom communication are 1) a significant amount of pair and group work; 2) provision of authentic language input in a real-life context; 3) stimulation of students to produce language for genuine, meaningful communication; and 4) classroom tasks that are prepared and conducted to capacitate students for actual language use outside the classroom (81).

Larsen-Freeman also notes that it is important “to facilitate small group and paired activities in which students have opportunities to interact. The activities themselves often engage students in communicative tasks such as filling information gaps using authentic materials” (65).

Language teachers have to keep these considerations in mind, when they conduct their classes, since in many situations the classroom is the only source of English, and the above-mentioned elements “play a crucial role in exposing learners to the language” (Dudley-Evans and St. John 171).

One encouraging consideration is that the variety of types of exercises and activities that are compatible with a communicative approach is virtually infinite. And the focus of classroom activities is often on the completion of tasks that are accomplished through language use or are based upon negotiation of information, sharing of information, and information gap activities.

### 1. The Roles of the Learner

As for the role of the learner, the emphasis in CLT on the processes of communication, rather than mastery of language forms, leads to different roles for



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learners from those found in more traditional second language classrooms; thus, Breen and Candlin describe the role of the learner in CLT in these terms:

“the role of the learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joined negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way” (110).

It is essential, therefore, that materials and activities that create a classroom environment that supports interaction and critical thinking be carefully selected by teachers, based upon relevant cultural topics, authentic materials, and the introduction of real language into the classroom.

It is equally essential that teachers involve the learners in all these processes, thereby augmenting the potential for learners to become active participants, critical thinkers, and independent learners. One especially important aspect to be considered by teachers is the learner-centered approach to developing materials, because this is an effective way to overcome problems in the teaching-learning process. Furthermore, it offers both students and teachers the opportunity to make learning English more purposeful, productive, and enjoyable.

A learner-centered classroom is especially important when a student’s learning style differs from the teacher’s teaching style. Sometimes the teacher’s method of presenting subject matter and the learners’ notions of learning may conflict. In these cases it is an essential duty incumbent upon the teacher to respect individual learner differences and to help the learners to discover and improve their own individual learning processes and preferences. What this boils down to is that the teacher must put the learners at the center of the classroom organization and respect their different needs, strategies, and styles.



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The most advantageous thing about a learner-centered environment is that it is communicative and authentic, where the students become autonomous learners and the language learning process is greatly accelerated. In such an environment the students become accustomed to working in pairs or small groups, and meaning is negotiated in a broad context, which helps to develop the students' communicative competence (Canale and Swain, 1-47)

### 2. The roles of the teacher

In CLT the teachers are assumed to have a variety of roles, and the roles that are especially important depend upon the particular view of CLT that is being followed. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, as well as actual and observed experience of the nature of learning and organizational capacities. (99)

There are, of course, other important roles that a teacher has to adopt: needs analyst, counselor, and group process manager.

Richards and Rodgers state that one of the principal roles that the CLT teacher necessarily assumes is that of determining the learners' needs and responding to



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them, and that there are two main methods that the teacher can use to do this. First, it can be done informally, on the basis of one-on-one interviews with each student, where the teacher and the student talk about relevant matters, such as the student's conception of his/her own learning style, learning assets, and learning goals. Or the same thing can be done more formally, by means of the application of some kind of needs assessment, directed toward a determination of the student's reason for studying the language. For example, students might respond on a 5-point scale (*strongly agree to strongly disagree*) to statements like the following:

I want to study English because...

1. I think it will someday be useful in getting a good job.
2. it will help me better understand English-speaking people and their way of life.
3. one needs a good knowledge of English to gain other people's respect.
4. it will allow me to meet and converse with interesting people.
5. I need it for my job.
6. it will enable me to think and behave like English-speaking people.

Once the teacher has made a successful assessment of the learners' needs, by one method or the other, then he/she is in a position to organize both individual and group instruction methodology that responds directly to the learners' needs.

Another teacher's role envisioned by a typical CLT approach is the role of counselor, where the teacher becomes an effective intermediary whose function is to optimize the interplay of a speaker's intention and a hearer's interpretation by using such mechanisms as paraphrasing, confirmation, and feedback.

Still another function that the CLT teacher can assume is the acquisition of classroom management skills that are less centered on the teacher. Seen from this point of view, one of the teacher's main responsibilities is to convert the classroom





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into an ideal setting for communication activities and consequent real communication (167-168).

### The Role of Instructional Materials

According to Richards and Rodgers CLT views teaching materials as a means of enhancing the quality of classroom interaction and language use, and, consequently, a great variety of materials have been introduced into the classroom in support of communicative approaches to language teaching. Three principal categories of materials that are currently used in CLT are labeled, broadly, as text-based, task-based, and realia (169).

There are many textbooks which purport to guide and support CLT. Sometimes their tables of contents propose a kind of evaluation and language practice sequencing which is suspiciously similar to those to be found in structurally-based texts, with slight reformatting to justify their claims to be CLT-based. There are also other textbooks, on the other hand, which are definitely departures from the traditional texts.

Regarding task-based materials, it can be said that a variety of task-based communication activities have been prepared to support Communicative Language Teaching classes, which are usually isolated kinds of items, like exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In the majority of pair-communication materials there are two corresponding sets of material for each pair of students, each set containing different kinds of information, which can be complementary, where the partners must accommodate their respective parts of the “jigsaw puzzle” into a composite whole, or where there are different role relationships for the partners (e.g., an interviewer and an interviewee). Still other texts provide drills and practice material in inter-actional formats.

It is common for advocates of CLT to suggest the use of “authentic,” “real-life” materials in the classroom. These materials could be based on language, such as newspapers, magazines, signs, advertisements, etc., or they could be graphic



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materials which can serve as bases for communicative activities, such as symbols, pictures, graphs, charts, maps, or even instructions, as, for instance, directions for assembling some kind of model or instrument (170-171).

### 2.2 Task-Based Language Teaching (TBLT)

When dealing with CLT, it is very advisable to take into account the whole matter of Task-Based Language Teaching, since it pays considerable attention to the importance of designing instructional tasks as the basis of learning. Some of its proponents (e.g., Willis) consider it to be a logical development of CLT, since it draws on several concepts that have formed part of the communicative language teaching movement from the 1980s. For example:

1. Activities that involve real communication are essential for language learning
2. Activities in which language is used for carrying out meaningful tasks promote learning
3. Language that is meaningful to the learner supports the learning process (qtd. In Richards and Rodgers 223)

Therefore, task-based language teaching has a number of purposes. Willis identifies eight purposes:

1. to give learners confidence in trying out whatever language they know;
2. to give learners experience of spontaneous interaction;
3. to give learners the chance to benefit from noticing how others express similar meanings;
4. to give learners chances for negotiating turns to speak;
5. to engage learners in using language purposefully and cooperatively;
6. to make learners participate in a complete interaction, not just one-off sentences;
7. to give learners chances to try out communication strategies; and



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8. to develop learners' confidence that they can achieve communicative goals (35–6).

These purposes relate to two general goals: communicative effectiveness and L2 acquisition. Interestingly, seven of Willis's purposes relate primarily to communicative effectiveness; only one, (3), relates specifically to L2 acquisition.

It was in the 1980s that linguists and language teachers developed an interest in tasks as effective tools for second language acquisition. They decided that task work involved more active and effective involvement of the learner than the traditional purely theoretical and abstract kind of activities, and thus, in the last analysis, offered better opportunities for language learning to take place.

The key assumptions of task-based instruction are summarized by Feez as:

1. The focus is on process rather than product
2. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks, which can be either: a. those that learners might need to achieve in real life, b. those that have a pedagogical purpose specific to the classroom
3. Activities and tasks of a task-based syllabus are sequenced according to difficulty
4. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available (17).

TBLT has attracted quite a lot of attention within the field of applied linguistics because of the support given to it by many outstanding SLA theorists, and also because of its obvious links to CLT approach. Within the ambit of TBLT the “task” becomes a central unit of teaching planning and practice. Although the precise definition of what constitutes a “task” varies, there is a general, common-sense acceptance of the term as an activity or goal that is developed by the use of language, such as solving a puzzle, reading a map, giving directions, writing a letter,



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making a phone call, and following instructions to assemble something (Richards and Rodgers, 224):

Tasks . . . are activities which have a meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So task-based instruction takes a fairly strong view of communicative language teaching. (Skehan, 20)

Nunan defines task in the following way:

“The communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.” (10)

In relation to the training of teachers who are going to use TBLT, several key areas of concern can be identified:

1. Analysis of real-world task-use situations
  2. The translation of these into teaching tasks descriptions
  3. The detailed design of instructional tasks
  4. The sequencing of instructional tasks in classroom training/teaching
- (Richards and Rodgers, 225)

It is obvious that one of the worst things that can happen in TBLT is a “bad task” – one that is boring, or irrelevant, or that does not help in the use of language. Therefore, what requires a lot of thought, on the part of any responsible teacher, is “What tasks?” If a teacher makes a mistake and tries to use a bad task, the students will soon lose interest and will perform the task only half-heartedly, if at all, and the whole purpose of TBLT will be defeated.



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A good way to approach this whole subject, of “good tasks,” is to focus upon the categories of tasks that are available, as a foundation for the design, description, and assignment of tasks. And a good way to divide tasks into categories is to focus upon the different characteristics of tasks, which can be delineated as follows:

- one-way or two-way: does the task involve a one-way transfer of information or a two-way exchange?
- convergent or divergent: do the students seek to achieve a common goal, or several different goals?
- collaborative or competitive: do the students collaborate to carry out a task, or compete with each other on the task?
- single outcome or multiple outcomes: is there a single outcome for the task, or are many different outcomes possible?
- simple or complex language: are the linguistic demands of the task relatively simple, or are they more complicated?
- concrete or abstract language: does the task involve the use of concrete language or abstract language?
- simple or complex processing: does the task require relatively simple cognitive processing, or is more complex processing involved?
- reality-based or not reality based: whether the task mirrors a real-world activity or is a pedagogical activity not found in the real world?  
(Richards and Rodgers, 234-235)

Bearing these qualifications in mind, it is possible to refer to categories of tasks, such as Willis’s proposal of six task types, built on more or less traditional knowledge hierarchies. She labels her task categories as follows:



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1. Listing
2. ordering and sorting
3. comparing/contrasting
4. problem solving
5. sharing personal experiences
6. creative tasks (149-154)

Pica, Kanagy, and Falodun have made a different classification of tasks, according to the type of interaction that occurs in task accomplishment. They give the following classifications:

1. Jigsaw tasks: Here the students combine different pieces of information to form a whole. For example, a number of individuals or groups could have different parts of a story, and they have to piece the parts together, to come up with the complete story.
2. Information-gap tasks: One student or one group of students has one set of information, and another student or group of students has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.
3. Problem-solving tasks: Here students are given a problem and a set of information. They must arrive either individually or as groups at a solution to the problem. There is generally a single resolution of the outcome.



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4. Decision-making tasks: Here the students are given a problem for which there are a number of possible outcomes, and they must choose one through negotiation and discussion.
5. Opinion exchange tasks: The students engage in discussion and exchange of ideas. They do not need to reach agreement. They can come up with alternative outcomes and solutions (qtd. In Richards and Rodgers 234).

Nunan draws a basic distinction between **real-world** or **target tasks**, and **pedagogical tasks**. Target tasks are those which students need to accomplish beyond the classroom, while pedagogical tasks form the basis of the classroom activity during the instruction (1).

By task is meant the hundred and one things people do in everyday life, at work, at play, and in-between. These tasks are the kind of things that students do outside the classroom (Long 89). To suggest some real-life tasks, they could include buying something in a store, ordering a meal in a restaurant, tracking down a specific term in a library or on a computer, helping someone across a busy street, or explaining a homework assignment.

In order to maximize the effectiveness of these tasks, the teacher should help the student carry out these tasks successfully in the real world, in the target language. As preparation, the teacher should also set aside some time in the classroom for practice, rehearsing the performance of typical situations, such as writing letters, finding data in a reference book, etc. The general aim is to involve the students in different activities that further the development of their target language proficiency, like, for example, listening to recordings and repeating, solving problems in small groups, doing jigsaw and information-gap exercises, and so forth. These tasks are carried out not necessarily because the students will do them outside the classroom, but because it is assumed that they enhance the students' all-over target language capability. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative (Richards, Platt, and Webber 289).



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A task-based curriculum, then, with its supporting instructional materials, specifies what the students need to do with the English language in terms of target tasks and organizes a set of pedagogical tasks intended to reach those goals. According to Brown, in task-based instruction the priority is not the bits and pieces of language, but rather the functional purposes for which the language must be used. Such a curriculum should focus on pragmatic language competence. Task-based language teaching requires the teacher to organize classroom activities around those practical tasks that students will engage in when they are out there in the real world (229).

As a correlative consideration to the matter of “Which tasks,” the TBLT teacher must also spend time and energy on the matter of the roles that are to be played during the development of task completion. And these roles include not only the students, but the teacher as well.

### Learner Roles:

There are a number of specific roles that are assumed to belong to the learners, in current TBLT theory and practice, which, as often as not, coincide with the general roles that are assigned to students in CLT, although there are also other roles that are applicable specifically in the area of task completion as an aspect of general learning activities. Some of the roles that are applicable to the student, *vis a vis* task work, are:

#### Group Participant

There are a number of tasks that are designed to be carried out in pairs or small groups, and for those students who are more used to working individually, or as part of an entire class, these tasks may necessitate some adjustment on the part of these learners.





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### Monitor

Since, in the context of TBLT, the selection, assignment, and completion of tasks is not seen as a self-serving activity, but rather as a step towards the facilitation and effectivization of language learning in general, this means that the students, while they are working on a task, should bear in mind not only the processes they are using to complete the task, but also the way in which that particular task relates to their general goal of learning the target language. They should be aware of the manner in which the task they are working on and the general language-learning objective work together. This means that the class activities should be designed in such a way that the students can realize how language is used in real communication. They should pay attention not only to the task and its goal, but also to the form in which the task is presented.

### Risk-Taker and Innovator

Sometimes a task will require learners to invent and/or interpret linguistic messages which are beyond their linguistic abilities and former experience. As a matter of fact, it is precisely this “looking ahead” that the task in question is directed towards. And, as a result, the students often have to exercise such tactics as restatement, paraphrasing, using extra linguistic symbols and signals, and so forth. And in order to do this successfully the learners need to practice such techniques as guessing from linguistic and contextual clues, seeking clarifications, and asking fellow students for help and advice.

### Teacher Roles:

#### Creator, Selector, and Sequencer of Tasks

One function of the teacher which has already been mentioned is that of the creator, selector, and adaptor of the tasks which will be carried out by the students, together with the subsequent sequencing of the tasks into an order of instruction which meets the learners' needs, interests, and linguistic capabilities.



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### Preteacher (Preparing students for tasks)

It is apparent that it is better for students to have some measure of antetask preparation, rather than simply attacking the task “cold,” with no prior notion of what is going on. Such preparation could take the form of introducing the topic and making sure that the task instructions are clearly understood and that the students have already learned or else can clearly remember words and expressions that will be helpful in the execution of the task. This pre-task preparation can be either inductive and understood or deductive and stated.

### Consciousness-Raiser

If task completion is to be used as the basis for language acquisition, the students need to be simultaneously conscious of the particular points of the language that they will use during the task. This operation is called “Focusing on Form.” What it means is that different form-focusing methods are used, which could include attention-focusing pre-task exercises, pre-examination of the textual material, exposure to similar tasks, and material that has been highlighted in a significant way (Richards and Rodgers, 235-236).

### Pedagogic Materials in TBLT

Richards and Rodgers state that instructional materials are important in TBLT, and sometimes they require significant exercise of imagination on the part of the task designer.

### Realia

It is clearly advisable for TBLT to be carried out with the support of authentic materials, whenever this is possible. And it is equally obvious that popular media are fertile sources of this kind of material. Periodicals, radio, television, and other media are available for not only task selection but also for task construction and task solution. And of course the richest source of all, for task ideas, is the internet, with its



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infinite wealth of electronic mediums such as facebook, blogs, and twitter, especially when we are thinking about information-gap exercises. And perhaps the very best thing of all about these web sources is that they are not restricted to the classroom; they are available for retrieval and use at any time and in any place. Clearly this is one of the chief advantages that present-day task work has, as compared to the same techniques a decade or two ago.

### Procedure

The pedagogical value of employing tasks as a vehicle for promoting communication and authentic language use in second language classrooms seems to be beyond doubt, and tasks have long been part of the mainstream repertoire of language teaching techniques for teachers of many different methodological approaches. The special characteristic of TBLT, however, is its dependence on tasks as the primary source of pedagogical input in teaching, and it is the absence of a systematic grammatical or other type of syllabus that characterizes current versions of TBLT. This is the basic assumption of TBLT – that it provides for a more effective foundation for teaching than other language teaching approaches. (Richards and Rodgers, 241)

The goal of the communicative method of English language teaching is, of course, to produce learners of English who are capable of communicating in English; and the means towards this end is the development and application of appropriate classroom activities and exercises that work towards that goal. And, if CLT is really the basis of the English-learning process, then the goal and the means begin to work together. Since this is true, CLT has had a great influence on modern ideas of methodology and of syllabus design – principally because of its emphasis on using a spectrum of various kinds of tasks that are directly focused towards real communication, and not so much towards the practicing of the target language for its own sake – as an academic study.

Thus, the elements of an effective task are 1) a specific objective, 2) corresponding content, 3) clearly-defined procedure, and 4) alternate results, so that



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students who carry out the task can have different outcomes – all of which are “correct.” Consequently, the basic notion of a “task” includes a variety of work procedures which all have the general goal of advancing the learning of the language. These procedures can range from easy, short types of exercises to more complicated and time-consuming tasks such as problem-solving, role plays, and the making of decisions – all of which can be carried out in pairs or groups.

A consideration that is concomitant with the idea of task-based learning is that the students should become more and more involved in all three aspects of task use: task design, task selection, and task application. This also involves, as a subsidiary factor, a fundamental revision of the roles that are traditionally assigned to both teachers and students.

A task can be seen as an activity which is developed by means of understanding and/or processing language, which may or may not include the actual act of speaking. As for the task’s content, it can include any of the hundreds of things that happen in day-to-day existence – be it at work, or at play, or during whatever other aspect of “living” that people engage in. And, thirdly, the task should come to the students together with a clear idea of what will be its successful conclusion, or conclusions, as explained by the teacher.

One essential component of any good task is the understanding that the learner’s attention and effort will revolve around meaning, instead of around linguistic structure. This means that all the aspects of classroom activity – understanding, speaking, and interacting – should focus the learner’s concentration on the meaning of the language they work with, rather than on any consideration of form. And this also signifies that the task should be “self-contained”: it should be a complete entity in itself, with no “loose ends” left after its completion.

As far as what a good task should consist of goes, it should have a quantity of input material, either in the form of words (like a reading or a conversation) or in a different, non-verbal form (like a picture or a puzzle), and then some kind of exercise based on the input material, together with the instructions as to how the input and the



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activity are related and how they are supposed to be put together to reach a certain outcome. And, finally, the task should include roles for the teacher and for the students.

Another thing that should be thought about, in relation to tasks, is how they are put together so as to constitute a rational and efficient sequence that yields a coherent progression towards a clear and worthwhile goal.

### **2.3 Teaching of English for Specific Purposes**

Teaching of English for Specific Purposes (ESP) has always been seen as a distinct subdiscipline within the context of general English Language Teaching (ELT). The chief difference between the two (ESP and ELT) is that ESP is built around a specific and practical result. Consequently, the focus and the emphasis of ESP are directly related to an analysis of the needs of the learners, the texts that can lead towards the satisfaction of those needs, and, in general, the preparation of the learners for effective communication in the context of their “purpose,” that is, of the requirements of their particular work situation. As a result, the direction of ESP has always been towards satisfaction of specific needs, rather than on theory – towards “getting the job done” rather than discussing hypothetical matters such as the nature of learning and “learning to learn.”

According to the International Teacher Training Organization, “English for specific purposes is a term that refers to teaching or studying English for a particular career (like law or medicine) or for business in general.”

It is self-evident that any approach to the design of language teaching programs for ESL must have as its foundation the learners’ reason for learning English – i.e., what it is that they need. “Any decision made in designing language teaching programs in ESP contexts must be based on the learners’ reasons (learners’ needs) for learning English” (Strevens, 1-13; Robinson, 3; Dudley-Evans & St. John, 95). However, the determination of what those needs are, exactly, is not such an easy task, because there can be several different kinds of “needs,” ranging from



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necessities to preferences to deficiencies. “Necessities,” of course, reflect target situations (that is, the specific things that the learner needs to know in order to function effectively in target situations). “Lacks” reflect the learner’s existing language proficiency, which in turn will determine where the teaching- learning process begins. “Wants” refer to what the learner prefers that the language course be about, which naturally will depend upon the personal aims of each student.

To establish a functional balance between these three factors (needs, lacks, and wants), and from there to design a corresponding ESP course, it will be necessary for the teacher to design and apply tasks that lead to information gathering (Hutchinson and Waters, 7).

Some language analysts, like Hutchinson and Waters, consider ESP an *approach* rather than a *product*, by which they mean that ESP does not involve any particular kind of language, teaching material, or methodology. Rather, the primary concern of ESP is the simple question “Why does the learner need to learn the foreign language?” Thus, **need** is established as the basis of ESP. It is the purpose of learning which is the starting point which determines the language to be taught (16-20).

The fact that “learners know specifically why they are learning a language” (Hutchinson and Waters, 6) is very important in the teaching-learning process, and it is equally important that these reasons for learning become clear and well-known, because once all this is established the teacher will be in a position to meet the students’ needs and expectations easily. Thus, it is necessary to focus attention on a “learning-centered approach” in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson and Waters, 19).

Stevens proposes four *absolute characteristics* and two *variable characteristics* of ESP. The absolute characteristics of ESP are:

- that it be designed to meet specified needs of the learner



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- that it be related in content (in its themes and topics) to particular disciplines, occupations, and activities
- that it be centered on language appropriate to those activities in syntax, semantics, and content
- that, because of the characteristics outlined above, it be differentiated from “General English”

The variable characteristics of ESP are:

- that it may be restricted in terms of the learning skills to be acquired (for example, reading only, or speaking only)
- that it may not be taught according to any pre-conceived methodology (1-2)

Later Dudley-Evans and St. John gave a slightly different definition of the variable characteristics of ESP:

“ ESP may be related to or designed for specific disciplines;

“ ESP may use, in specific teaching situations, a different methodology from that of General English;

“ ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level;

“ ESP is generally designed for intermediate or advanced students.”

Thinking about these absolute and variable characteristics of ESP, it is possible to see how the ambience of ESP has been expanded and become more flexible.



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Dudley-Evans and St. John have challenged the dictum that “ESP is in contrast with General English” and have added more variable characteristics. They claim that ESP is not necessarily related to a specific discipline (4-5).

Robinson also stresses the primary importance of needs analysis in relation to ESP. For her, the defining characteristics of ESP are that it is *normally goal-directed*, and that it needs to be developed on the basis of a *needs analysis* (3), which tries to specify as exactly as possible what it is, exactly, that students are called upon to do through the medium of English, and how this will progress towards the accomplishment of their goals. In other words, students study English not because they are interested in the English language (or English-language culture) *per se*, but because they need English for study or work purposes. “Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies.” (396).

The specificity of the nature of any ESP class obviously bears upon the part that the teacher plays. An ESP class that is more general will of course be much closer to a traditional English class, in terms of the relationship between the teacher and the students. But in an ESP class that is more specific, in terms of its goals and its procedures, the role of the teacher becomes much more similar to that of a consultant who shares an equal position with the students, who possess both knowledge and experience in the realm of the material that is being studied. In the area of ESP for tourism, for example, no one can say that the teacher “knows more” about courteous treatment of visitors, potential sites of touristic interest, historical and folkloric anecdotes, etc. than the students do. Therefore, in the context of ESP the teacher and the students are often on a common level, in terms of the specialty being handled.

This is the principle difference between ESP and other English language curricula – that classroom activities are centered around themes and around language that the





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students need to understand and manage, in order to complete the activities successfully.

Thus, to redefine the nature of ESP, it is advisable to recapitulate the fundamental characteristics of ESP, which are:

- that it be designed to meet specific needs of the learners
- that it utilize the underlying methodologies and activities of the disciplines it serves
- that it be centered on the language (grammar, syntax, semantics), genres, and skills appropriate to these methodologies and activities

And as for characteristics of ESP which are more variable, it is possible to say that ESP may be related to or designed for specific disciplines

- that it may use, in specific teaching/learning situations, a different methodology from that of general English
- that it is likely to be designed for adult learners in a professional work situation
- that it is generally designed for intermediate or advanced students

The advantages that an ESP course which takes into account the needs and aspirations of the students can offer are easy to formulate:

- that since the ESP course is focused on the learners' needs, it wastes no time
- that it is relevant to the learners
- that it is successful in terms of teaching/learning



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- that it is more cost-effective than “General English” (Strevens, 1-13)

To sum up, it is evident that both teachers and students should be eager to engage in the process of ESP teaching/learning because of its clear focus, its applicability, and its thriftiness, in terms of time and effort expended.

The role of the teacher in the area of ESP is so different from that of traditional, “general” English teaching that many experts in the area of teaching analysis prefer to use the term “practitioner” instead of “teacher,” to make it clear that ESP teaching includes a much greater ambience of leadership and didactic alternatives than are usually evoked by the simple name “teacher.”

Although ESP is a practical discipline whose main focus is upon helping students to learn, the fact remains that the teacher is not the “primary knower” of the subject material. However, the difference between ESP and the teaching of General English becomes more and more pronounced as the teaching becomes more and more specific. As a result, “the ESP teacher should not become a teacher of the subject matter, but rather an interested student of the subject matter.” (Hutchinson and Waters, 163). And one consequence of this unique aspect of ESP teaching/learning is that the ESP teacher can use the learners’ knowledge of the subject matter to foment real communication during each class – especially in the area of tourism, since the very nature of tourism, and the teaching of tourism, revolves around common courtesy and everyday human relations, rather than any specific realm of knowledge or technical jargon. But in any ESP class, no matter what the area of concentration be, the “practitioner” has to be willing to change tactics, according to what complications may arise, and must be flexible – ready to adapt the procedure to whatever eventualities may present themselves. This is the essence of successful ESP teaching.

Many times the role of ESP practitioner includes not only the design of the courses they are going to teach, but also the provision of the materials that are to be used. And this is especially true in the area of tourism, which is a field that is so multi-faceted and differentiated, according to the places and the cultures involved,



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that it is a rare occurrence indeed that there will be a published text that exactly matches the teachers' situational needs.

The job of the practitioner, therefore, includes three distinct functions: choosing adequate material from among what is published; adapting material from either published or unpublished sources; and even writing original materials when there is nothing published that is suitable. As Hutchinson and Waters state, "there are three possible ways of applying materials: using existing materials, writing materials, and adapting materials." (96)

The task of a practitioner of ESP is by no means an easy one, since it includes both course design and provision of didactic materials, but it also brings with it its rewards, because it makes the final product – the ESP program – more interesting, stimulating, and effective. And, since the practitioner adapts the design and the materials specifically for the course he or she is teaching, each practitioner can be sure that he/she is using the very best combination of methodology and material that could be used, for the course being taught. And the ultimate test of the course preparation is the degree to which it reflects and advances the needs of the students, in their professional lives. And the acid test, in terms of design and material, is that the process be based on activities that force the learners to use information from the material in a task-related, problem-solving way, while more theoretical activities are comparatively useless, as are also activities that do not satisfy the learners' needs and expectations. "Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn." (Hutchinson and Waters, 107).

The modern idea of ESP is that it involves education, training, and practice through the use of three principle areas of learning: language, didactics, and the students' specialized fields of interest or necessity.

Aside from the need for a practitioner of ESP to be proficient in the areas of teaching and course/material design, it is also necessary that he/she possess a modicum of knowledge of the particular area in which the students are professionally or academically immersed. And to this basic knowledge the practitioner must be



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smart enough to select, modify, and/or write material that furthers the specific field in which the learners are involved. This material could include text, recordings, and pictures or animations that have been produced for a purpose other than just the teaching of language, but rather for an end-directed purpose, such as, for example, material that is basically touristic in its nature. And of course that is the goal of this thesis – to create material that serves at the same time for the teaching of the English language, *per se*, and also for training in touristic techniques in the rich and specialized environment of Cuenca.

Sometimes ESP materials consist of a text and language exercises based on the text, but such materials can be quite boring for both students and teacher. Hutchison and Waters point out that both the content of the material and the task that the material enables the learner to perform are important aspects of the ESP teaching/learning process (108).

Since textbooks for the teaching of English are usually produced in countries where English is a native or official second language, it is a quite common occurrence that these materials do not reflect or correspond to the learning styles or socio-cultural mores of the students who are asked to use them, with the result that their motivation suffers, and they become reticent about interacting in class and sharing their ideas and opinions. The obvious solution to this problem is to use localized materials that arouse the students' interest because they correspond closely to the students' culture and experience, rather than materials that have no relationship to their lives. Dat supports using localized English teaching materials because they present students with real-life and culturally familiar language contexts, and this matching of language instruction with students' needs and personal preferences allows them to express their identity and empowers them to make decisions about what they need to learn (170).

On the other hand, it is advisable to bear in mind that materials should not be exclusively representative of the local scene. The best combination is one that strikes a balance between foreign and local cultural concepts, images, and traditions.



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This gives the practitioner the chance to delve into non-native cultural aspects and to explain foreign elements. In any case, the most important thing is that the practitioner be aware beforehand of what it is that the materials contain, exactly, so that he or she can establish an equilibrium between the representation of local elements and the presentation/explanation of non-native components.

In most cases it will be obvious where to localize the material to include relevant and recognizable scenarios, bearing in mind that it is a good idea to expose students to materials that focus on the cultures of English-speaking countries, because this allows them to compare and contrast their own culture with other cultures in a way that will enable them to increase their background knowledge and develop their identity. According to Alptekin “learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers.” (58). “If students rely solely on nationally produced material, they will see only members of their own culture in their own setting who are not unlike themselves” (Cortazzi and Jin, 196). This could quite possibly exercise a negative effect on their curiosity and motivation to explore new things.

Furthermore, if materials which reflect the local cultural context are used exclusively, students will not be familiarized with any cultural alternatives and will be less able to relate to foreign visitors because their preparation will lack any foreign context. For example, many Ecuadorian students might feel free to ask English-speaking visitors their age or marital status, without realizing that this is generally unacceptable, even though it is acceptable in their home culture. A good balance between foreign and local elements in teaching material tends to make students more skillful at avoiding cultural mistakes. Localized content is motivating and increases participation, while foreign cultural content increases understanding and awareness of another culture’s social conventions. The ideal, of course is to find a good balance between the two.

Following is a model of materials and activities design (adapted from Tom Hutchison and Alan Waters, *English for Specific Purposes*)



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1. *Provide an input text:* Select a text, dialogue, video, diagram, or other piece of communication data, depending on the students' needs. This input should provide:
  - stimulus material for activities
  - new language items
  - correct models of language use
  - a topic for communication
  - opportunities for learners to use their existing knowledge of both the language and the subject matter.
2. *Identify a content focus:* Language is not an end in itself, but a means of conveying information and feelings about something. Nonlinguistic content should be exploited to generate meaningful communication in the classroom.
3. *Identify a language focus:* Good materials should give learners the opportunity to take the language to pieces, study how it works, and practice putting it back together again.
4. *Specify a task:* The ultimate purpose of language learning is language use. Materials should lead towards a communicative task in which learners use the content and language knowledge they have built up (109).

The primary focus during the class hour is the task, for which the text provides input. The ability to complete the task, on the part of the students, is derived from the language structures and the informational content of the text.

The basis of successful ESP courses, therefore, depends upon an assessment of needs that specifies 1) what the students need to do in English 2) the context in which they will do it (the text), and 3) their current level of proficiency in the English language. Consequently, teachers should become good at selecting materials and activities that move from a text to a task, while student proficiency is increasing in the context of those texts and those tasks. The specific nature of the ESP course,



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naturally, will bear upon the vocabulary that is taught and used, as well as other language elements and the contexts in which they are used.

Thus, we see that although the design, development, and teaching of an ESP course is by no means easy and calls for a good deal of creativity on the part of the teacher, the good part is the reward that is conveyed to the practitioner by means of the realistic and prompt application of what is learned that is characteristic of any ESP program. The practitioner, therefore, should be keenly aware of the exact nature of his or her students' needs, and should also be flexible in the adaptation of their program to those needs, with a clear idea of the connections between the tasks carried out in class and the real-life use of English in the outside world that those tasks are preparing the students for.

Stevens points out that one area of difficulty for teachers of ESP courses is "the gap between the learner's knowledge of the special subject and the teacher's ignorance of it." (42). One strategy that he recommends, to eliminate this drawback, is to "allow the students to put you [the teacher] right! Do not be above letting the students correct your solecisms in the subject" (43). Actually, it is a fact that right from the planning stage of the course students can help in identifying their own needs.

Hutchinson and Waters, who favor a learning-centered approach to needs analysis, think that "in analyzing the needs of students, it would be normal practice to ask both the lecturers and the students about their English needs." They also maintain that "needs analysis is not a once-and-for-all activity. Ongoing, informal consultations with students help in this continuing process." (60).

Nunan also believes that "there is a need for informal monitoring to identify changing needs" and that it is essential to "involve the learner in the decision making process through discussion and consultation." He suggests that curriculum design be seen as a negotiated process between practitioners and students, in a learner-centered curriculum (43).



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Tudor points out that “students may well have a closer insight into their communicative needs than the teacher, and thus they should have a say in the selection of the content of the learning program. Teachers can ascertain the students’ opinions through ongoing discussion and continuous consultation with students as an essential element of the day-to-day teaching activities.” (25), while bearing in mind that it is of ultimate importance to combine subject matter and English language teaching. Such a combination is highly motivating because the learners can apply what they learn in their English classes to their main field of study, whether it be accounting, agriculture, medicine, economics, computer science, or tourism. The ability and the opportunity to use the vocabulary and the structures that they learn in a meaningful context reinforces what is taught and enhances their motivation.

Of course the ESP practitioner will stress particular vocabulary and the development of certain skills, depending on specific purposes – for example, reading skills in students who are preparing for graduate work in business administration; or the development of speaking and listening skills in students who are studying English with the intention of becoming professionals in the field of tourism.

To sum up, ESP courses are developed through a need assessment that identifies what the students need to do in English (tasks), the contexts in which they will do it (texts), and what their current level of English is. The teacher then selects materials and activities to move from a text to a task, and to teach language in the context of those texts and tasks. The specific purpose, which is the focus of the course, helps specify vocabulary and other language components and the contexts in which they are used. In other words, ESP courses are not built around artificial tasks that teach arbitrary vocabulary and drill grammatical structures out of context. ESP occurs in various contexts. Sometimes the language skills needed by the learners are narrowly restricted. And sometimes the English skills that are needed require coverage of a broader set of cross-cultural skills. And sometimes it is the context of language learning that is very specific, while the language skills needed are not so restricted.





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It is, therefore, very necessary that the practitioners, when they are designing the materials and the contents of a course on English for tourism, take these considerations into account, in order to enable learners to achieve their professional goals and perform with confidence, once they have to communicate in real-life situations. So teachers should organize the contents and materials according to the strengths, weaknesses, and aspirations of the students, while at the same time keeping in mind that students have different learning capabilities and that they learn in different ways and at different rates. The materials, the syllabus, and the methodology used by teachers should all reflect an awareness of these differences.

Finally, in order to enhance the significance of learning English for Specific Purposes, practitioners should make use of all the resources available, such as, for example, people and places in the community, in order to stimulate students and to aid them to gain communicative competence, so that they can use language effectively after the course is finished, and they can feel capable of facing any kind of job situation successfully.



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### 3. RESEARCH METHODOLOGY

Since this work was focused on the compilation of information about programs for teaching English in the School of Hospitality Sciences, seeing how and why they are used, as well as their positive and negative aspects, an exploratory study was carried out by using both quantitative and qualitative data collection techniques, to try to explain some circumstances observed. The study consisted of a questionnaire (See Annex 35) which was applied to English teachers of the School of Hospitality Sciences of the University of Cuenca. To collect information I interviewed teachers involved in the process of teaching English in the area of Tourism as well. (See Annex 36)

#### 3.1 Questionnaire

The questionnaire was applied to those capable of giving me a direction and offering valuable suggestions – my teaching colleagues in the tourism area. This survey consisted of fourteen questions designed to highlight the problematic areas and focused on acquiring possible solutions.

This questionnaire was applied in order to gain a perspective of the people I am going to be dealing with in the School of Hospitality – both teachers and students. The object is to determine if the programs, material, and methodology currently in use are adequate, and if they can be improved.

Question 1: How long have you been teaching English in the Area of Tourism?

This question is aimed to determine the quantum of experience that the corpus of English teachers in the field of tourism possesses.

Question 2: What level of English do you usually teach?

This is to assess the degree of difficulty and complexity that each teacher is accustomed to face, and to calculate what kind of touristic material each teacher can introduce into his/her classes on tourism topics.

Question 3: What size are your classes, usually?



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This question allows for calculation of the degree of personalization that each teacher can take into account in his/her teaching methods. A small class (10 students or less) invites an intensely personal approach, whereas a large class (more than 25) restricts the teacher to “blanket” techniques, which can be assimilated by groups.

Question 4: What is your students’ purpose in taking your tourism classes?

This question allows us to determine the students’ degree of goal motivation. If the general consensus of the class is independent of specific goals, then the teacher will make his/her classes correspondingly broad-based, whereas if the students (or even just some of the students) declare their interest in particular areas of touristic activity, the teacher can direct his/her material and methodology towards them.

Question 5: How would you rate the textbook you are currently using in your tourism classes?

This question is to determine the teachers’ degree of satisfaction with the textbook.

Question 6: How could your classes be improved?

This question seeks alternative ideas for improving the methodologies and techniques employed in the School of Hospitality Sciences. Considering that the teachers participating in the survey are from a variety of backgrounds and experiences, they should be able to provide a rich assortment of suggestions and initiatives.

Question 7: In what areas do your students seem to be more interested?

This question will provide a focus and a direction for planning, research and innovation.

Question 8: What kind of supplemental instruction would you be interested in adding to your teaching methods?



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At this point, we expect the interviewees to explore innovative areas such as digital technologies, games, updated methodologies, etc.

Question 9: Do you think that teachers need to continue their professional development in order to fulfill the needs of students?

This question measures the teachers' degree of interest in the students' needs and expectations.

Question 10: What do you think primarily motivates students to study in the field of tourism?

The main purpose is to find out what the students' interests are.

Question 11: Do you think that your students entered the career of tourism as a first choice, or did they change from a previous field?

This question provides insight into the preferences of typical university students, while it differentiates those who made tourism their career of choice from those who were driven to hospitality as a second or even third choice.

Question 12: If you know that students began (or have interest in) another field, do you think that these interests can be channeled towards or combined with tourism to provide a more enriching education?

This question explores the possibilities of combining properly touristic topics with other, correlative subjects, in order to provide the students with as broad and comprehensive a learning experience as possible.

Question 13: If you think that students in tourism have other interests, how can their needs be best served?

This allows broadening the scope of material and experiences that can be included in the hospitality and tourism industries, to make the field as all-inclusive as possible.



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Question 14: How do you think the preparation of students in tourism can be best improved?

This is an open-ended question intended to evince a wide variety of suggestions and initiatives, given the talent and energy of the teaching staff at the School of Hospitality Sciences.

The questionnaire was applied to 9 teachers in the area of tourism in July, 2010. The pool of available participants was limited due to the short time that the School of Hospitality Sciences has existed. Nevertheless, the enthusiasm and good will of the respondents compensated for this limitation.

### 3.1.2 Analysis and Interpretation of Data

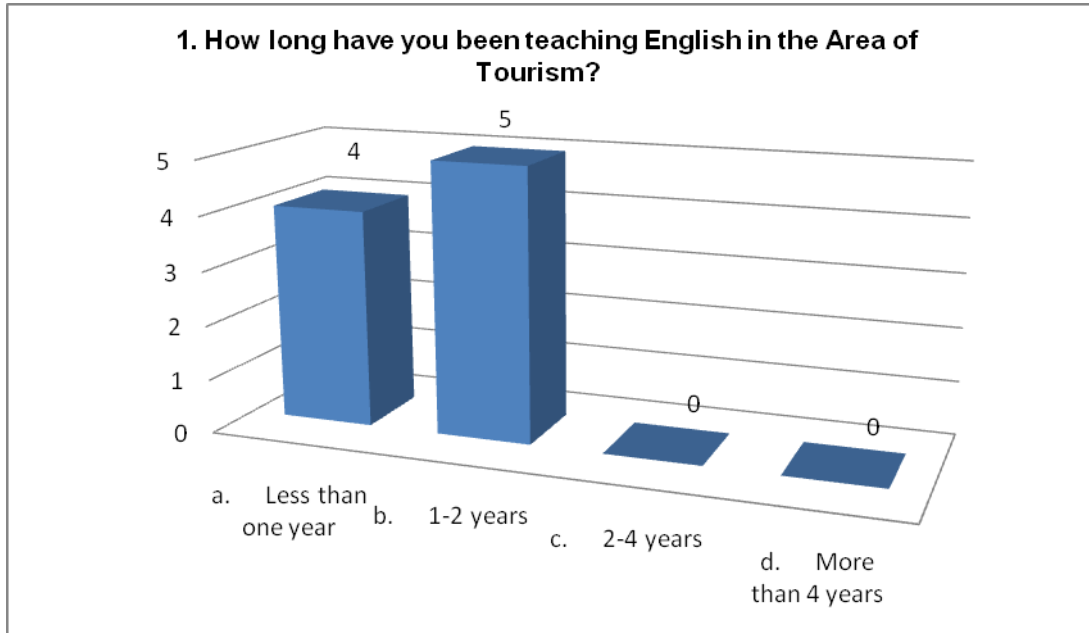
**Table 1**

<b>1. How long have you been teaching English in the Area of Tourism?</b>		
a. Less than one year	4	<b>44.44</b>
b. 1-2 years	5	<b>55.56</b>
c. 2-4 years	0	<b>0.00</b>
d. More than 4 years	0	<b>0.00</b>



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Figure 1



### Analysis and Interpretation

As per the results, we notice that 55.56% (5 teachers) have taught English for "1-2 years," which means that most teachers have a relatively short experience in teaching in the field of tourism. The percentage of 44.44% (4 teachers) belongs to "less than one year." This shows this group has even less experience in the field. Despite the fact that the former Program and current Department of Tourism have been operating for approximately nine years, it is surprising to see that the English teachers have collaborated there for less than half of the time the institution has existed.

These answers ("Less than one year" and "1-2 years") were the ones to be expected, since, as I mentioned, the School of Hospitality Sciences is a new one. Of course this means that the experience of the respondents is quite limited; on the other hand, there is the advantage that the participants have no preconceived ideas or engrained, habitual notions of how tourism should be taught. The field is wide open for original input.

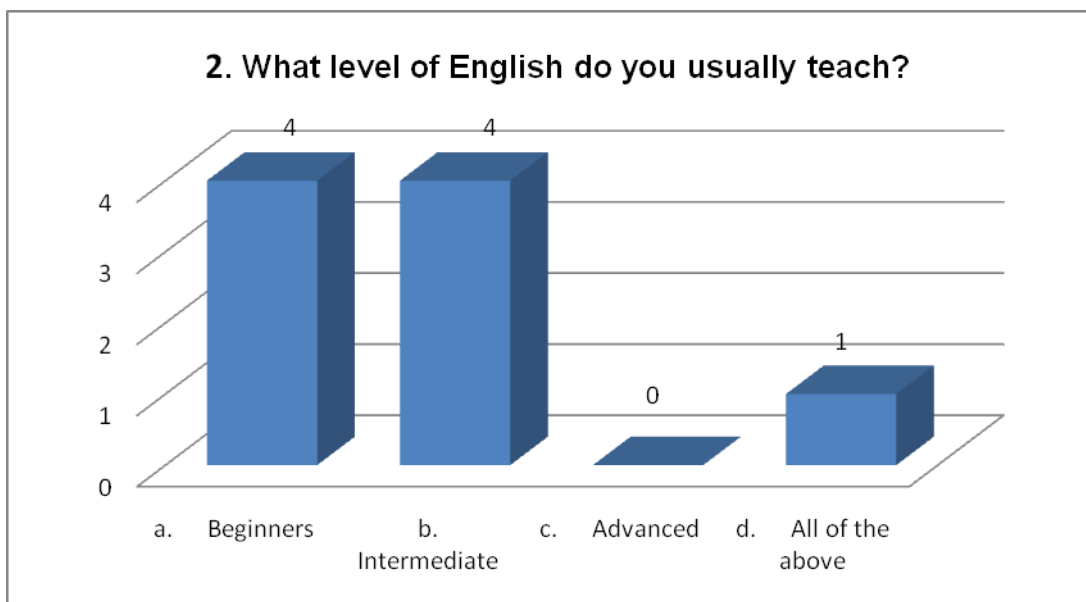


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**Table 2**

2. What level of English do you usually teach?		
a. Beginners	4	<b>44.44</b>
b. Intermediate	4	<b>44.44</b>
c. Advanced	0	<b>0.00</b>
d. All of the above	1	<b>11.11</b>

**Figure 2**



### Analysis and Interpretation

The teachers with either beginning or intermediate students represent 44.44% (4 teachers), whereas 11.11% belongs to the one teacher who has students in both of the above-mentioned levels. This means that 4 of the teachers with beginning level



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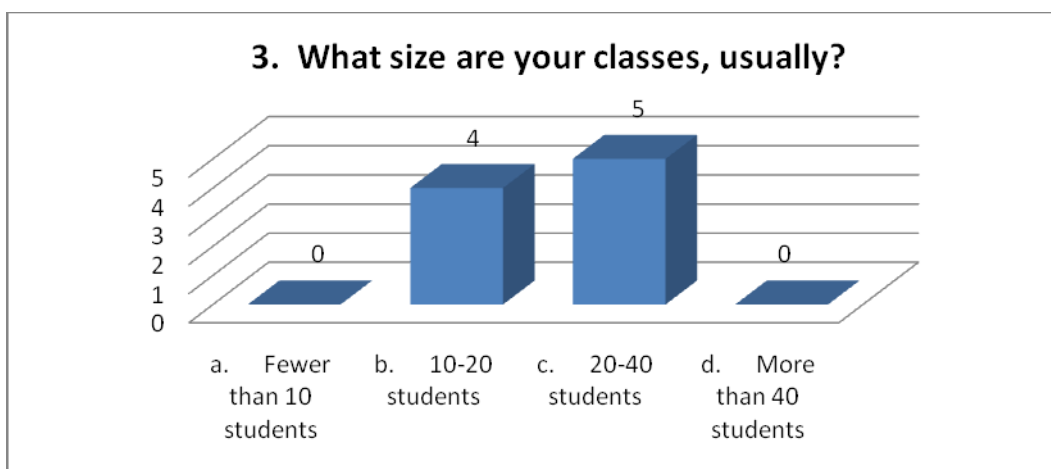
students will have to concentrate upon the basics of the English language. None of the teachers has advanced level students.

Since the stated level of the didactic guide and textual material has been declared to be “the third level” (out of 6 levels), obviously the teachers who answered “intermediate” are going to make the best use of this material. Nevertheless, the guide is intended to include so much visual and audio material that even the teachers and students at the beginning level will find themes and exercises that they can relate to. In fact, it is my aspiration that the guide in itself will help greatly to boost the users’ English proficiency, precisely from the beginning to the intermediate level.

**Table 3**

<b>3. What size are your classes, usually?</b>		
a. Fewer than 10 students	0	<b>0.00</b>
b. 10-20 students	4	<b>44.44</b>
c. 20-40 students	5	<b>55.56</b>
d. More than 40 students	0	<b>0.00</b>

**Figure 3**







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### Analysis and Interpretation

According to the figures on class size, we must emphasize that there are not any small groups that may allow personalization of teaching methods. We find that 44.44% (4 teachers) with 10-20 students, along with 55.56% (5 teachers) with 20-40 students have larger groups. This implies restrictions in the application of personalized teaching methods. There are no teachers with more than 40 students, since such a number of students belongs typically to lecture-style instruction.

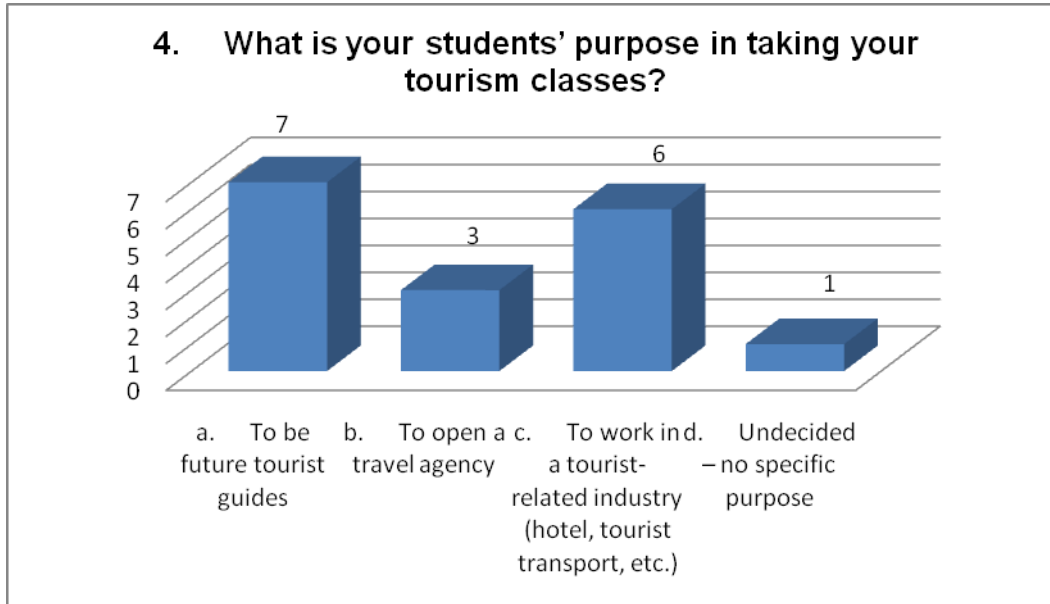
It is unfortunate (although also to be expected) that the size of the classes in the School of Hospitality Sciences is large, since this rules out all one-on-one approaches, or even activities designed to be carried out by a limited number of students. Necessarily, the teacher's approach has to be restricted to material designed for an "audience." But thanks to the enormous potential of pair and group work, it is possible to overcome this handicap.

**Table 4**

<b>4. What is your students' purpose in taking your tourism classes?</b>		
a. To be future tourist guides	7	<b>41.18</b>
b. To open a travel agency	3	<b>17.65</b>
c. To work in a tourist-related industry (hotel, transport, etc.)	6	<b>35.29</b>
d. Undecided – no specific purpose	1	<b>5.88</b>



Figure 4



### Analysis and Interpretation

This analysis is based on the number of responses given to the questions regarding students' purpose in taking tourism classes. The percentage of 41.18% represented by the number 7 belongs to students who want to be future tourist guides; followed by 35.29% represented by 6 students who express their desire to work in a tourist-related industry such as the hotel industry, tourist transportation, etc. There is 17.65% corresponding to 6 students who would like to open a travel agency, according to the responses given by the surveyed faculty. Only 5.88%, that is, 1 answer is undecided or has no specific purpose.

These responses are encouraging, since I would not have been at all surprised to discover that the students were entirely vague and undecided about their futures. On the contrary, it seems that all of them (with one exception) have a clear idea of what they want to be, and, consequently, what they want to learn, which of course makes the teacher's task much easier.

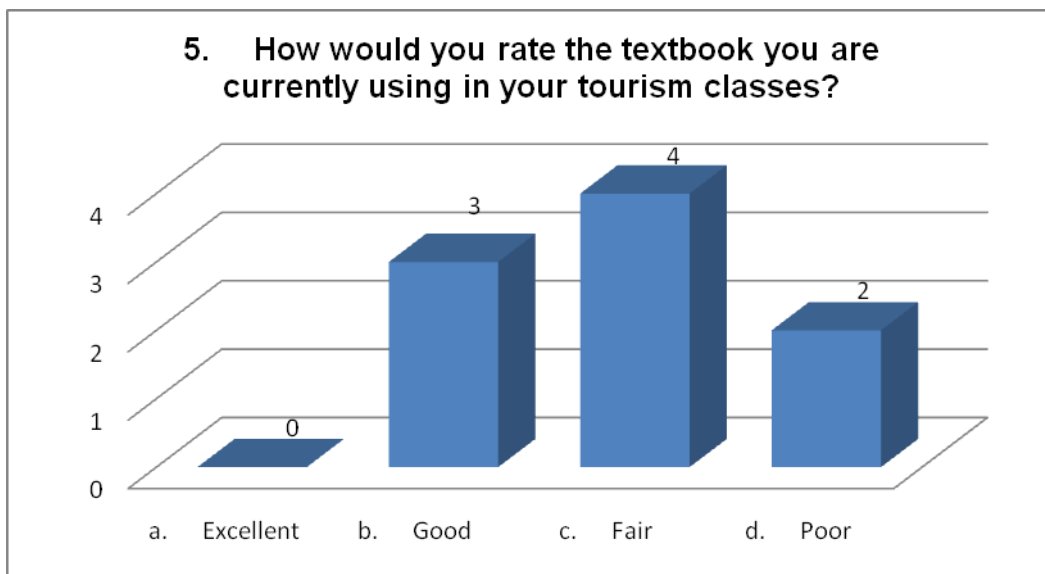


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**Table 5**

<b>5. How would you rate the textbook you are currently using in your tourism classes?</b>			
a. Excellent	0		<b>0.00</b>
b. Good	3		<b>33.33</b>
c. Fair	4		<b>44.44</b>
d. Poor	2		<b>22.22</b>

**Figure 5**



### **Analysis and Interpretation**

None of the surveyed faculty considers that the textbook they are currently using in their tourism classes is excellent. 33.33% (3 teachers) consider the textbook as good. The negative perception about the textbook quality can be observed by the 44.44% (4 teachers) rating it as fair, which in addition to the 22.22% (2 teachers) who point out that quality is poor constitute 2/3 of the surveyed faculty.



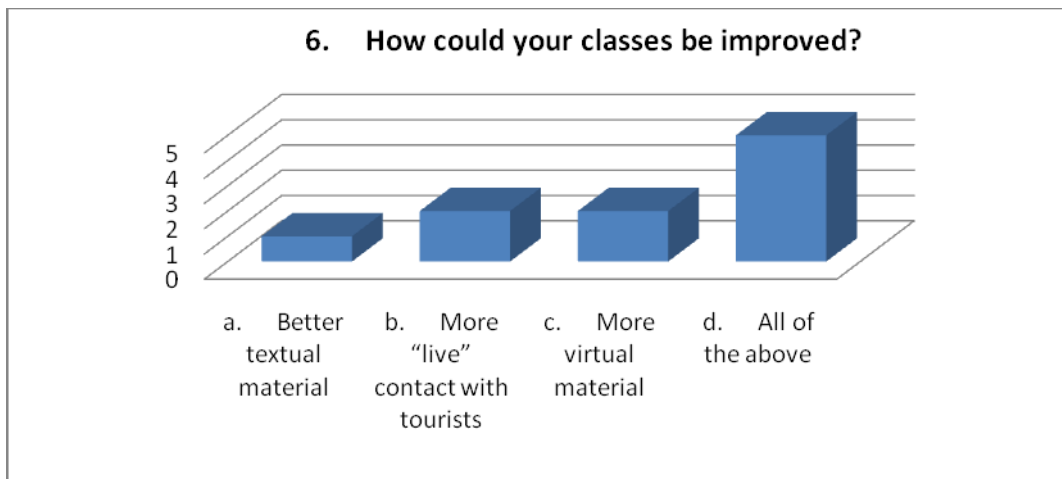
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Twice as many respondents gave a negative answer to this question (“fair” or “poor”) as those who responded positively, which is according to my expectation and also encouraging, since it indicates the existence of a vacuum in the area of touristic material for English teaching – practically a request and an invitation for the development of a didactic guide.

**Table 6**

<b>6. How could your classes be improved?</b>		
a. Better textual material	1	<b>9.09</b>
b. More “live” contact with tourists	2	<b>18.18</b>
c. More virtual material	2	<b>18.18</b>
d. All of the above	5	<b>45.45</b>

**Figure 6**



### Analysis and Interpretation

As the teachers questioned are from a variety of backgrounds and experiences they provided the following answers. For both suggestions: more “live” contact with tourists and more virtual material, we have 18.18% (2 answers) each. There is 9.09% (1 answer) mentioning that better textual material would be an option



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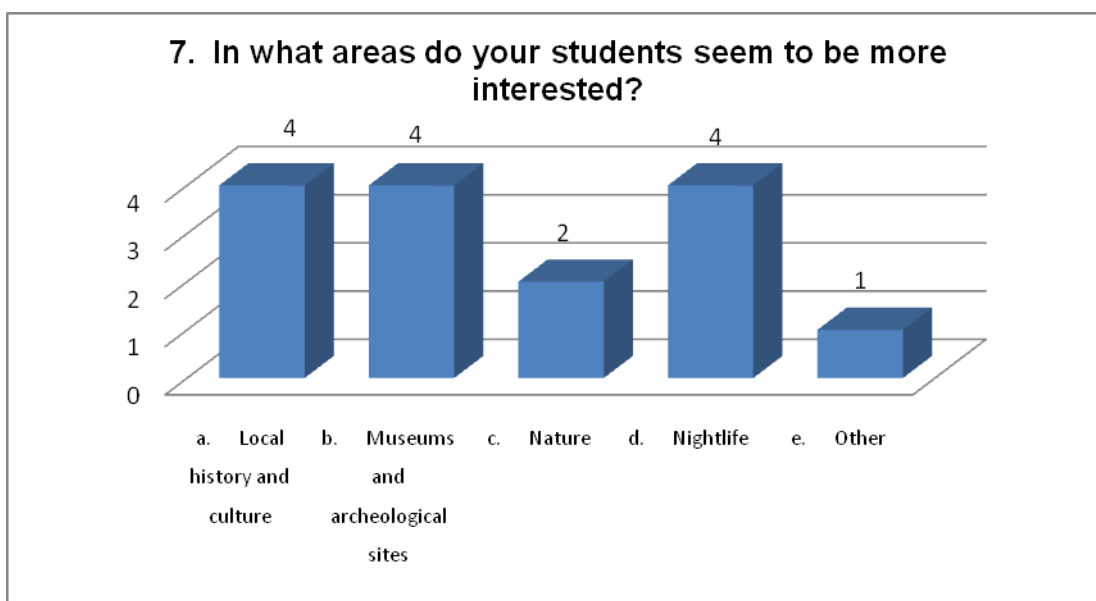
for class improvement. The same figures match with the option “Other.” For all of the above options there are 5 responses that represent 45.45%.

I was surprised and pleased by the variety of responses to this question. One person gave the most obvious response – “better textual material,” but the other respondents had an interesting range of ideas: “more live contact (with tourists)”;  
“more virtual material”; “more real-life situations”; and “all of the above.” This seems to indicate that the teachers of tourism English crave expansion of the available alternatives for tourism-related material and activities.

**Table 7**

<b>7. In what areas do your students seem to be more interested?</b>		
a. Local history and culture	4	<b>26.67</b>
b. Museums and archeological sites	4	<b>26.67</b>
c. Nature	2	<b>13.33</b>
d. Nightlife	4	<b>26.67</b>

**Figure 7**





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### Analysis and Interpretation

The three following items: local history and culture, museums and archeological sites, and nightlife present the same percentage of 26.67% (4 answers) so they are 80% altogether. The percentage for nature is 13.33% whereas the percentage for "Other" is only 6.67%.

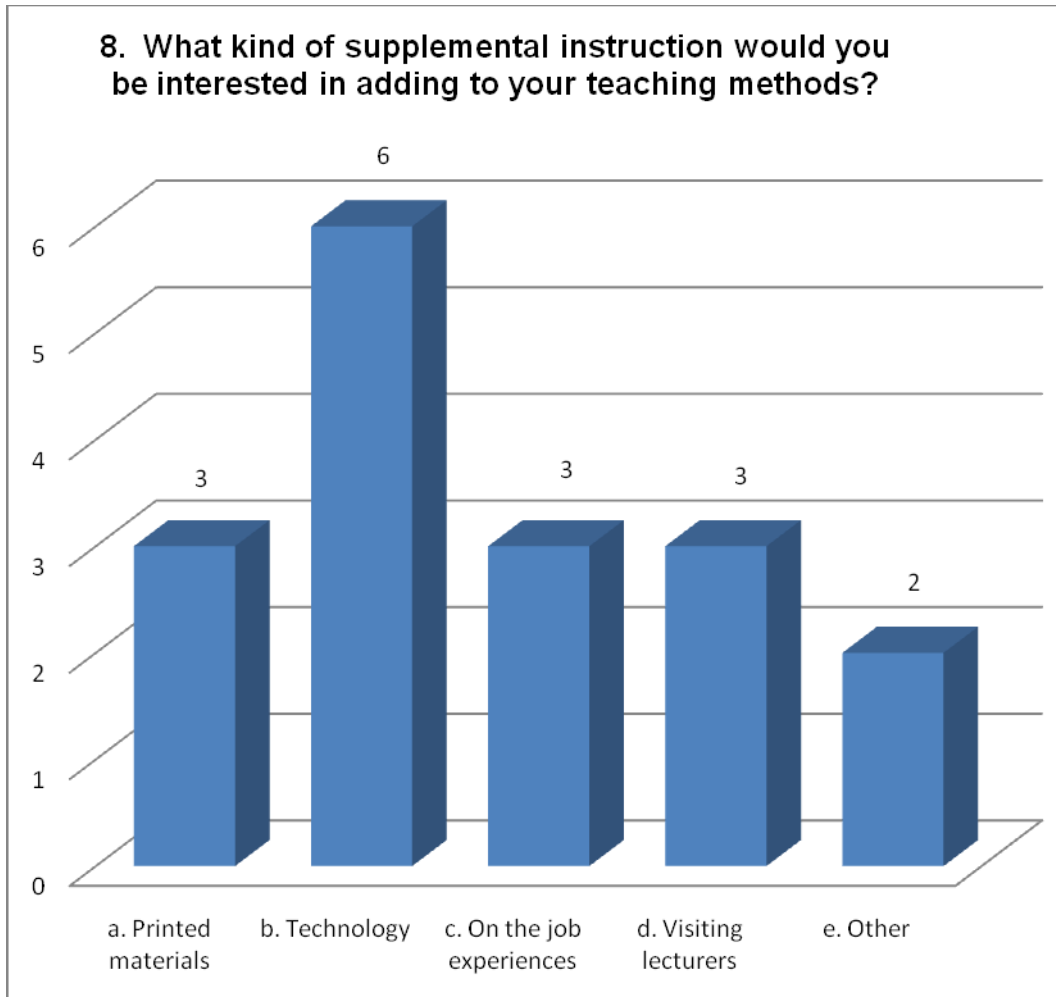
Once again I was pleased by the variety of answers to this question, since it is a clear sign that the field of touristic teaching should be as broad-based as possible, and it is also a clear invitation to make maximum use of the wealth of natural and cultural material that Cuenca affords. The fact that Cuenca is both surrounded by natural beauty and also a patrimony of humanity means that it is a very special place, and it is obvious that as much advantage should be derived from this fact as is possible.

**Table 8**

<b>8. What kind of supplemental instruction would you be interested in adding to your teaching methods?</b>		
a. Printed materials	3	<b>17.65</b>
b. Technology	6	<b>35.29</b>
c. On the job experiences	3	<b>17.65</b>
d. Visiting lecturers	3	<b>17.65</b>
e. Other	2	<b>11.76</b>



Figure 8



### Analysis and Interpretation

The item belonging to technology is the highest with 35.29% corresponding to 6 answers; while the items: printed materials, on the job experiences, visiting lecturers are 17.65% belonging to 3 answers each. The lowest percentage is 11.76%, which is 2 answers for the item “Other.”

This question was very fruitful, in terms of good new ideas and useful suggestions.

First, it was stated again that the text to be used in tourism classes needs to be improved. But the respondents went much further, and declared that much more



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than just bettering the text needs to be done. The ideas took two main channels – technology, and on-hands experience.

On the technology side, I have the suggestions relating to awareness-raising activities and on-line activities, which are obviously related. As for awareness-raising, the internet is the place for the tourism teacher to broaden his/her tourism-related knowledge.

As for on-line activities, the tourism teacher who does not take advantage of the multifarious media available through the World-Wide Web is clearly neglecting a rich source of information and collaboration. A blog site is a tool that is already being used to great advantage by teachers in many diverse fields, such as literature, science, and even music. And then we have more generalized pooling techniques, such as facebook and twitter, that provide infinite possibilities of communication and idea interchange.

In the area of hands-on activities, I have the ideas of visiting lecturers and on-the-job experience. Visiting lecturers are always a good idea, in any field of study, since they provide new points of view and insights. The broader the pool of knowledge and experience that the tourism teacher can draw upon, the better his/her classes will become. And the more friends he/she can communicate with, and the more places he/she can garner knowledge about, the richer his/her background will be.

As for on-the-job experience, the tourism teacher could arrange for his/her students to have tours of duty in real travel agencies and tourism-related organizations.



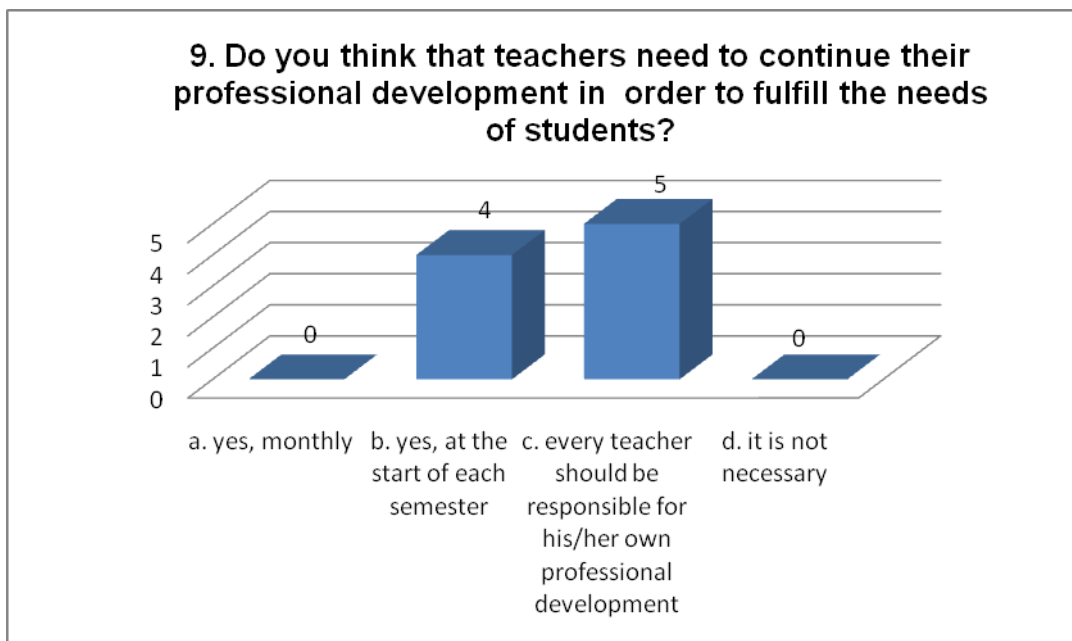


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Table 9

9. Do you think that teachers need to continue their professional development in order to fulfill the needs of students?		
a. yes, monthly	0	0.00
b. yes, at the start of each semester	4	44.44
c. every teacher should be responsible for his/her own professional development	5	55.56
d. it is not necessary	0	0.00

Figure 9



Analysis and Interpretation

None of the teachers is willing to continue their professional development on a monthly basis. Most of them, 55.56% (5 teachers) consider that every teacher should be responsible for his/her own professional development. Four teachers who represent 44.44% would agree to take courses in order to continue their professional



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development provided that they are planned at the start of each semester. None of the teachers consider that it is not necessary to continue their professional development.

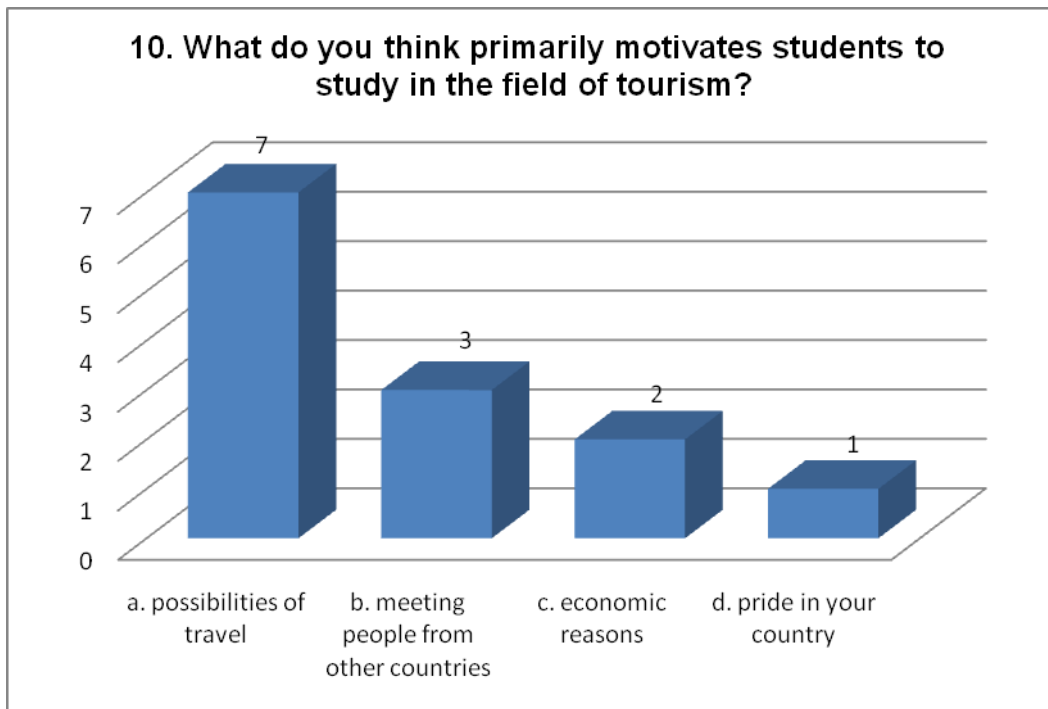
It was the unanimous opinion of the respondents that tourism teachers should indeed continue their professional development constantly. The only difference of opinion was as to how this should be done. A majority opined that this matter should be personal – at the discretion of each teacher, while four participants thought that this should be a matter of the authorities' organization, and should take place at the beginning of each semester. What is important is that everyone agreed that it is necessary for teachers to progress and keep abreast of current developments, rather than allowing their knowledge and methodology to become dated.

**Table 10**

<b>10. What do you think primarily motivates students to study in the field of tourism?</b>		
a. possibilities of travel	7	<b>50.00</b>
b. meeting people from other countries	3	<b>21.43</b>
c. economic reasons	2	<b>14.29</b>
d. pride in your country	1	<b>7.14</b>
e. Other (specify)	1	<b>7.14</b>



Figure 10



### Analysis and Interpretation

There is 50% (7 answers) that show interest in possibilities of travel, followed by 21.43% (3 answers) indicating their interest in meeting people from other countries. Economic reasons is represented by 14.29 % (2 answers), whereas pride in your country is only 7.14% (1 answer). The option “Other” also is 7.14% (1 answer).

The reasons given, as to why students adopt the career of tourism, were four in number: 1) the possibility of travel, 2) to meet people from other parts, 3) to earn a good salary, and 4) to demonstrate their pride in their country. Of these four, the ones most clearly pertinent to this thesis are obviously numbers two and three, especially number two. The obvious aspiration is that the student of tourism, by mastering and applying his/her knowledge, can not only meet foreigners, but actually help them in a very important way, by making their visit to Ecuador, and Cuenca, a more enjoyable and rewarding experience. In the best of cases, of course, there is



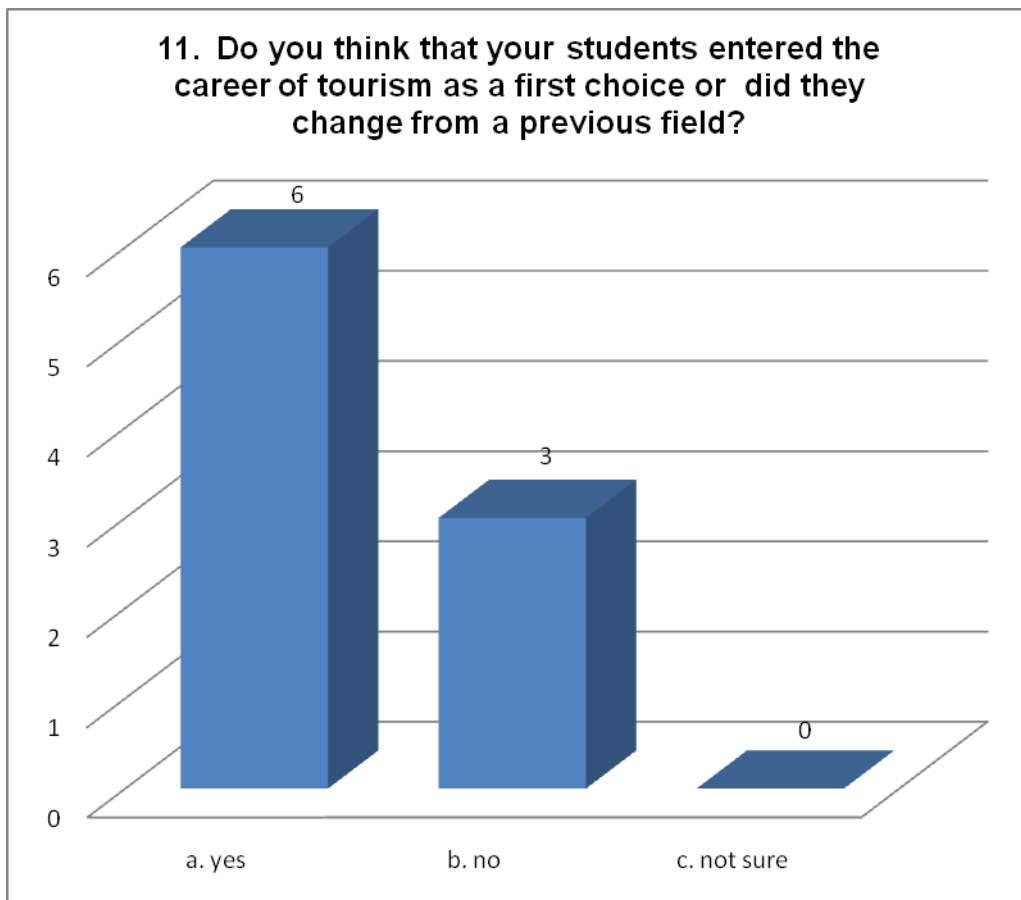
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always the possibility of the professional in the tourism industry and the foreigner becoming friends, which naturally is a goal to be striven for in itself.

**Table 11**

<b>11. Do you think that your students entered the career of tourism as a first choice or did they change from a previous field?</b>		
a. yes	6	<b>66.67</b>
b. no	3	<b>33.33</b>
c. not sure	0	<b>0.00</b>

**Figure 11**





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### Analysis and Interpretation

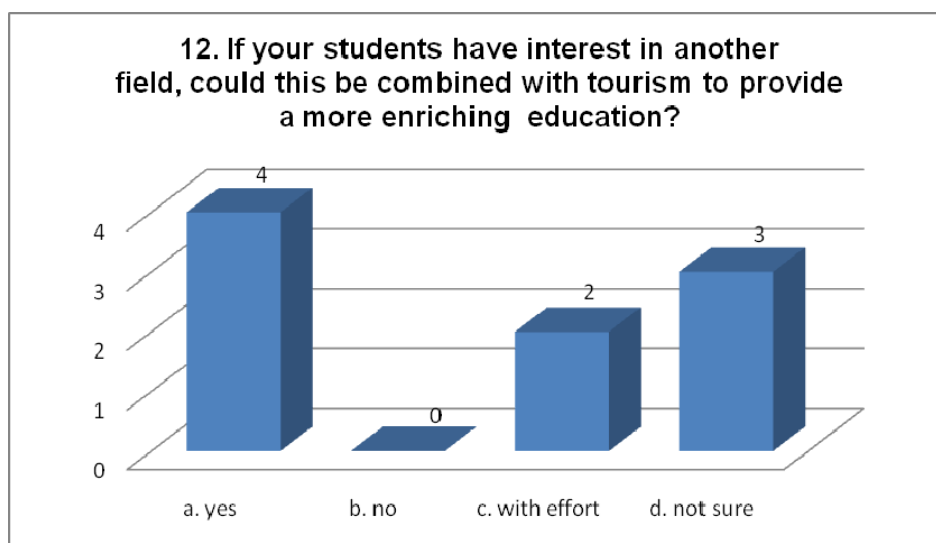
Two thirds of the teachers 66,67% (6 teachers) questioned consider that their students entered the career of tourism as a first choice; on the other hand, one third of them 33.33% (3 teachers) consider students changed from a previous field.

The majority of the respondents replied affirmatively, indicating that they have the feeling that their students did in fact choose tourism as their field of preference. This is encouraging, since it would be a negative factor to deal with students who originally had a different career in mind.

**Table 12**

<b>12. If you know that students began (or have interest in) another field, do you think that these interests can be channeled towards or combined with tourism to provide a more enriching education?</b>		
a. yes	4	<b>44.44</b>
b. no	0	<b>0.00</b>
c. with effort	2	<b>22.22</b>
d. not sure	3	<b>33.33</b>

**Figure 12**





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### Analysis and Interpretation

There are 6 teachers who give positive answers: 44.44% (4 teachers) affirm that other interests can be channeled towards or combined with tourism, 22.22% (two teachers) consider this is possible with some effort. None of them (0 teachers) think it is impossible to carry out such channeling or combination. We have 33.33% (3 teachers) who are not sure about their answer.

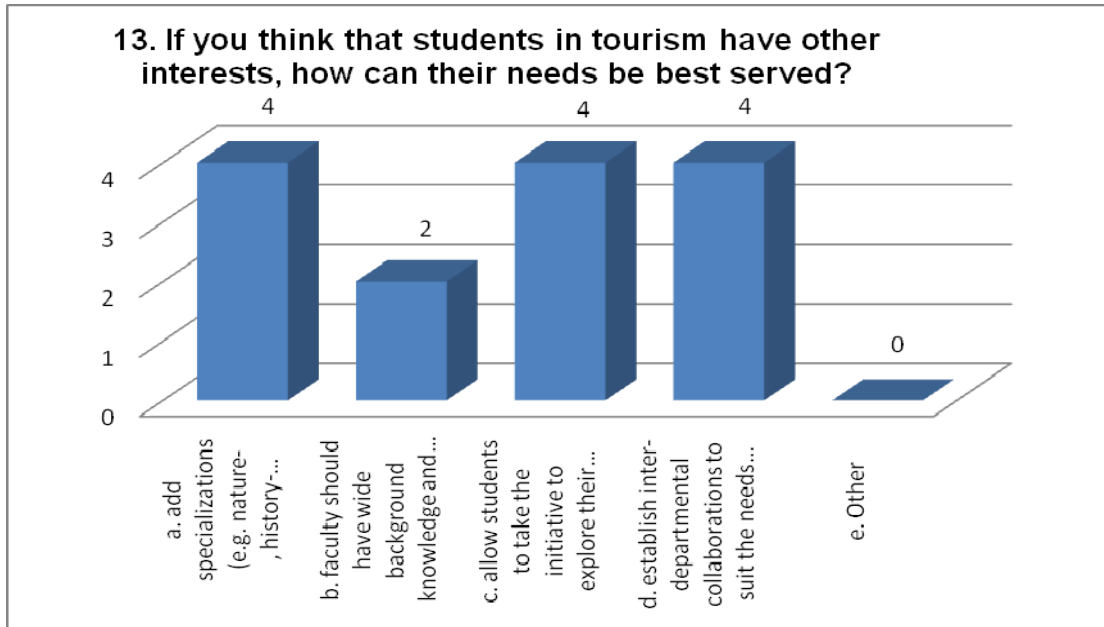
Once again, the majority of respondents answered affirmatively, that even if tourism is a particular student's second choice of career, there always exists the possibility of combining previous knowledge and experience, from another area, with tourism. The people that the tourism graduate is going to deal with can come from any of a multitude of other backgrounds, and there is always the possibility that the foreigner's field of experience will combine positively with the graduate's previous knowledge, to the benefit of all.

**Table 13**

<b>13. If you think that students in tourism have other interests, how can their needs be best served?</b>		
a. add specializations (e.g. nature-, history-, culture-tourism, etc.)	4	<b>28.57</b>
b. faculty should have wide background knowledge and diverse interests	2	<b>14.29</b>
c. allow students to take the initiative to explore their interests	4	<b>28.57</b>
d. establish inter-departmental collaborations to suit the needs of students	4	<b>28.57</b>
e. Other	0	<b>0.00</b>



Figure 13



### Analysis and Interpretation

From the 14 answers analyzed we found the following: With the same 28.57% (4 answers, each) we have the options a) add specializations, c) allow the students to take the initiative to explore their interests, and d) establish inter-departmental collaborations to suit the needs of students. In contrast with the previous answers we have 14.29% (2 answers) considering that faculty should have wide background knowledge and diverse interests.

In respect to this question, the most important factor to be considered is that the teachers of tourism have sufficient background knowledge to be able to accommodate the different specific interests of a wide range of student interests. For example, if a tourism teacher discovers that a particular student is very interested in nature, he/she should be able to develop that interest by combining it with the general study of tourism. This does not mean that special branches of tourism have to be created *per se* (biological tourism, geological tourism, etc.), but rather that the tourism teacher be flexible enough to make particular elements part of the general study of tourism, according to the special needs and interests of each student.

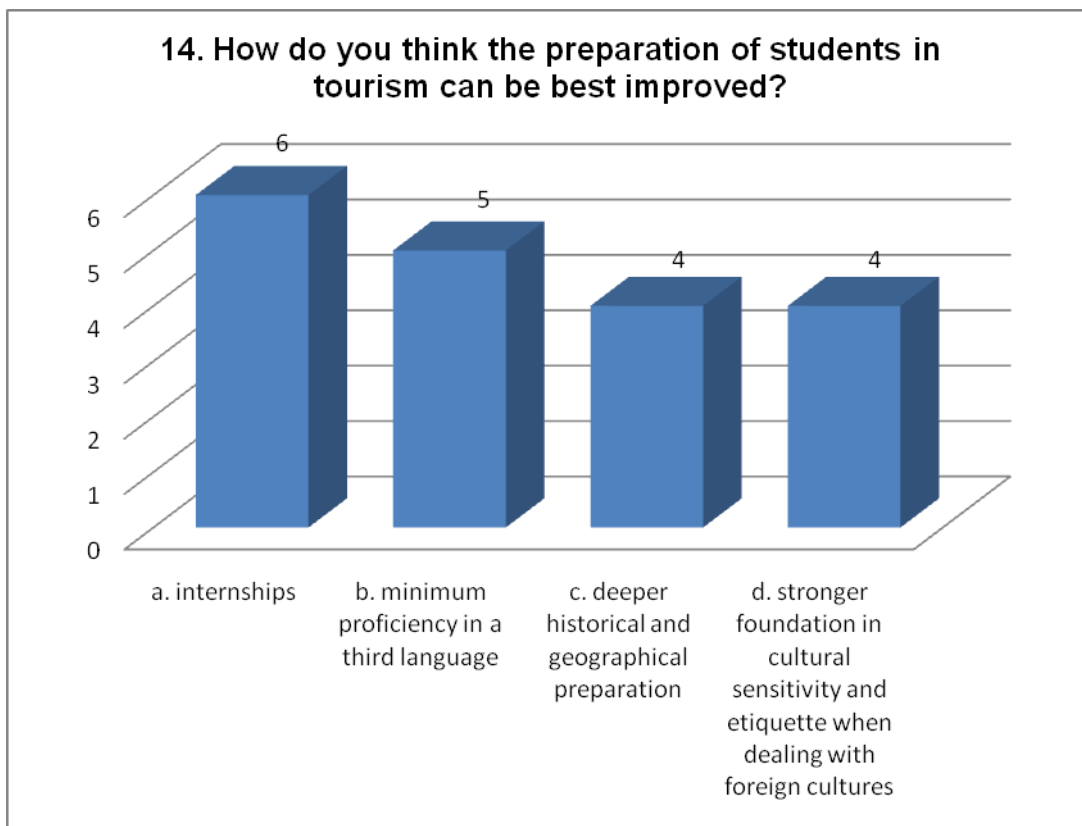


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Table 14

14. How do you think the preparation of students in tourism can be best improved?		
a. internships	6	31.58
b. minimum proficiency in a third language	5	26.32
c. deeper historical and geographical preparation	4	21.05
d. stronger foundation in cultural sensitivity and etiquette when dealing with foreign cultures	4	21.05

Figure 14







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### Analysis and Interpretation

Internships with 31.58% (6 answers) is the most considered option; minimum proficiency in a third language is second with 26.32% (5 answers); the third place in importance with 21.05% (4 answers, each) belongs to deeper historical and geographical preparation, as well as strong foundation in cultural sensitivity and etiquette when dealing with foreign cultures.

The answers to this question were the most useful and innovative of all. There were four interesting suggestions.

The first was the idea of internships, the notion of putting tourism students to work in their chosen field of endeavor seems to be a good idea.

The second idea that came to the fore was that of requiring the students of tourism to have at least a minimum of schooling in a second foreign language (and corresponding culture). It is a well-known fact that learning a second foreign language is easier than learning the first one. It is as if the mind, after it has become accustomed to operating in a new environment, in the second language, gets used to the idea, and accepts the habit of thinking in even a third set of symbols – changing its frame of reference for yet a second time – more easily than it did the first time. The students of tourism, therefore, will find that learning a third language – even learning it imperfectly – is a much easier task than it was to learn English.

Another factor that makes the third language notion a good suggestion is the fact that of course not all the tourists that the tourism students will be dealing with in their future lives will be English speakers. They may come from anywhere – Europe or Asia or even Africa. If these people don't speak Spanish or English then all the tourism student's training and preparation will be useless. And even if the tourism student is able to communicate with the tourist in Spanish or English, but the tourist's mother tongue is the language that the student received some training in – French or German or Italian, say – the tourist will be pleased to know that the student is not totally ignorant of his/her native language and culture. He/she will feel closer to the tourism expert.



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The third excellent idea that came out of the responses to this question is that the students of tourism should receive more preparation in background history and geography. No matter how good their training is in tourism *per se*, if they do not receive additional schooling in universal history and geography, they are very poorly prepared to deal with tourists from other countries and other cultures.

The fourth idea which seems excellent, and very relevant to the field of tourism, is related to the previous one. It is that the students of tourism should receive some schooling in the areas of cultural sensitivity and etiquette. Different countries have different cultural norms and different customs. If the tourist guide is ignorant of these differences – and perhaps even unaware that such differences exist – it is more than probable that he/she will find himself or herself in embarrassing situations which will cost him/her the confidence and maybe even the friendship of the tourist. In many countries, for example, it is impolite for people who are not friends to mention religion, politics, or civil status. Here in Ecuador, however, it is quite customary for an Ecuadorian to ask a recently-met foreign acquaintance “What religion are you?” or “Do you like Hugo Chavez?” or “Are you married?” or “Do you have children?” – questions which, for most foreigners, constitute a real social gaffe. It is a very good idea, therefore, for the students of tourism in the School of Hospitality Sciences to receive at least some basic preparation in the areas of cultural sensitivity, which, like the idea of more history and geography, would be easy to implement with more preparation in those areas.

In general, the responses to the questionnaire were according to what might have been expected. The overall tendency of the respondents was to emphasize that the study of tourism, and hospitality sciences in general, needs to “open up,” that is, have less to do with the classroom, and more to do with the real world. The ideas of visiting lecturers, of real-life experiences in the area of tourism, and of internships are all directed along this line of thinking.

All in all, the application of the questionnaire to the teachers involved with tourism and hospitality was a very fruitful and rewarding experience, which provided a solid and novel foundation on which to base this thesis.



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### 3.2 Interview

In November 2010 I conducted interviews with three teachers of tourism English from the School of Hospitality Sciences. The interview revolved around 5 relevant questions, dealing with different aspects of the teaching/learning of tourism and the language of tourism.

The purpose of this interview was to analyze the teachers' points of view concerning the programs, materials, and methodologies currently in use in the School of Hospitality Sciences of the University of Cuenca, in order to acquire a better perspective of the teaching-learning process and to look for ways it can be improved.

#### 3.2.1 Analysis and Interpretation

Question 1. Will the students of the School of Hospitality Sciences of the University of Cuenca perform much better in their English classes if the teacher uses authentic and relevant material?

Two out of three of the respondents (A and B) answered "yes," that the students of tourism would perform much better in their English classes if they had better materials to work with. The other respondent (C) opined that the problem was not with the materials but rather with the students' study habits, which of course is a much more profound problem arising from environmental and even hereditary factors that cannot be addressed in the context of this thesis.

Question 2. Will the use of authentic and relevant material improve the students' communicative competence by reinforcing listening and speaking skills?

Respondent A considered that the personal assistance of the teacher was more important, in terms of helping the students, than the material used, at least at the elementary levels.

Respondent B stated that she considered it incumbent upon those involved in the teaching of English for the purposes of tourism to be constantly involved in the



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search for better and better didactic material, which would redound in an ever-increasing way upon the teaching/learning not only of listening and speaking skills but upon the other language skills as well (reading and writing).

Respondent C opined that the material already in use in the School of Hospitality Sciences was satisfactory, since it was created by a team of linguists and experts in the field. However, she repeated that the basic problem was not so much the material used as the faulty study habits of the students.

The general conclusion to be drawn in relation to this question is that the material used can not only be improved, but that it should elicit responses and active learning on the part of the students.

Question 3. Will students' confidence be increased if they make decisions and choices in the teaching-learning process?

Here it was the unanimous opinion of the respondents that decision- and choice-making approaches to the teaching-learning of touristic English is a great help towards augmenting student confidence, since the students will realize that they are the builders of their own formation and that they are free to pursue the topics and themes that they are most interested in.

Question 4. Will the methodology used involve interesting real-life situations?

Once again, it was the unanimous opinion of the respondents that the more real-life or reality-derived situations and materials are used in the teaching/learning process, the more successful the didactic outcome will be. Respondent A strongly recommended not only real-life situations but also realia and vivid and colorful images. Respondent B not only came out in favor of real-life topics, but expressed the opinion that the less general the topics were, and the more directly addressed to the reality of Cuenca and Ecuador, the better it would be.

Question 5. In your opinion, should the material currently in use in the School of Hospitality Sciences be made more relevant to the students' needs?



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Respondent B simply stated that yes, in here opinion the material currently used in the School of Hospitality Sciences needed to be made more relevant and applicable to the needs of the students of the School. Respondent A stated that in his opinion the most important thing was to keep the learners immersed in an environment that is conducive to effective learning, with appropriate management of all the available resources, such as programs, methodologies, and materials. Respondent C simple opined that, more than how good or bad any particular materials are, what is still more important is how the teacher uses (or misuses) those materials.

The overall feeling that the responses provided was that both the materials used and the way of using them need to be made relevant to the needs of the students of the School of Hospitality Sciences.

In general, it was possible to deduce, on the basis of the interviews considered globally, that there was a feeling on the part of those involved with English language teaching/learning in the School of Hospitality Sciences, that there was room for improvement, both in terms of the materials used and the uses made of those materials.

### **4. DIDACTIC GUIDE**

#### **4.1 Methodology and Description of Materials**

The English of Tourism must include attractive and motivating activities focused upon engaging students in the process of becoming active participants in the tourism field, capable of developing strategies for using the language in real situations once they graduate from the university and have to face some kind of job in the tourism industry.

Therefore, it is very important to think about students seriously when planning English programs for tourism. It is the task of teachers to reflect upon their participation in the process of teaching English for Specific Purposes (tourism), the importance of promoting a friendly environment in the classroom, and the necessity of creating, adapting, and organizing material to overcome shortcomings in their



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textbooks, in order to stimulate and maintain the students' interest. At the same time they must be conscious that their role as educators is to help students by providing them with motivating learning activities. From the psychological sciences, there is some evidence that learning only takes place when it is relevant to the needs, experiences, aspirations, and interests of the learner (Finocchiaro and Bonono 14). Thus, teachers should encourage students during the teaching- learning process by providing them with lots of opportunities to use the language in a communicative way, emphasizing constantly the rewarding aspects of language learning, especially when it is destined to be used for a specific purpose, such as tourism.

The purpose of this didactic guide is, therefore, to provide both teachers and students with authentic material. This guidebook and background material is meant to help students achieve English proficiency for situations where the language is used and develop the competencies needed in the tourism area, so that they become capable of managing the language needed in a variety of target situations. Also, this didactic guide is meant to satisfy the students' expectations by giving them opportunities to use the language skills in an integrated way, and to increase their confidence to use the language in a communicative way by interacting in real-life situations. Teachers can be benefited at the same time because they can count on a didactic tool for teaching English in the area of tourism. Such a guidebook can be used as a support for classroom teaching, complementing in-class activities to improve the students' knowledge of the important topics related to the subject of tourism. In other words, teachers can count on these materials to support the teaching of English presented in authentic contexts to make students familiar with the particular ways in which the language is used in specific situations.

I consider it imperative, therefore, for the English teachers in the School of Hospitality Sciences of the University of Cuenca to become aware of the aspirations and motivations of the students in terms of how they view themselves and how they think their use of English will help them improve their image as participants in the world of the tourism industry.



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Consequently, this guidebook has been carefully designed, following the principles of the communicative methodologies (previously discussed in the theoretical framework of this thesis), which put the student at the center of the teaching-learning process, and whose principal focus is the engagement of students in communication to allow them to develop their communicative competence, and enable them to attain their goals.

Thus, I have directed my attention toward the students of tourism, to help them in some way to improve their ESP competence, and to achieve their professional goals. The city of Cuenca, as a Cultural Patrimony, has more than enough raw material available to a practitioner to make it possible to create a helpful, practical, and relevant guidebook of English, with supporting resources, such as CDs and DVDs, with the goal of revitalizing English in the School of Hospitality Sciences and turning out tourism professionals that are at the same time eminently capable and equally full of enthusiasm. And I have taken advantage of this important consideration as a point of departure for this work.

The first step, in the construction of this tourism guidebook and background material, has been to ascertain what level of English proficiency the guidebook is going to be addressed to, and to make sure that the students to whom the book is directed are capable of operating at that level.

In this respect, I have decided to choose the intermediate level of English as the context of my didactic efforts. If we have in mind a range of first to sixth levels, in terms of English proficiency, the first level being the beginning level and the sixth the advanced level, then the students I contemplate as being appropriate recipients of the didactic guide and other related materials would be those of the third level.

I decided to focus mainly on the areas of listening and speaking, since these are the skills that are most significant for any would-be tourist professional, for obvious reasons. First of all, I consider these are the skills the students will need to carry out real-world communicative tasks outside the classroom setting. Also, I think that listening gives the students information on which to base the knowledge necessary



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for using the language, with the result that the students will be able to speak; and speaking, of course, compensates for the lack of communicative opportunities in the students' environment.

The teacher, however, is free to use this material according to his /her criteria, depending on the students' needs and interests. In other words, the teacher can design additional activities directed towards developing other language skills.

Regarding the material for the guidebook, I have been very careful in designing the input data to make it as realistic as possible, to attract the students' interest. Hutchison and Waters state that both the content of the material and the tasks that the material enables the learner to perform are important aspects of the ESP teaching-learning process (108). Consequently, I found it advisable to choose interesting topics related to the city of Cuenca, and adapt them so that they could be used for didactic purposes.

The guidebook includes 20 topics, including History, Geography, Architecture, Customs and Traditions, Tourist Attractions, and so on. Some of the topics embrace sub-topics; for example, Religious Festivities includes Holy Week, "Festival de las Cruces" (Festival of the Crosses), Corpus Christi, and "Pase del Niño Viajero." All these topics and corresponding sub-topics are designed to be used as texts for the listening activities, since each of them comes with its respective audio CD, and in some cases with a video as well. I have also included photographs for each topic, to make the material more attractive and motivating for the students. Also, I decided to include a multimedia interactive CD for one of the topics – Churches. This last component is an extra contribution for both teachers and students who are interested in including this kind of updated material in the teaching-learning process.

Aside from the topics, I decided to include 6 conversations which take place in typical public places such as a travel agency, an airport, a restaurant, and so on. These conversations place emphasis on pertinent vocabulary and expressions used in daily life situations.





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It is important to mention that the audio material (CDs and DVDs) provide the students with natural language as well as the opportunity to listen to different voices and American accents.

With respect to the question of just how the students and the teacher are going to use this material, to provide a consistent response to this question I made the decision to direct the participants' attention to "tasks." Nunan suggests the use of "activities [that] involve oral communication, carrying out meaningful tasks, and using language which is meaningful to the learner" as well as the use of "materials [that] promote communicative language use... [and] are task-based and authentic" (194). He considers the communicative task as "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while attention is principally focused on meaning rather than form" (10). Consequently, this has been one of the major challenges in the design of this guidebook; the search for activities that put communicative tasks in the center of activity.

The whole framework of this material is aimed at enabling the students to carry out the tasks, with language and content drawn from the input selected according to what the students need to complete each task (topics and conversations with their corresponding CDs and DVDs components). The task itself comprises a number of activities that train the students to deal with the real-life situations related to their future employment. All the activities have been designed so that they are appropriate to the communicative goals of the task, and allow the students to communicate and cooperate in groups to encourage them to negotiate meaning. In other words, I have focused my attention upon negotiation of information, sharing of information, and information gap activities.

One important aspect worthy of mention is that all the tasks in the guidebook are presented in a sequenced way in terms of content and skills; therefore, the students will have to successfully complete previous activities first, to continue with succeeding ones; this process of working with interlinked sets of activities will enable them to satisfactorily fulfill their aims.



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Nunan suggests that tasks should contain some form of input data, which might be verbal (for example, a dialog) or non-verbal (for example, a picture sequence). This guidebook offers audio, video, and photographic material as well as interactive components as the input for students to use information-processing skills.

Regarding the goal, the setting, and the roles for teachers and learners that Nunan suggests a task should also have, I can mention that for each topic in this guidebook there is an implicit goal; for example, if we consider the topic “Cultural Heritage,” the student will have to make a short presentation about the reasons why the city of Cuenca was declared “Cultural Heritage.” To accomplish this, first of all, the students will be asked to perform vocabulary activities (See Annex 5). I found it necessary to design vocabulary activities for each topic and conversation as a point of departure, since I consider that once the students become familiarized with new words and expressions, they will be able to carry out subsequent tasks, which will be performed in the classroom or in the open spaces of the School of Hospitality Sciences as the main settings.

Brown suggests the background elements of successful classroom communication are 1) a significant amount of pair and group work; 2) provision of authentic language input in a real-life context; 3) stimulation of students to produce language for genuine, meaningful communication; and 4) classroom tasks that are prepared and conducted to capacitate students for actual language use outside the classroom (81).

Larsen-Freeman also notes that it is important “to facilitate small group and paired activities in which students have opportunities to interact. The activities themselves often engage students in communicative tasks such as filling information gaps using authentic materials” (65). With these considerations in mind, the students will be exposed to situations where they will use the language in a communicative way by performing meaningful activities which will enable them to interact in pairs or in groups in a variety of situations. The task of the teacher will be to prepare the students for the tasks, and to give them clear instructions for the completion of those



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tasks. Also, the teacher will act as a facilitator during the learning process, monitoring the students' work and trying to help them achieve their goals.

Once this preliminary preparation has been taken care of, the class can proceed to deal with the specific material.

All the activities of the didactic guide are organized according to each topic, and form part of the annexes; this material can be considered as a workbook, which can be photocopied for the students; also, the texts with their corresponding photographic material can be photocopied in accordance with the students' needs and interests.

### 4.2 Topics and Conversations

**(The following textual material, about Cuenca's history, geography, churches, traditions, etc. has been adapted from various brochures, internet sites, and the Official Guide of Cuenca, which are included in the Works Cited).**

#### 4.2.1 Cuenca - Topics

1. History
2. Geography
3. Cuenca: "The Athens of Ecuador"
4. Architecture
5. Cultural Heritage
6. Customs and Traditions:
  - Religious Festivities:
    - Holy Week
    - "Festival de las Cruces" (Festival of the Crosses)
    - Corpus Christi
    - "Pase del Niño Viajero"
  - Popular Festivities:
    - "Día de los Inocentes"
    - Carnival
    - "Año Viejo" (New Year's Eve Celebration)



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### Civic Festivities:

Foundation and Independence of Cuenca

Declaration of Cuenca as World Heritage Site

Popular Celebrations in Rural Parishes of Cuenca

### 7. Tourist Attractions:

“El Centro Histórico” (The Historic Center)

“El Barranco”

“Ruinas de Todos los Santos” (Ruins of All Saints)

Pumapungo Archeological Park

“Puente Roto” (The Broken Bridge)

Turi

Thermal Baths of Baños

San Joaquin

### 8. Natural Attraction Sites

Cajas National Park

Yanuncay Bio-Tourism Corridor

The Cauldrons of Racar and the Cabogana Mountain

Jubones Desert

### 9. Close-by Tourist Attractions

Gualaceo

Chordeleg

Sigsig

Paute

Giron

Yunguilla

### 10. Traditional Neighborhoods

"Las Herrerías"

"El Vado"

"Todos Santos" (All Saints)

San Sebastian

San Blas



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San Roque

### 11. Handicrafts

Pottery

“Toquilla” straw hats

Jewelry

Weavings

Ironworks or forges

Tinworks

### 12. Markets

The Flower Market

“10 de Agosto” Market

“3 de Noviembre” Market

### 13. Gastronomy

### 14. Parks and Squares

Abdon Calderon Park

Paraiso Park

“Parque de la Madre”

Maria Auxiliador Park

Luis Cordero Park

San Sebastian Park

San Blas Park

Rollo Square

Sangurima Square

Otorongo Square

San Francisco Square

Santa Ana Square

### 15. Churches

Cathedral of the Immaculate Conception (New Cathedral)

El Sagrario (Old Cathedral) Church

Carmen de la Asuncion Church

San Francisco Church



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Todos Santos Church  
Church of San Blas  
Santo Domingo Church  
Las Conceptas Church  
San Sebastian Church  
San Alfonso Church

### 16. Museums

Museum of the Central Bank  
Museum of Aboriginal Cultures  
Manuel Agustin Landivar Museum  
Museum of Las Conceptas  
CIDAP (Inter-American Center of Popular Arts) Museum  
Remigio Crespo Toral Museum  
Museum of Modern Art  
Museum of Medical History  
Museum of the Cañari Identity  
Museum of the Hat  
Zoological Museum "Amaru"  
Museum of Bones  
University Archeological Museum  
Benigno Malo National High School Museum  
Museum of Metals

### 17. Transportation

Buses  
Taxis  
Car Rental Services  
Plane

### 18. Safety Information

### 19. Bird Watching

### 20. Sports

Extreme sports

### 21. Conversations



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In the Travel Agency

In the Hotel

In the Restaurant

In the Bus Station

In the Bookstore

In the Airport

### 4.2.2 HISTORY

Cuenca's history begins long before the arrival of either the Incas, in the 15th century a.d., or the Spanish, in the 16th century. The city was originally a Cañari Indian settlement called Guapdondeleg, which in the Cañari language means "field as wide as the sky."

The first invaders of the Guapdondeleg area were the Incas, who, after a bitter

struggle, conquered the Cañaris

and occupied the settlement of

Guapdondeleg. But they were not

allowed to enjoy their conquest for

long, because less than half a

century after their invasion there

came new invaders – the Spanish

conquistadors.



Luis Cordero Street (File Cuenca 1934)

The Incas took revenge on the Cañaris for the stout resistance they

had offered to the Inca invasion. They gathered together the leaders of the resistance, stabbed them all to death, and threw their bodies into the chief of Cuenca's four rivers, which from that time on had the name "Tumipamba" (modern form, "Tomebamba") which is Quichua (the language of the Incas): "tumi" means knife, and "pamba" means plain.

The Incas also replaced Cañari architecture with their own. But they did not exterminate all the Cañaris. On the contrary, they recognized the Cañaris' impressive



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achievements in astronomy and agriculture and absorbed them into their empirical culture, as was customary when they conquered other peoples. They also ordered, in the person of their commander, the construction of a new city on the site of the old Guapdondeleg, whose name was to be also Tumipamba, and whose magnificence was to challenge that of the Inca capital of Cuzco, in Peru. It was Huayna Capac's home town, and its secular center was the Pumapungo palace, "the door of the puma."

The native Cañari people told the invading Spanish conquerors stories of golden temples and inconceivable riches, but by the time the Spaniards found the legendary Tomebamba (that is how they changed the name of the city when they arrived), all they came upon was ruins, which must have made them wonder what happened to the reported wealth of the fabled Inca capital.

After the Cañari, first, and later the Incas abandoned the city of Tomebamba,



Mariscal Sucre (File Cuenca 1934)

Cuenca was practically deserted until the 1550s. The city of Cuenca that we are familiar with was founded by the Spaniard Gil Ramirez Davalos on the 12th of April, 1557 by order of the Viceroy of Peru, Andres Hurtado de Mendoza. He borrowed the name from the Spanish city of Cuenca.

The next milestone in the history of Cuenca is November 3rd, 1820, when Santa Ana of the Four Rivers of Cuenca gained its independence from the Spanish government.

Cuenca's population and importance grew steadily during the colonial era and reached the peak of its importance in the first years of Ecuador's independence; it became the capital of Azuay, one of the three provinces that made up the nascent republic. The other two capitals were Guayaquil and Quito.



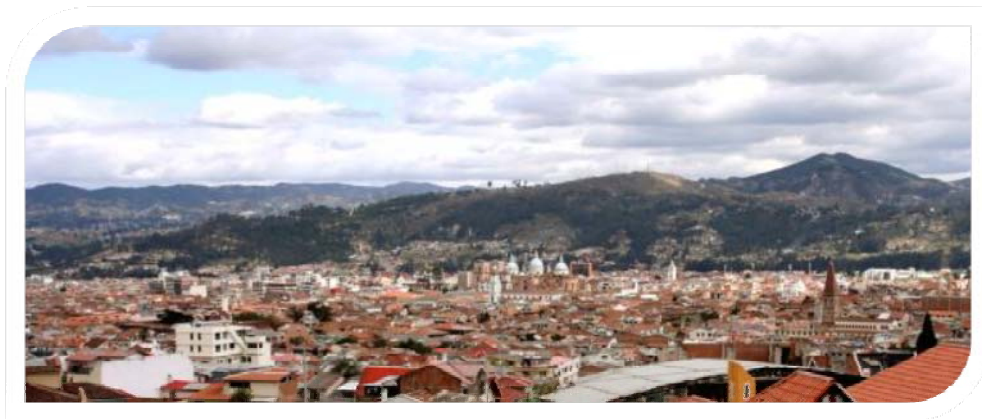


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Thus we have seen how the small establishment that was the Cañari Guapdondeleg was later conquered and replaced by the Incas' Tomebamba and finally by the Spanish Cuenca, a big city in form and spirit, worthy to be named by UNESCO a Cultural Heritage of Humanity on December 1, 1999. (Activities-See Annex 1)

### 4.2.3 GEOGRAPHY

The city of Santa Ana of the Four Rivers of Cuenca is situated at an average elevation of 2,500 meters (8,125 feet) above sea level in the southern part of the Ecuadorian Andes Mountains, just to the south of the massif called “el Nudo de Azuay.”



Panoramic view of Cuenca

The area around Cuenca is composed of a complex of four terraces, which together provide a very ample and comfortable layout for the city, and doubtless were



Tomebamba River

the motive for the Cañaris' giving the city its original name – Guapdondeleg, which in the Cañari language means “Field as wide as the sky.” These terraces are crossed by four rivers: the Machangara, to the north; the Tomebamba, which runs through the middle of the city; the Yanuncay, to the south; and the Tarqui, further south. As they traverse



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the city the four rivers become joined into one, having the single name “Paute.”

The first three rivers (Tomebamba, Yanuncay, and Machangara) originate in the highlands of Cajas National Park, to the west of the city. The fourth river, the Tarqui, is born to the south of the city. It traverses the rural area of Tarqui before arriving in Cuenca. It crosses the south area of the city. These four rivers are part of the Amazon River watershed.

Cuenca (meaning a basin caused by a confluence of rivers) is surrounded by mountains on all sides, with passes to the west, south, and east.

The most important river, the Tomebamba, traverses the center of the city, giving place to beautiful scenery. An especially interesting geographical feature of the city is the cliff which separates the second and third terraces. This cliff is called the Barranco (“ravine”), and it was the natural boundary between the old, colonial city and the new city. The Tomebamba River flows by the base of the Barranco.

Along the Machangara River hydroelectric plants have been built. It crosses the northern part of the city.

Cuenca’s four rivers provide an abundance of good water, which, in combination

with the area’s benevolent climate and fertile soil, make Cuenca a veritable paradise of green vegetation and nutritious foodstuffs, a fact which no doubt attracted the Cañaris, Incas, and Spaniards to the region in the first place.



A rainy day in Cuenca

Climatewise, Cuenca has two distinct climatic seasons: the cold-dry season which affects the city from

June to September (the “summer” of the northern hemisphere), and the warm-rainy season the rest of the year, with especially heavy rains in the months of March, April,



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and May. The pleasantest (sunniest) months are November and December (corresponding to the northern hemisphere's winter). (Activities-See Annex 2)

### 4.2.4 CUENCA: "THE ATHENS OF ECUADOR"



During the Colony Cuenca did not have outstanding personages in the field of culture. However, there remain precious anonymous works: paintings, sculptures, and carvings.

During the struggle for Independence and the first years of the Republic, it is important to mention two illustrious Cuencans.

In the first place, we have Jose Domingo de La Mar, who was, doubtless, the most brilliant of all Ecuadorian military figures who participated in the wars of independence against the Spanish. Then, there was the indigene Gaspar Sangurima, who is considered the father of Cuencan arts and crafts. He was a genius and a master of the secrets of sculpture, jewelry, metal working (trumpets for the army), cabinetmaking, and architecture.

Also, it is worth mentioning the Franciscan priest Vicente Solano, who was the chief of the gallery of cultivated men who were born or established themselves in Cuenca. Vicente Solano was the intellectual figure of the first half of the 19th century; his solid classical education allowed him to be an exceptional writer, lecturer, theologian, scientist, historian, and journalist. He established the area's first newspaper, the "Eco del Azuay" in January, 1828.

Another important figure was Benigno Malo Valdiviezo, an intellectual and practical man; in his lectures, his written works, and journalistic articles, he tried to advance the progress of his home town. He was an exceptional politician and



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educator, and he was the first dean of the University of Cuenca. Also, the first high school in Cuenca, named after him, was inaugurated in 1864.

Luis Cordero Crespo was the major representative of culture in the 19th century in Cuenca; he was a famous writer; he wrote with the greatest ease both in Spanish and Quichua; he was an important lecturer and educator. He was a lawyer, diplomat, farmer, and businessman, and he became President of Ecuador.

Antonio Borrero was another important figure in the second half of the 19th century, a famous writer and journalist, who also became President of Ecuador.

All these outstanding personages, as well as others, brought fame to Cuenca. For example, Luis Cordero and Julio Matovelle, with their “Liceo de la Juventud,” created a real school of intellectuals. That is why at the end of the 19th century Cuenca began to be recognized as an intellectual city, due to its literary production and its citizens interested in culture, and as of this time the city began to be called the “Athens of Ecuador.”

By the beginning of the 20th century, Cuenca had taken its place as a principal urban center, along with Quito and Guayaquil. Subsequently, its growth rate increased, due to innovations such as universities, commercial development, and elevated agricultural and commercial production, especially toquilla (straw) hats and tourism. All in all, Cuenca’s position as the third city of Ecuador was firmly established. (Activities-See Annex 3)

### 4.2.5 ARCHITECTURE

Architecturally speaking, Cuenca has evolved through history. The mixture of different cultures – Cañari, Inca, and Spanish – has made this city unique. The colonial center of Cuenca is a good example of colonial architecture and is being preserved under the category of



House of the Canonicals



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World Heritage Site. Since the foundation of the Spanish city, its architecture has been enriched little by little by the influence of several styles of architecture from Europe.

By the year 1778, the city consisted of 24 hectares (62 acres), equivalent to about 17 square blocks.

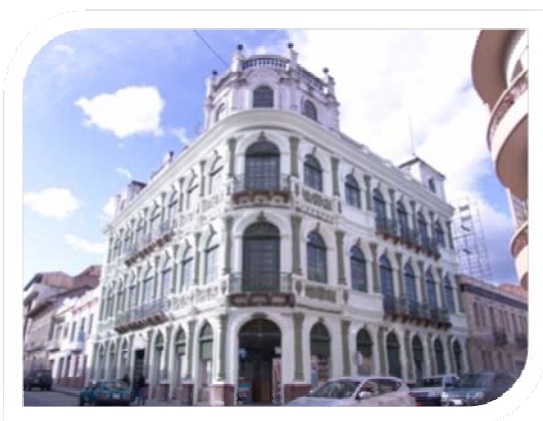


Map of Cuenca (1906-1911), Municipal Library

Nowadays, the colonial center of Santa Ana of the Four Rivers of Cuenca consists of 221 hectares (552.5 acres – 156 square blocks).

Cuenca still conserves the Spanish style of construction. The Checkerboard style was used by the Europeans at the time of the conquest, and it has facilitated the organization of the swiftly-growing city in a streamlined and orderly way.

The streets were drawn up perpendicular to each other, making squares, as on a chessboard. This organization can be observed in the majority of Ecuadorian cities, but the great advantage of Cuenca is that it lies on a flat plain, which made it easier to organize the city. If we look at a map, we can see that the historical center of the



Bolivar Clinic

city is almost a perfect rectangle. One of the most noticeable features of the city is the cliff that runs parallel to the Tomebamba River, which draws the visitor's attention immediately because of the multitude of houses that practically hang on to the walls of the precipice. These constructions respect the margin of the river, thus giving evidence of how the architects of



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Cuenca always took into account the natural contours that the valley offered them. As for the urban constructions in general, Cuenca has a great mixture of construction styles and decorations.

Most of the Historical Center was built during the Nineteenth Century. There are also some constructions from the Eighteenth Century, including two principle temples – El Carmen and the Inmaculada Concepcion (Immaculate Conception) – as well as a part of the Old Cathedral, and a few houses.

The colonial city is particularly attractive, since only a few of the buildings date back to the decades of the 50's and 60's of the Twentieth Century. At the beginning most of the constructions were made of bahareque, which was a mixture of straw, stones, mud, and water. The single-story houses had straw ceilings. As the city expanded, wood and roofing tile were incorporated into the buildings, making the city grow upwards also.

In relation to Cuenca's main temples and churches, we find Neoclassic and Baroque styles, with detailed facades of the churches. Materials such as brick and marble can be appreciated in the facades of the New Cathedral and the Church of San Blas. Different historical architectural influences entered into the construction of the New Cathedral at the end of the Nineteenth Century. And some of the Spanish churches were built upon foundations of stone extracted from Inca temples of the original city of Tumipamba (Tomebamba).



Episcopal house backyard

The colonial houses are adorned with moldings, pilasters, columns, and capitals of several periods and several details; some are simple and others are more complex, but all of them maintain the same overall style and give Cuenca a harmonic and continuous architectonic effect throughout the downtown area.

The traditional houses used eaves,



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facades, columns, borders and medallions, carved wood, and balconies of forged ironwork, doors and windows that reveal interesting woodwork, and interior patios, atria, gardens, and rooms with painted ceilings. It is easy to see the great skill of the constructors of Cuenca, who blended the American materials and customs with the styles established by the conquerors, a blending which is visible throughout the city and is one of the reasons Cuenca was declared a Patrimony of Humanity by UNESCO. (Activities-See Annex 4)

### 4.2.6 CULTURAL HERITAGE

For a city or a natural monument to be declared by the UNESCO as a World Heritage Site requires a lot of effort to fulfill the rigorous standards of



Commemorative plaque of Cuenca as a Cultural Heritage

classification. In August 1996, the Mayor of the City of Cuenca, Mr. Fernando Cordero, conformed a commission for achieving the Declaration of the city as a World Heritage Site, with the cooperation of local and national organizations. By the end of 1996, the Institute of National

Patrimony and Cultural Patrimony ceded to the Municipality of Cuenca the responsibility for implementing the process. During the month of April 1997, national and international institutions became part of the effort. The Management Commission learned about the regulations, procedures, formats, requisites, and actions needed for the candidacy. During this phase, meetings were held to talk about several key points, and valuable information was exchanged in preparation for the following phases. During the third phase of this process, the staff in charge of the development of the official file for the candidacy completed it during the month of December 1998. This technical report was sent to the offices of UNESCO in Paris, France on June 30, 1998. Along with the report there was an assortment of photographs of Cuenca, showing the great singularity and splendor Cuenca has to



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offer. Later, on July 7, 1998 the Examining Committee of World Heritage Sites of the UNESCO, with representatives from countries including Italy, Benin, Japan, Morocco, and Cuba met in the city of Paris. At the end of this meeting it was unanimously decided that the historical center of Cuenca had to be included in the list of World Heritage Sites. Finally, in the city of Marrakech, in Morocco, on December 1, 1999 Cuenca was declared a World Heritage Site by the 21 designated members of the XXIII Edition of the Committee, and was officially registered as such on December 4th.

To place Cuenca on the list of Cultural Sponsorship on the part of UNESCO was a very complex process. The reasons Cuenca should be chosen to enjoy this privilege were carefully studied by the International Organization. The most relevant were:

1. There have been four centuries of architectural and cultural traditions in the city of Cuenca, due to its different epochs, especially the Spanish Reign.
2. From the point of view of city planning, Cuenca is considered to be a very coherent and ordered city, keeping its European feel without losing its Indian and “mestizo” legacies, especially as far as its architecture is concerned.
3. The architecture of Cuenca has the characteristics of the Southern part of the Iberian Peninsula, but it has adapted to include materials used by the natives of the outlying mountains. Materials such as adobe, straw, wood, and clay were fundamental in the construction of the city.
4. The finished works of the constructors show great variety, contributing to the culture and personality of the city. These are the reasons for the architectonic importance of the city and its fragile inheritance and uniqueness that have to be shared on a worldwide level, as well as preserved. (Activities-See Annex 5)





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### 4.2.7 CUSTOMS AND TRADITIONS

Some popular festivities in Cuenca go back to the colonial period. Generally, they are included in the annual liturgical calendar of the Catholic Church. Apart from the strictly religious rites (masses, prayers, processions), there are also renowned secular and folkloric elements in the celebrations.

#### 4.2.7.1 RELIGIOUS FESTIVITIES:

##### 4.2.7.1.1 HOLY WEEK



Celebration of the Passion of Christ

Forty days after Carnival the Catholic Church celebrates Easter or Holy Week; it begins with Palm Sunday. During the week different rites take place: on Thursday Catholics visit seven churches; on Good Friday there are prayers and the presentation of the Stations of the Cross, and the celebration of the

Passion of Christ; on Saturday the Easter Vigil is celebrated; and on Sunday the Resurrection. During this week the families prepare a delicious typical dish called "fanesca," made with several grains of the region, and served with dried, salted fish.

##### 4.2.7.1.2 "FESTIVAL DE LAS CRUCES" (FESTIVAL OF THE CROSSES)



Race of the Crosses

Mercedes del Carmen Díaz Sarmiento

Each year on the 3rd of May the Consecration of the Cross is celebrated in Cuenca. The most traditional and famous cross is "La Cruz del Vado" (the Cross of El Vado) which is located on the historic street La Condamine. In addition to the religious



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celebration there is also a marathon of international importance called the " La Carrera de las Cruces" (Race of the Crosses) which takes place here, too.

### 4.7.1.3 CORPUS CHRISTI

This is the oldest religious celebration in the country. It was established a few years after the foundation of the city in 1564. Corpus Christi is celebrated in honor of the "Eucharist of the Body of Christ". This celebration begins on the first Thursday after the week of Pentecost, and it has both religious and popular tokens regarding the worldwide celebration of the Body of Christ.



Each day, different "priostes" (stewards) pay all the expenses of the festivities which take place in Calderon Park .They are marked by various solemn processions

around Calderon Park. During each night's celebration an incredible number of hot air gliding balloons made of paper are sent soaring skyward, with fireworks and pyrotechnic castles made especially for this event.



Corpus Christi confections

Also, there are town bands to enliven the festivities, and popular good fortune games with good-luck wheels and other fun games are set up. Another very traditional custom in this celebration is the "Dulces de Corpus" (Corpus Sweets) such as "quesitos" (honeymoon pies), "arepas" (butter cookies), "huevitos de faltriguera"

(candy eggs), "roschas de viento" (puff-pastries)", and other confections. (Activities- See Annex 6)



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### 4.7.1.4 "PASE DEL NIÑO VIAJERO"

This is the most important religious celebration in Cuenca and perhaps in the entire country. It consists of a great procession presided over by the image of the Baby Jesus, which takes place on the 24th of December of each year. This manifestation of popular religiosity and folklore mobilizes thousands of people from



Cuenca and its surroundings, and it has become a significant touristic attraction.

The preparations begin months before, when the “priostes” (stewards) meeting to organize all the important aspects of the important occasion. For example, they make decisions on who is going to give the Christmas bread and the bags of cookies and sweets which are distributed among the children who participate in the procession. They finalize details related to the food, the allegorical cars, the folk dances, the dramatizations, the biblical personages, and so on.

The night before the procession the stewards meet to work long hours getting everything ready for the procession. They adorn the trucks, cars, and horses with elegant cloths and decorate them with lots of fruits, traditional food, flowers, sweets, vegetables, toys, and other materials, so that each car represents a biblical scene related to the Birth of Jesus or shows other folkloric aspects. They organize the dances and roles for the cultural dramatizations; they prepare the gifts for the children and arrange some other important details for the big day.

As of the first hours of December 24th, the streets of the city of Cuenca begin to be filled with the colors of the children in their glamorous outfits, their families, the cars, and the horses, to the accompaniment of Christmas carols, music bands, and so on; there is a lot of jubilation because everyone wants to glorify the Baby Jesus.



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There are lots of groups representing the culture, traditions, and customs of each town, as for example Cholas Cuencanas, Cholos, Jibaros, Cañarejos, Blacks, Otavaleños, Saragureños, Mexican Charros, Jews, etc. There are also angels, Mary and Joseph, shepherds, the Three Wise Men, and dancers. They all gather together on Ordoñez Lazo Avenue and the Corazon de Jesus Church.



"folkloric dance in Pase del Niño Viajero"

At 10:00 a.m. the great procession begins. An Angel with a star opens the parade. Then the richly-decorated allegorical trucks start their procession, and then come thousands of children of all ages and adults in costumes that evoke Biblical episodes of the Birth of

Jesus, and folkloric clothes representing different Ecuadorian ethnic groups dance to the rhythm of Christmas carols and the music played by the bands. There are also the "Mayorales," who are children wearing elegant outfits and riding horses decorated with sweets, loaves of Christmas bread, fruits, banknotes, and typical dishes. Sometimes one sees a whole roasted pig with a tomato in its mouth tied to the side of a horse.

This great parade is enlivened with Christmas carols, and it proceeds along Simon Bolivar Street and then Mariscal Sucre Street until it arrives at Calderon Park at about 4:00 p.m. It is said that the "Pase del Niño" is the fifth river of Cuenca because of the large number of participants it attracts each year. (Activities-See Annex 7)



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### 4.2.7.2 POPULAR FESTIVITIES

#### 4.7.2.1 “DÍA DE LOS INOCENTES” (DAY OF THE INNOCENTS)

This is a very traditional festivity which takes place on January 6. It is very common to see people in disguises and grotesque masks walking in the streets all



Masks for “The Day of the Innocents”

day long. The disguises and masks are made by local craftsmen. In the schools there are special programs for the students to have fun, and at night Fray Vicente Solano Avenue becomes a great stage for the presentation of organized groups or "comparsas" (groups of disguised people dancing and performing skits). Each group does its best to make people have fun, and to

win the prize, of course.

#### 4.2.7.2.2 CARNIVAL

This is a typical worldwide familiar and popular celebration that takes place on the Sunday, Monday, and Tuesday before Ash Wednesday. The climax comes on



Carnival on the beaches of Zhiqate

Tuesday, which is called “Fat Tuesday” in English, and the equivalent in other languages, such as “Mardi Gras” in New Orleans (French).

Groups of "Carnavaleros" throw water at pedestrians. At home families and friends "play carnival" with water, corn starch, or baby

powder; they dance and eat traditional dishes such as pork, guinea pig, "mote pata" (corn soup), fig confections, and bread. The idea is that since Ash Wednesday is the



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first day of Lent, when people are supposed to fast and pray and “be good” in general for forty days, the few days before Ash Wednesday are open to generalized license and indulgence. In Rio de Janeiro, which is probably the most famous Carnival in the world, this spirit or festivity is carried to the extreme, and every year people are aware of the Carnival death toll.

### 4.2.7.2.3 “AÑO VIEJO” (NEW YEAR’S EVE CELEBRATION)

December 31st is a very important day for Cuencans because it is the day of the “Año Viejo” (New Year’s Eve) celebration. People at work as well as families at home make a stuffed dummy which represents a beloved friend, a relative, or a popular personage of the year, to be burned at the stroke of midnight. The idea is that the personage that is burnt represents the old year, which is “dying.”

Also, neighborhood organizations prepare stages, on which the main character is



stuffed dummies

a stuffed dummy made of paper, cardboard, or cloth, and put a lot of firecrackers inside it, to produce noise and fun at the moment of burning it. The figure has a mask which represents a character who has been the object of criticism and who symbolizes the year which is dying. In the neighborhoods there are clowns, and some men disguised as widows, who beg people for

contributions to pay for their husbands’ funeral expenses; the “husband” being the “Año Viejo” that is coming to its end, of course. After reading the testament of the “Año Viejo,” which is full of criticisms and words of advice as the old year’s legacy to neighbors, institutions, or the government, the dummy is burned at midnight, accompanied by joyful music and fireworks. (Activities-See Annex 8)



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### 4.2.7.3 CIVIC FESTIVITIES

#### 4.2.7.3.1 FOUNDATION AND INDEPENDENCE OF CUENCA

Cuenca was founded on April 12th, 1557, and the anniversary of the event is celebrated every year with an agenda of various activities, including socio-cultural and artistic programs, dances, concerts, and sometimes even bullfights. Also,

itinerant amusement parks come to the city and begin to function a couple of weeks before the holiday.



On November 3rd, 1820, Cuenca achieved its independence from Spain, and this date is also celebrated every year. From November 1st to the 3rd commemorative civic, military, cultural, and folklore programs take place in the

city. There are parties in the different neighborhoods, handicraft fairs, town band performances, art exhibitions, concerts, and a military parade in which the president of Ecuador and local authorities participate, in honor of the city. Traditional Ecuadorian music and dances as well as typical food are associated with this holiday. And once again the amusement parks are set up in various locales, and stay on after the big day for two or three weeks, until it is time for them to pull up traces and head for Quito, in time for the celebration of Quito's foundation, on December 6.

#### 4.2.7.3.2 DECLARATION OF CUENCA AS WORLD HERITAGE SITE

The anniversary of the Declaration of Cuenca as a World Heritage Site, on December 1, 1999, is duly celebrated on December 1 of each year. The Municipality of the city organizes a special program with music, dancing, fireworks, etc. in Calderon



Celebrations of Cuenca as a Cultural Heritage



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Park. (Activities-See Annex 9)

### 4.2.7.3.3 POPULAR CELEBRATIONS IN RURAL PARISHES OF CUENCA



Stewards going to the *plaza* in a

Popular celebrations in rural parishes of the city of Cuenca are very special, and colorful. They are a good sample of the cultural wealth as well as the religiosity of the town. The presence of priest and the stewards who are responsible for the organization is very important in these celebrations; the priest is in charge of preparing the religious program, and the stewards are in charge of the financial

expenses and the organization of the program.

Concerning civil celebrations, these are performed according to the date of anniversary of the parish. Although there are some differences between the celebrations, all of them have similar elements: the festivities start with the day called “*vísperas*”. In the evening of the first day, the participants gather early in front of the steward’s house and go to the plaza in a procession; when they arrive they stand in front of the church. Another important aspect in these celebrations is the food; people prepare typical dishes such as guinea pig, hornado (baked pork), mote (sweet corn), potatoes, chicha (sweet drink), and other drinks. Also, traditional music, and bands are very important both in religious and civic celebrations. Some of the instruments used are the trumpet, horn, tuba, saxophone, clarinet, and drums; popular games, fireworks, balloons, castles, and folkloric dances such as the *Contradanza* abound, and the dances of ribbons or *Tucuman* are the main attractions during these festivities as well. (Activities-See Annex 10)





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### 4.2.8 TOURIST ATTRACTIONS

#### 4.2.8.1 “EL CENTRO HISTORICO” (THE HISTORIC CENTER)



Aerial view of the city of Cuenca – Santillan Eduardo

The Historic Center of Cuenca was declared a World Heritage Site by the UNESCO on December 1st, 1999. It comprises an area of 200 hectares, bordered by Simon Bolivar Street, Esteves de Toral Street, Mariscal Lamar Street,

Benigno Malo Street, Gaspar Sangurima Street, Hermano Miguel Street, Gran Colombia Street, Huayna Capac Avenue, Sucre Street, Manuel Vega Street, and the area of the slope of “Todos Santos” on Calle Larga Street.

The historic center is the area where most of the churches of the city, which are of great importance due to their architectural value, the small cobbled streets, the colonial houses with marvelous facades, the archeological area, the artisanal neighborhoods of colonial origin, the open markets, the “Barranco” of the Tomebamba River, and other important places offer a fascinating spectacle to tourists and local people alike.

#### 4.2.8.2 “EL BARRANCO”

The river bank of the Tomebamba River is the most representative site of Cuenca, and one of the most beautiful tourist places in the Historic Center of the city. It covers the Otorongo area (El Vado Bridge) to the Vergel Bridge along the



“El Barranco” of the Tomebamba River



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Tomebamba River. The Republican Classical style of the facades of the constructions that surround the river give a special personality to the city.

### 4.2.8.3 “RUINAS DE TODOS LOS SANTOS” (RUINS OF ALL SAINTS)



Ruins of All Saints

This site represents a unique aspect in Ecuador and Latin America – a mixture of the three cultures that existed in the city. It has ruins of Cañari, Inca, and colonial Spanish constructions.

In this interesting archeological area we can see the ruins of the first mill of the city, which existed even before the Spanish foundation of 1557. These ruins are of great interest, since they are reliable proof of the process of racial mixture that took place in this territory.

Here it is possible to observe the plain rocks that served as foundations for Cañari constructions before the Inca invasion; the walls of rock which characterized the dominant architecture of Peru; and the arches which give evidence of the presence of the Spanish. (Activities-See Annex 11)

### 4.2.8.4 PUMAPUNGO ARCHEOLOGICAL PARK



Pumapungo Archeological Park

Pumapungo (Door of the Puma) was once an important ceremonial center in Tomebamba City, established by the Incas in the late 15th



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century. The architectural elements of the vestiges of this site show that it was indeed a religious, military, political, and administrative center.

The remains of Pumapungo include walls, channels, cobblestone corridors, isolated enclosed areas, an enormous channel 1,050 feet in length with some internal bathrooms, a mausoleum inside a tunnel, among other interesting vestiges. In ancient times they were surrounded by terraces which were used for agriculture. Some gardens of native plants and beautiful birds of the region are a complement of this archeological complex.

The Pumapungo Archeological Park and Museum represent a confirmation of the Cañari and Inca cultures' merging through the years, which has left a perennial trace of their identities in the area of the current city of Cuenca and its surroundings.

### 4.2.8.5 “PUENTE ROTO” (THE BROKEN BRIDGE)



The Broken Bridge

This bridge used to connect the area of Todos Santos with El Ejido (the newer part of the city), but its central section was once washed away by a flood. Today the Broken Bridge is a tourist attraction as well as a scenario for local and national artistic events.

### 4.2.8.6 TURI

Turi is a scenic overlook of Cuenca located on the southern side of the city. It provides an extraordinary panoramic view of the city and the surrounding mountains. According to legend a cave was found in this place years ago, where “Our Lord of Mercedes del Carmen Díaz Sarmiento



Turi Church



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Bethlehem” appeared. The legend says that on the day when the statue of Our Lord was installed in the Cathedral of Cuenca, it appeared in Turi again the same night. (Activities-See Annex 12)

### 4.2.8.7 THERMAL BATHS OF BAÑOS



The parish of Baños is located a few minutes away from Cuenca (10 kilometers – 6.25 miles). It has this name because of the natural hot spring water that gushes out of the volcano eternally. The water reaches the surface at a temperature of 158° F and is allowed to cool down (for bathing) to 95° F-104° F.

In this place there are thermal baths, spas, hotels, and restaurants which offer typical as well as international foods.

### 4.2.8.8 SAN JOAQUIN



Carrot harvest in San Joaquin

This is an interesting village located four kilometers (2.5 miles) to the west of Cuenca. It is an attractive tourist destination, where there are a variety of crafts, especially basketwork, and we can appreciate ample fields of vegetables and flowers. In addition, there are some restaurants that offer typical food, especially charbroiled meat. (Activities-See

Annex 13)



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### 4.2.9 NATURAL ATTRACTION SITES

#### 4.2.9.1 THE CAJAS NATIONAL PARK

The Cajas National Park is located in the Occidental Mountain Range of the South Ecuadorian Andes, only 35 km (22 miles) from Cuenca. It has an area of 28,544 hectares (71,360 acres), and has elevations between 3,200 and 4,450 meters



Quinoa tree, La Toreadora Lake, El Cajas

(10,400 and 14,462 feet) above sea level. The temperature is cold; the average temperature is between  $-2^{\circ}$  C ( $28^{\circ}$  F) and  $18^{\circ}$  C. ( $65^{\circ}$  F.) with precipitation that ranges from 1,200 to 2,000 mm (3.9 to 6.5 inches), which is a natural characteristic of the ecosystem of the High Andean forest and paramo in Ecuador. 90% of the Cajas National Park is

herbaceous paramo, and approximately 10%, specifically the edges of the mountain range, is covered with very diverse mountain forest.

In 1996 this natural site was promoted to the category of a National Park, which implies a more meticulous control for the protection of this unique ecosystem in the country. In 2003, the Cajas National Park received the title of “Internationally-Important Wetland” because of its aquatic ecosystems, its scenery, and its high level of biodiversity. Also, in 2004, the Cajas National Park was recognized as an Area of Importance for the Conservation of Birds (IBA) by Bird Life International, since this park shelters about 150 species of birds.

A vast area of the Cajas National Park is covered by Sub-Alpine Pluvial Forest and Alpine Forest known as Paramo generally, and the soil is covered by highland straw. In addition, there is a great variety of smaller plants which form cushions that become real water reservoirs.



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The Cajas National Park is an ideal tourist place where activities such as fishing, rock climbing, camping, bird watching, hiking, and trekking can be practiced. The Llaviuku and Toreadora lakes are the most visited areas because of their infrastructure and easy access.

At present, the Cajas National Park is pursuing the possibility of being promoted



La Toreadora Lake (El Cajas)

to World Heritage Natural Site by the UNESCO, due to its beautiful landscape

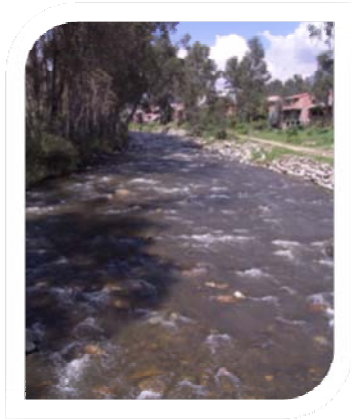
es, archaeological values, diverse endemic flora and fauna, and its approximately 230 lakes of glacial origin, which are connected with each other by streams and brooks. The lakes in Cajas are surrounded by various peaks from which a wonderful panoramic view of the surrounding paramo can be appreciated. The topography of boxed-in areas (“cajas” in Spanish) is the result of the melting of ice-caps; that is why the Cajas National Park got this name.

The Cajas National Park is one of the most beautiful natural sites of Ecuador, and it is under the administration of the Municipality of Cuenca, using a modern management plan operated by the local public enterprise ETAPA (Cuenca’s Municipal Telecommunications, Potable Water, Sewage and Sanitation Agency), which provides it with a greater level of protection. (Activities-See Annex 14)



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### 4.2.9.2 YANUNCAY BIO-TOURISM CORRIDOR



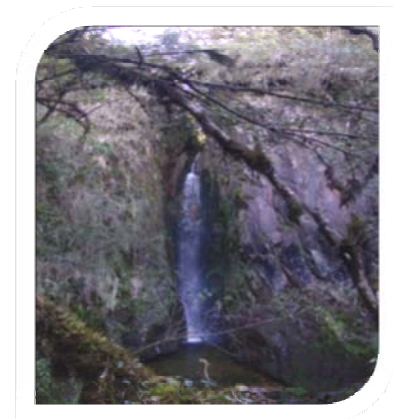
Yanuncay River

Yanuncay Bio-Tourism Corridor is located 4 kilometers (2.5 miles) from Cuenca; it begins in Campanahuaico and extends to Soldados. It is surrounded by various hilltops from which streams descend to create the Yanuncay River.

This natural tourist place, with its rivers of crystalline water, small valleys, majestic and craggy heights, and magnificent flora and fauna, offers a beautiful landscape.

Along the route there are some communities where attractive handicrafts as well as typical food can be found.

### 4.2.9.3 THE CAULDRONS OF RACAR AND THE CABOGANA MOUNTAIN



Cabogana

This is an ecological reserve with various beautiful cascades on the upper stretch of the Yellow River (Rio Amarillo). There are two routes to get there: one through Racar and the other through the rural community of San Miguel on the road to Sayausi.

### 4.2.9.4 JUBONES DESERT

This is located 15 km. (9 miles) from the Yunguilla Valley. It is a very dry place with surprising vegetation proper to the area, including various cactus species and thorny acacia trees.



Jubones Desert



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It has beautiful landscapes, and it is a good natural tourist destination for walking, bird watching, and reptile watching (snakes, lizards, etc). (Activities-See Annex 15)

### 4.2.10 CLOSE-BY TOURIST ATTRACTIONS

Gualaceo, Chordeleg, and Sigsig are three townships of Azuay province which share a common history and geography and have similar cultural and natural elements. They are situated along the course of the Santa Barbara River, and they are located close to Cuenca.

Their particular attributes and interesting features have allowed them to be considered attractive touristic destinations for Ecuadorian and foreign people alike.

#### 4.2.10.1 GUALACEO



Gualaceo Central Church

This is a township located 40 kilometers (26 miles) to the east of Cuenca, at an elevation of 2,230 m.a.s.l. (7,247 feet) Gualaceo was nominated “National Heritage Site” on December 31, 2002, and it has 38,600 inhabitants.

Gualaceo is a prosperous town with fertile land, beautiful landscapes, and pleasant weather (16.5° C – 62° F average); consequently, it is considered a tourist center of great importance.

Different attractive sites can be visited in Gualaceo, such as the river bank of the Santa Barbara River (an ideal place for family recreation), the central market where a great variety of fruits, grains, and vegetables are sold, the typical food market with traditional dishes of the region, such as hornado (baked pork), tortillas de maiz (corn tortillas) tamales, the famous rosero (a kind of corn-fruit drink), etc. Other interesting places are the Central Park, and the Central Church. This town is also famous for its handicrafts, and folklore.





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### 4.2.10.2 CHORDELEG

This township is located 46 kilometers (29 miles) from Cuenca and 6 kilometers from Gualaceo, at an elevation of 2,390 m.a.s.l. (7,767 feet) Chordeleg is a combination of Cañari inheritance and Spanish ancestry fused in a rich culture of



Panoramic view of Chordeleg

traditions and folklore. The central square, called “Jose Maria Vargas,” and the Monument to the Artisans are the main attractions of the town.

It is an important craft center; therefore, it is the right place for fairs of handmade products, popular festivals, dances, etc. There are a lot of craft and jewelry shops downtown, where beautiful gold and silver and filigree jewels can be found at reasonable prices.

### 4.2.10.3 SIGSIG



Tundul Sanctuarv. Sigasia

This township is located 51 kilometers (32 miles) southeast of Cuenca. It was declared Urban Cultural Heritage of Ecuador for its great number of Republican style constructions. A place of interest in the area is the “Asociacion de Mujeres Tejedoras Maria Auxiliadora”

(Maria Auxiliadora Association of Women Weavers), where the famous Panama hats made by women of the area are marketed.



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### 4.2.10.4 PAUTE



Central Park

This township is located 46 kilometers (29 miles) from Cuenca, in a valley that is characterized by its fruit and flower crops. There are small villages around the valley, such as El Cabo, La Higuera, Uzhupud, and Zhumir, where beautiful inns are located and where typical as well as international food is served.

### 4.2.10.5 GIRON



“Casa de los Tratados” Museum – a colonial house

This is a township located 44 kilometers southwest of Cuenca on the road to Machala. One of the places of interest is the “Casa de los Tratados” Museum – a colonial house, where peace was signed between Gran Colombia (a republic formed by Venezuela, Colombia, and Ecuador) and Peru. The Peruvian

Army signed their surrender after the battle of Tarqui on February 28, 1829, when the troops of Gran Colombian defeated the Peruvians.

In Giron there are natural attractions such as “El Chorro,” which has two waterfalls (one 70 meters high) in a marvelous mountain forest. These waterfalls form a pond of natural crystal water that comes directly from the heights of the Andes.



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### 4.2.10.6 YUNGUILLA



Monument to the mill, La Union

This valley is located 30 kilometers (19 miles) south of Giron. This is one of the warmest areas in the province and is characterized by its fields of sugar cane and fruit crops; in this touristic destination visitors can see the sugar mills and try the famous “guarapo,” which is a

beverage made with sugar cane and alcohol (trago de punta). Yunguilla is also one of the most popular holiday destinations for Cuencans, especially young people, who gather together here to enjoy themselves, since in this place there are clubs where they can have a lot of fun. Also, they can go to the Extreme Park, which offers a lot of different kinds of entertainment; young people can practice motocross, rally, and other extreme sports here, and there is a discotheque, and sometimes there are concerts of various musical styles.

On the weekends and holidays a lot of families from Cuenca travel to Yunguilla (1 hour and 20 minutes by car) to enjoy the balmy weather in their beautiful summer houses with swimming pools and areas for practicing sports. (Activities-See Annex 16)



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### 4.2.11 TRADITIONAL NEIGHBORHOODS



View of "Las Herrerías" neighborhood

#### 4.2.11.1 "LAS HERRERÍAS"

"Las Herrerías" (The Forges) is a very traditional neighborhood which dates from the colonial period. It is popular because a lot of its residents are craftsmen who practice the art of forging iron to make house decorations, farm tools, crosses, locks, etc. In this neighborhood the Vulcan Memorial (a statue of the Roman god of fire) was built to honor the "Arts of Fire" in the "Plaza del Herrero" (Blacksmiths' Square), which is next to the Museum of the Arts of Fire (House of Chaguarchimbana).



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View of "El Vado" neighborhood

### 4.2.11.2 "EL VADO"

"El Vado" is also a very traditional neighborhood which is located on La Condamine Street; this place provides a beautiful view of the Tomebamba River and the University of Cuenca.

"El Vado" is the place where popular tin workshops as well as the shops of dressmakers who make typical embroidery on "polleras" (folkloric skirts) can be seen.



View of "Todos Santos" neighborhood



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### 4.2.11.3 "TODOS SANTOS" (ALL SAINTS)

This is another very time-honored neighborhood which once was the traditional entrance area from the southeast side of the city. It is located in the area of “Todos los Santos” Church (All Saints Church), and is known as the traditional neighborhood of bakeries, where bread is baked in firewood ovens.

Todos Santos is still remembered by the older inhabitants of Cuenca as one of the four original entrances into the city, the other three being San Blas (eastern), San Roque (southern), and San Sebastian (western). At each of these entrances the Spanish erected a cross, as a symbol of Cuenca’s Catholicism.

### 4.2.11.4 SAN SEBASTIAN

Another traditional neighborhood of Cuenca city is San Sebastian, surrounding the church and the square of the same name.

This neighborhood has its own history. After the foundation of Cuenca the Spanish overlords decreed that the indigenous people had to concentrate in this district, while El Sagrario was a privileged area for the Spanish people. “El Sagrario” is the name that was given to the area that includes the Central Park (Calderon Park), the “El Sagrario” church, and, later, the two cathedrals.



View of “San Sebastian” neighborhood



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In the 17th century San Sebastian neighborhood was mainly an open market, as well as the western entrance of the city. According to the Spanish custom, a green cross was placed there to delimit the city, but on a certain occasion it was destroyed in a bus accident. Now a marble cross has taken its place.

San Sebastian was a very popular area because of its bullfights. They were so famous that in 1739 more than four thousand people, among civil and ecclesiastical authorities, the French members of the Geodesic Expedition who were in the city on a mission to measure the diameter of the earth, and commoners, both Spanish and indigenous, gathered to watch one which took place during a religious festivity.

San Sebastian also owed its popularity to the fact that the first stadium of the city was built here.

Nowadays, San Sebastian is a beautiful neighborhood full of tradition and history; the Museum of Modern Art, a magnificent church, and a pleasant square, all of which give San Sebastian a special aura and make of it a place worthy of being visited.



View of "San Blas" neighborhood



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### 4.2.11.5 SAN BLAS

San Blas neighborhood was the eastern entrance into the city. Like San Sebastian, it was also a center for indigenous people whose main activity was pottery.

In the square which has the same name there were cattle fairs on Thursdays. But later its façade changed, since it was surrounded by pines and the narrow streets had tile paving.

Like all the traditional neighborhoods of the city of Cuenca, San Blas has a beautiful church, a park, and a monument (to Manuel J. Calle, who was known as “El Tuerto Calle,” [tuerto = a person who is blind in one eye] and who was one of the most polemic journalists and writers of the country in the 19th century).



View of “San Roque” neighborhood

### 4.2.11.6 SAN ROQUE

The traditional neighborhood of San Roque was once the main entrance of the city. There were very few houses here, since it was an area of farms belonging to rich families. These farms were very big and had beautiful gardens, and they were the favorite excursion spot for people who lived in the downtown area.





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This neighborhood was popular because there were a lot of shoemakers' shops and bakeries. And since it bordered directly on Loja Avenue, liquor traders customarily stopped here, and it came to be considered a bohemian neighborhood where there were a lot of canteens and taverns.

At present, San Roque is a pleasant, very popular and traditional district, which is visited by a lot of local people and tourists who want to enjoy the panorama and try the delicious "humitas," (made with ground corn, eggs, cheese, and wrapped in corn leaves), "quimbolitos," (made with corn flour, eggs, cheese, and raisins, and wrapped in achira leaves), and "tamales" (made with corn flower, chicken, boiled eggs, and pepper, also wrapped in achira leaves), which are all served with coffee. (Activities- See Annex 17)

### 4.2.12 HANDICRAFTS

Skilled and qualified artisans contribute greatly to the touristic development of Cuenca because they produce a variety of wonderful handicrafts. They have been practicing this activity from generation to generation, trying to maintain a strong cultural identity.

Pottery, "toquilla" straw hats (Panama hats), gold, silver, and filigree jewelry, weavings, basket embroidery, ironworking and forges, and tinsmiths shops are among the remarkable artisan arts.

#### 4.2.12.1 POTTERY

Pottery is one of the most traditional and elegant arts in Cuenca. The main material – clay – is still used, following old traditions; for example, handicrafts are baked in special ovens. The "Convención del 45" neighborhood and the outskirts of the city are the areas where potters practice this art, and where jars, pots,



A pottery artisan



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dishes, etc can be found.

### 4.2.12.2 “TOQUILLA” STRAW HATS



Panama hats

The straw hat, which is also known as the Panama hat, is a well known product all around the world because of its high quality. The art of making these hats was taught at schools as part of the curriculum in 1810; as a result, it became a big industry, and most of the hats made in Cuenca were exported. They were so good that during the construction of the Panama Canal, the workers used them to protect themselves from the sun. And

nowadays, if you watch the Wimbledon or French Open or U.S. Open tennis tournaments, you'll see that the majority of the men are wearing Panama Hats.

At present, the Panama hats are very popular in the city of Cuenca, and are appreciated by tourists and people in many countries all over the world. They can be found in “El Vado” neighborhood and in different handicraft centers of the city.

### 4.2.12.3 JEWELRY



Filigree jewels

The jewelry of Cuenca and its surrounding villages is very famous and is considered among the best in the country because of its high quality and the originality of its designs. This traditional activity is performed by skilled artisans who work basically keeping the pre-Colombian and Colonial influences, but at

the same time including modern and contemporary designs, and combining the



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precious metal with the most beautiful stones imported from other countries. Also, they use the filigree technique in their products; they manufacture the famous “Candongas,” which are special and unique earrings. For these reasons, the jewelry of Cuenca city is appreciated by people all over the country.

### 4.2.12.4 WEAVINGS



An artisan manufacturing “macanas”

varied models. The famous “macanas” are beautifully manufactured shawls made with this technique; they are a kind of shawl that comes in a variety of designs and colors decorated with precious handmade fringes with exclusive designs. Also, several artisans in Cuenca and its surroundings manufacture other traditional clothing such as ponchos, skirts, rugs, dresses, embroidered blouses, wool sweaters, etc.

Weaving in Cuenca is a very traditional art. Artisans make beautiful outfits which are appreciated in the market by local people as well as by foreigners, especially garments manufactured with the “Ikat” technique, which consists of dyeing the fabrics with natural or artificial colors and binding them in order to obtain different and

### 4.2.12.5 IRONWORKS OR FORGES



Artisan working

This art has been practiced since the period of the Colony in Cuenca, and it has been transmitted from generation to generation. Nowadays the blacksmiths keep alive this traditional art of working iron directly with fire. “Las Herrerías”



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neighborhood is the place where tourists can have the opportunity to observe the process of working with iron; at the same time they can appreciate the final products such as beautiful house decorations, lamps, windows, balconies, handrails, etc. as well as an ample variety of farming tools.

### 4.2.12.6 TINWORKS

This is another interesting art performed by a lot of artisans, in which they make use of a series of designs to demonstrate the blend of cultures that characterizes the city of Cuenca.



Tin products

There are some places in the city where tin handicrafts such as jars, pots, pitchers, buckets, etc. can be found. El "Vado" neighborhood is a well-

known area where tin workshops are very popular, so the tourist can see the big variety of these products. (Activities-See Annex 18)



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### 4.2.13 MARKETS

#### 4.2.13.1 THE FLOWER MARKET



The Flower Market

The traditional Flower Market is a landmark, and a very touristic place in the city of Cuenca. It is located across from the Cathedral on Sucre and Padre Aguirre Streets. The great variety of flowers and plants which are sold in this square, and the Carmen del Asuncion convent make of it a charming place much admired by local people and tourists alike



"10 de Agosto" Market

#### 4.2.13.2 "10 DE AGOSTO" MARKET

This is the largest market in Cuenca, located downtown on the Calle Larga (Long Street) and General Torres Street. It is a very traditional market which has been redesigned to offer better service and appearance to local people as well as to visitors. This market is characterized by its cleanliness and organization; there are



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special stands for the sale of all kinds of vegetables, fruits, medicinal herbs, groceries, clothes, ornaments, and some handicrafts. There is also a food court, where people can enjoy typical food. One important element of this market is the presence of an elevator and an escalator, which give the market a good image and help people move from one place to another easily.



"3 de Noviembre" Market

### 4.2.13.3 "3 DE NOVIEMBRE" MARKET

This market is very similar to the 10 de Agosto Market, but a little bit smaller. It is located on Coronel Talbot and Mariscal Lamar Streets. All kinds of vegetables, fruits, groceries, typical foods, etc. can be found here; it is also a pleasant and interesting place to buy these products.

There are, of course, other markets in the city of Cuenca which have very similar characteristics like the 9 de Octubre Market, which is located in the downtown area, the 12 de Abril Market, and the 27 de Febrero Market. All these markets offer a variety of products, which are cheaper than in other places.

An interesting element that is worth focusing upon is the names of these markets; all of them have dates as their names, in honor of important civic occasions for our city. The "10 de Agosto" market, for example, commemorates the date of the first official movement of the Independence of Ecuador, in 1809; "9 de Octubre" marks



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the Independence of Guayaquil; “12 de Abril” is the date of the founding of the city of Cuenca; and “27 de Febrero” commemorates the victory of Ecuadorian forces over the Peruvians in the Battle of Tarqui. (Activities-See Annex 19)

### 4.2.14 GASTRONOMY

Celebration and good food are intimately interrelated. The ingredient of corn in the preparation of many dishes such as tamales, “mote pata,” and “mote pillo” is very



important, as well as in drinks such as “chicha,” “rosero,” and “morocho.”

December is a perfect time to come to Cuenca. All the colors of popular religious festivities explode on the 24th with the Pase del Niño (traditional parade to give homage to the Baby Jesus). Christmas and New Year’s

are characterized by eating turkey, an international tradition that is here to stay, with tamales and buñuelos (a kind of little pastry), both with corn flour, and both very delicious. The tamale of Cuenca is made of slightly cooked corn flour filled with pork, eggs, and raisins, wrapped in achira leaves, and then steamed. Families conserve old recipes for their buñuelos, always with the exact dose of corn flour precooked with anise, eggs, and milk, beaten by hand. These creamy buñuelos are fried in pork lard and served with honey.

At Carnival time “mote pata” soup, which is perhaps the king of typical dishes of Cuenca, dominates the table. It is a thick corn soup, with chunks of pork, sausage, and bacon, seasoned with toasted and ground sambo seeds (a type of squash, like a green pumpkin). It is prepared with fried onions and milk.



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buñuelos

In March or April Cuenca celebrates Easter. Gastronomically speaking, this season is very special because of “fanesca,” another soup-like, stew-like incredible meal, which uses a great variety of ingredients in its preparation (from 12 to 28,

depending on how “deluxe” the preparer wants his/her “fanesca” to be),

including fresh grains such as peas, lima beans, corn, and kidney beans; three kinds of fresh pumpkins: zapallo, limeño, and sambo; also rice, lentils, achocha (a green, bean-like vegetable), chochos (a white pea-like vegetable), potatoes, and cabbage. Everything is cooked separately and is mixed later and seasoned with special spices of Cuenca, with milk, in which dried smoked codfish has been cooked. Then it is served with a cream or pickle sauce. Chumales or humitas made with ground seasoned tender corn, with beaten eggs, butter, and possibly cheese, are stewed inside the corn leaves in which they are wrapped, and serve as the complements of the great central dish – fanesca.



fanesca

June is the time of Corpus Christi and the Centenary celebration. Sweets and traditional pastries are displayed on colorful stands alongside the Southern wall of the Cathedral and around the Central Square, as treats not only

for the taste buds, but also for sight delight. Here you can find corn biscuits of all sorts: anis, cheese, and sugar; also “alfajores,” (a kind of cookie) “empanadas,” sweet potato and naranjilla biscuits, coconut candies and an endless variety of





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unique sweets such as sweet bread,



“papas con cuero”

apples with milk, cinnamon and egg yolk, pineapple pears, and beet raspberries decorated with colorful paper.

From July to September the city is very quiet, due to the summer vacation. People like to relax and enjoy life: a jaunt out to San Joaquin is always nice. This is a rural parish located a few kilometers from downtown in the western direction

from the city. It is also Cuenca’s garden,

since the great majority of the fresh vegetables and a fruit consumed by Cuenca’s population comes from this area. Continuing in the same direction we come to the Cajas National Park, a lacustrine region famous for its hundreds of lakes and rivers, from which people get fresh trout, which is prepared and served in many ways in attractive restaurants situated near the fishing sites along the mountain road which winds its way up to the continental divide at approximately 4,000 m (13,000 feet), and from there winds down on the other side all the way to the coastal region, almost at sea level.



Corpus Christy confections

Perhaps we may choose to make an expedition in a different direction, to the east, towards the picturesque valley and town of Gualaceo, where we can enjoy its famous smoked-dried meat, served with mote pillo (corn cooked with eggs, onions, and cheese) and roasted lima beans. Continuing on a

little further in the same direction we

come to the village of Chordeleg, famous for its beautiful jewelry, especially the silver Mercedes del Carmen Díaz Sarmiento



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filigree articles which find their way all over the world. Here we can stop to partake of the famous pork sancochos, chicharrones, or fritada (depending on how the pork is cooked), llapingachos (small fried potato patties), and sausage, or roasted “cuyes” (guinea pigs) served with potatoes.



Hornado

If we choose to spend the day in the city, there are many other tempting traditional dishes for our delectation, such as crispy pork skin, offered in various popular restaurants on Don Bosco Avenue; the empanadas of Baños (“baths”), where we can also enjoy the thermal springs and perhaps corn tortillas with sweet morocho (a hot

drink with a base of cooked corn, sugar, and cinnamon) or rosero (a cold drink with a base of corn, sugar, and fruit).

In November we celebrate the independence of the city from Spain with parades, fairs, artistic presentations, dances, and the election of a festival queen. There is another, similar festivity in April, when the foundation of the city by the Spaniards is commemorated. Both these collateral celebrations, historically speaking, remind us of Cuenca’s history and are observed with popular festivities and solemnized with



Guinea pig “Cuy”

great banquets of several popular delicacies such as those described above or of a variety of international foods that can be found abundantly in the restaurants of Cuenca. It is a perfect excuse to take advantage of the gastronomical delights that Cuenca has to offer.

There is another special, more modern



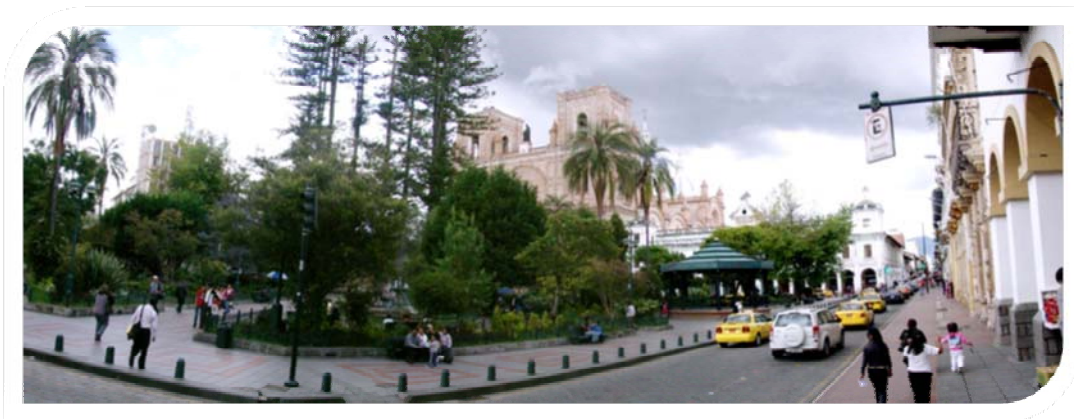
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commemorative date which closes this round of celebration and gastronomy in Cuenca, observed during the first days of December, since on December 1st, 1999 the city was designated by UNESCO as a World Heritage Site. Cultural acts, commemorative sessions, fireworks, and music accompanied by special dishes give life to this festive period.

As can be appreciated, all year round is a propitious time to visit this alluring city, which by the way is also an ideal place to live in. (Activities-See Annex 20)

### 4.2.15 PARKS AND SQUARES

Santa Ana of the Four Rivers of Cuenca is a city full of history, culture, and tradition which can, without doubt, be appreciated in many aspects; its hospitable parks and squares are living proof.



Abdon Calderon Park

#### 4.2.15.1 ABDON CALDERON PARK

This is the Central Park of Cuenca; it is located in the heart of the city, surrounded by the main streets: Simon Bolivar, Mariscal Sucre, Benigno Malo, and Luis Cordero. It is the ideal place to stroll or just sit on a bench with friends or relatives to talk or relax, and enjoy the music, the amazing view of the Cathedral, El Sagrario Church



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(which now is a museum), the beautiful flowery plants, and the ancient trees, which transmit a sensation of peace and delight.

This park is named after Abdon Calderon, who was a young Cuencan hero who fought heroically in the Battle of Pichincha in 1822, which was a crucial confrontation in which Ecuador practically gained its struggle to obtain its independence.

It is popular knowledge that the 8 tall, imposing araucaria trees (from Chile) that make a circle around the central monument to Abdon Calderon were planted by Luis Cordero (one of Ecuador's most well-known presidents) in 1876, so they are now 135 years old.



Paraiso Park

### 4.2.15.2 PARAISO PARK

This is a very extensive park with a surface area of 20 hectares (50 acres) which displays abundant vegetation.



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In addition, this park is an ideal place for entertainment and recreation for everybody: children, adolescents, and adults, since there are attractive games and playgrounds, and fields to practice sports such as soccer, volleyball, and even rugby. Another interesting characteristic of El Paraiso Park is the existence of a variety of species of very attractive birds, which make of it a place for relaxation and inspiration.



“Parque de la Madre”

### 4.2.15.3 “PARQUE DE LA MADRE”

This park is located in a nice residential area of the city of Cuenca on 12 de Abril Avenue. It is an ideal place to practice sports, especially race walking, for which there is a specially-constructed track. At any given time it is possible to see many young people engaging in this sport, which became universally popular in Cuenca after the Cuencan Jefferson Perez won an Olympic gold medal in the 20 Km. race walking event in the Olympic Games of Atlanta 1996.

Here it is also possible to find people of all ages doing exercises and practicing therapy dancing, since there are spacious green areas for the purpose. Children can also enjoy the games and visit the Municipal Planetarium, which is located in this park.



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Maria Auxiliadora Park

### 4.2.15.4 MARIA AUXILIADORA PARK

This park is located in the downtown area on Vega Muñoz and General Torres Streets; it is very attractive, since it is across from the Maria Auxiliadora church; furthermore, it has beautiful gardens and areas for recreation and entertainment for people of all ages.

Every Thursday morning there is a market of “paja toquilla” – the straw that is used in the weaving of the “Panama hats” that are so famous. Merchants of straw come from the Coastal region with bundles of the raw straw, and the Cuencan hat manufacturers buy it and take it to their factories, so the workers can convert the straw into beautiful hats that are sold in major cities around the world. Needless to say, this market in operation provides a fascinating and instructive spectacle.



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Luis Cordero Park

### 4.2.15.5 LUIS CORDERO PARK

This another popular park located on Tomas Ordoñez Street near the downtown area of the city of Cuenca. This park is an attractive and pleasant place for people of all ages, since it offers ample green areas and games for children. Here we can find the monument to the former president of Ecuador, Luis Cordero Crespo.



San Sebastian Park

### 4.2.15.6 SAN SEBASTIAN PARK

This is a very traditional park located on Mariscal Sucre and Coronel Talbot Streets. It is surrounded by the beautiful colonial architecture of Cuenca that dates



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back to the 17th century. This park is a touristic place where visitors can visit the Museum of Modern Art and appreciate the beautiful colonial church, of the same name, and a beautiful fountain.



San Blas Park

### 4.2.15.7 SAN BLAS PARK

This beautiful park full of history and tradition is located on Simon Bolívar and Manuel Vega Streets. In this park we can see the monument to Manuel J. Calle, who was an important journalist and writer of Cuenca. There is also a beautiful fountain, and the magnificent church, with its imposing marble façade, which gives special aura to the place.

### 4.2.15.8 ROLLO SQUARE

This square is located in the traditional neighborhood "El Vecino" which is in the northeastern part of the city. In this square vestiges of a gibbet built



Rollo Square





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in 1787 can be found. During the colonial period those people who infringed the law were hanged in this place.



Sangurima Square

### 4.2.15.9 SANGURIMA SQUARE

This place is known as the Rotary Plaza; it is located very near the downtown area on Sangurima and Vargas Machuca Streets. It is a touristic destination for visitors who are interested in buying handicrafts, such as ceramics, rustic furniture, basketwork, cabuya (hemp) rugs, brass, tin, bronze, marble items, etc.

### 4.2.15.10 OTORONGO SQUARE



Otorongo Square



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This square is located by the Tomebamba River on 3 de Noviembre Avenue, near the Vado Bridge. It is very popular, especially in November, December, and April because these are the months of Cuenca's civic celebrations; therefore,



San Francisco Square

craftsmanship fairs are organized, and people from all over the country meet in this place to exhibit their crafts, and visitors can find interesting items at reasonable prices.

### **4.2.15.11 SAN FRANCISCO SQUARE**

This square was known as the Fair Square, and it was the place where Cuencans could get all kinds of agricultural products. At present it is a nice place surrounded by beautiful colonial houses and San Francisco Church. Furthermore, this square is very popular for tourists since here there is a market where different kinds of products are sold; there are also many stalls where people from Otavalo sell a great variety of handicrafts. San Francisco Square is located in the downtown area near Abdon Calderon Park, and it is the place where a lot of construction workers gather to wait for somebody to offer them day-by-day jobs.



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### 4.2.15.12 SANTA ANA SQUARE



Santa Ana Square

This is an interesting square located in the downtown area on Benigno Malo and Mariscal Lamar Streets. Here it is possible to find artisans making unique handicrafts such as colorful rings, necklaces, bracelets, earrings, key chains, bags, etc. which are appreciated especially by young people looking for something different. (Activities-See Annex 21)

### 4.2.16 CHURCHES

The city of Cuenca has a surprising number of Catholic religious temples which give evidence that it is a very religious city.

The foundations of some Spanish churches were laid with rocks extracted from the Inca temples of the Tumipamba city ( the ancient name of Cuenca).

#### 4.2.16.1 CATHEDRAL OF THE IMMACULATE CONCEPTION (NEW CATHEDRAL)



Cathedral of the Immaculate Conception

This church is located on Benigno Malo and Mariscal Sucre Streets, across from Calderon Park. It represents the biggest and most important tribute to the faith of the Cuencans.

Its blueprints were made by the German Priest Juan Bautista Stiehle, who designed the temple following the directions given by Bishop Leon Garrido. Its construction, started at the beginning of



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the 19th century, took about one hundred years. This cathedral is the result of the combination of different architectural styles, such as the Baroque and the Romanic (Romance) styles, which can be appreciated in its general structure. Materials such as brick and marble can be observed on the façade, Gothic elements can be seen in the three big rosettes; the Renaissance style is mainly represented by the three magnificent domes covered with blue tile from Czechoslovakia, which can be seen from all over the city, and which offer a spectacular panorama. In the interior of this marvelous temple it is possible to appreciate the beautiful stained glass windows of the lateral pavilions, which are real works of art by the Basque artist Guillermo Larrazabal. In the center of the tabernacle there is a great baldachin (carved in wood and gold-plated) of Baroque style, which has similar characteristics to the baldachin of Saint Peter's Basilica in The Vatican and other European temples.

In 1967 the New Cathedral got its final, current appearance. This marvelous church was visited by Pope John Paul II in 1985, and it is one of the emblematic elements of the city of Cuenca.

### 4.2.16.2 EL SAGRARIO (OLD CATHEDRAL) CHURCH



El Sagrario (Old Cathedral) Church

This church is located on the corner of Mariscal Sucre and Luis Cordero Streets, across from Calderon Park. It is one of the oldest churches in Latin America. The French Geodesic Mission used this place as a reference point to measure the Earth's circumference.

During the Colony the "Major Church," as it was known, was the main center of religious observances. It was the Spanish Parish.

The carved rocks brought from the Tumipamba Ruins (antique name of the city of Cuenca), were used to build the foundations of this important historical center, and it was the first temple built by the Spanish in Cuenca in 1567. The "Major Church"



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became a cathedral at the end of the Eighteenth Century when the first bishop of the city of Cuenca was elected.

At present, the church maintains its basic Colonial structure in spite of the fact that it has been reconstructed and remodeled on various occasions during the Nineteenth and Twentieth centuries. The church has three pavilions in its interior, a central altar and seven apses, with the Baroque and Renaissance styles in evidence. In recent times this marvelous church was restored to include a religious art museum.

### 4.2.16.3 CARMEN DE LA ASUNCION CHURCH



Carmen de la Asuncion Church

This church is located on Mariscal Sucre and Padre Aguirre streets next to the “Plaza de las Flores” (Flower Market).

It was built in 1730, and is one of the oldest churches in the city, and it constitutes one of the few religious architectural samples of the Colony in Cuenca. This temple presents features of Renaissance inspiration; its façade is adorned with elegantly carved rock, with interesting

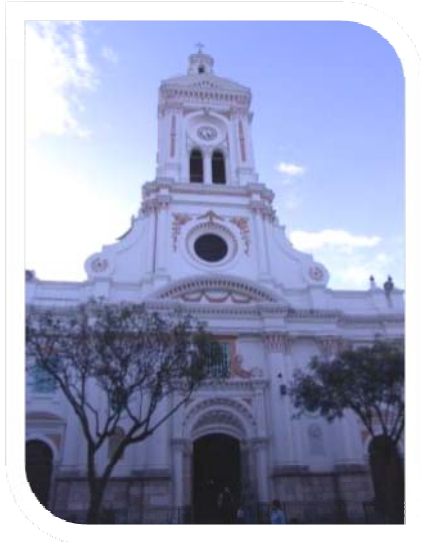
examples of Baroque style, such as the columns framing the gate and the statues of St. Peter and St. Paul on each side.

In the interior, the beautiful Colonial altarpiece of neoclassical style stands out. A gold-plated pulpit and the ceiling covered with paintings are some relevant and valuable elements to be found in this temple.



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### 4.2.16.4 SAN FRANCISCO CHURCH

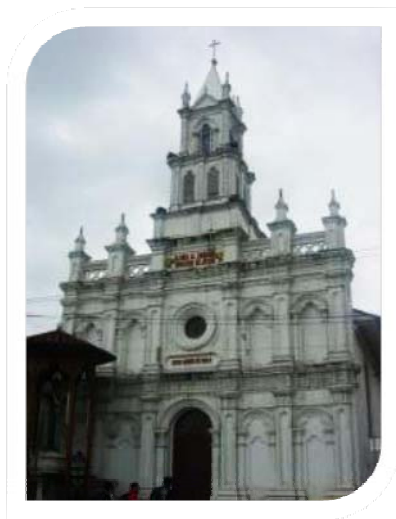


This church is located on the corner of Presidente Cordova and Padre Aguirre streets.

After their arrival, the Franciscans built this temple, dedicated to "Lord of San Francisco." This order remained in Cuenca for about three centuries. At the end of the Nineteenth Century the church was totally restored under the

direction of the clergymen Isaac Peña Jaramillo and Jose Ignacio Peña. In San Francisco Church the interior of the temple one can appreciate the altarpiece as well as the gold-plated pulpit carved in a beautiful Baroque style during the times of the Colony.

### 4.2.16.5 TODOS SANTOS CHURCH



Todos Santos Church

This church is located on Calle Larga and Vargas Machuca streets. This is one of the oldest churches in Cuenca. During the Colony the first chapel of the city of Cuenca was built in this place, where the first Catholic mass was celebrated after the arrival of the Spanish. Then the church was built in 1924 in an eclectic style. Its façade shows the high tower of the steeple and a front with horizontal lines and some elements of Renaissance style. In



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the interior of the temple the floor is divided into several levels, to accommodate the altar and the presbytery, and there is a pavilion with a ceiling of tin and mural paintings of religious themes; the atrium is located across from the main entrance, where the Cruz de Todos Santos (Cross of All Saints), which was a boundary of the city of Cuenca, stands.

### 4.2.16.6 CHURCH OF SAN BLAS



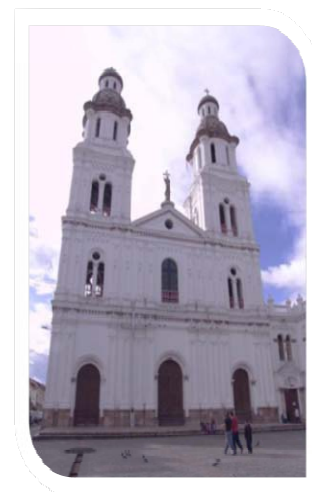
This church is located on the corner of Manuel Vega and Simon Bolivar Streets. It was the eastern boundary of the city of Cuenca in the area called "lower neighborhoods" for almost four centuries.

As in the Cathedral, materials such as brick and marble can be seen on the façade of San Blas church. Its foundation was completely made of carved Incan stone at the beginning of the Colony. The new temple, built in 1935, keeps the same singular structure as its foundation. It presents a façade of Romantic style totally covered with pink marble. In the interior there is another feature that makes this temple unique in the city: the three main pavilions as well as the two smaller ones are distributed in the shape of a perfect Latin cross.

### 4.2.16.7 SANTO DOMINGO CHURCH

This church is located on the corner of Gran Colombia and Padre Aguirre Streets. It was built in 1906, and it took 20 years to be finished.

It is the second biggest church in Cuenca (after the Cathedral of the Immaculate Conception). This temple does not stand in the same place where the old Dominican monastery and chapel were built. These were located on the



Santo Domingo Church)



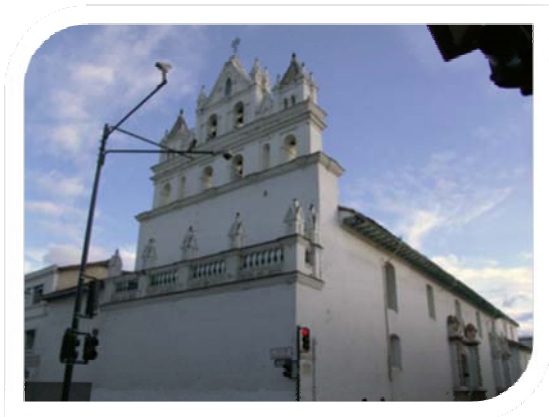
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property next to Mariscal Lamar Street. The new church has two imposing twin towers 37 meters high; it was offered in honor of the Rosario Virgin, whose image can be seen at the high altarpiece of the church.

### 4.2.16.8 LAS CONCEPTAS CHURCH

This church is located on the corner of Presidente Cordova and Antonio Borrero

Streets. It is called Conceptas because this is the order of nuns that live in the convent which this temple houses (Convent of the Immaculate Conception).



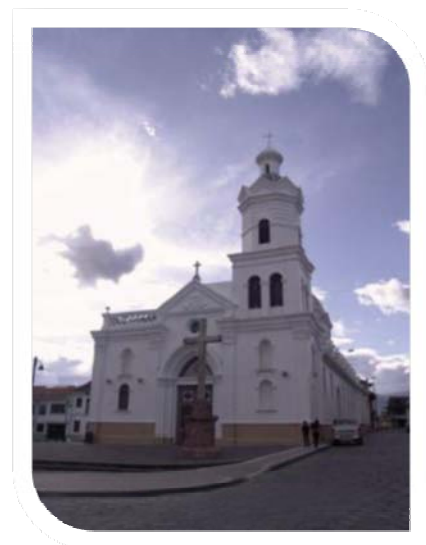
Las Conceptas Church

Its construction started at the beginning of the Eighteenth Century. It was not designed to be a church, but a convent; for this reason its structure is

simple. It does not have a front door, like other churches, but there are two beautiful lateral carved wooden doors. Its unique façade is adorned with niches and ends in a belfry. In the interior of this temple, formed by only one rectangular pavilion, there are elements of Baroque style of great artistic value, such as the main altarpiece and the lateral altars.

### 4.2.16.9 SAN SEBASTIAN CHURCH

This church is located on the corner of Simon Bolivar and Coronel Talbot Streets. It dates back to the Nineteenth Century, and it was the occidental boundary of Cuenca city during the Colony, in the area called the "high neighborhoods." The Cross of San Sebastian, which served as a Mercedes del Carmen Díaz Sarmiento



San Sebastian



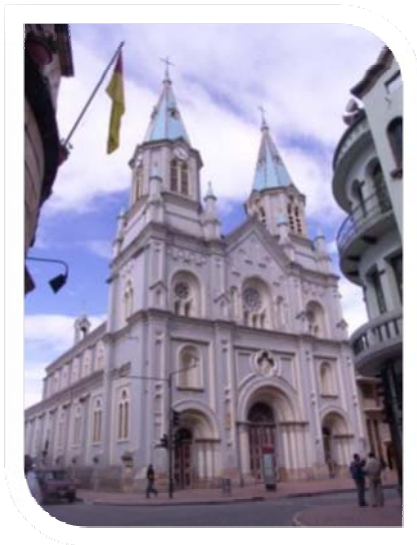


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boundary of the city, can be seen in front of the church.

Its façade presents a beautiful carved wooden door, a high dome that stands on the apse, and a tower of Baroque Gothic style on the right side. In its interior three pavilions separated by towers and wooden pillars can be appreciated.

### 4.2.16.10 SAN ALFONSO CHURCH



San Alfonso Church

This church is located on the corner of Simon Bolivar and Presidente Borrero Streets. It was built in 1875. The Gothic style can be observed in its wonderful towers. It has three main entrances with carved wooden doors. In its interior there are oil paintings with religious themes that date back to the eighteenth century. (Activities- See Annex 22)

### 4.2.17 MUSEUMS

Cuenca city has become an important artistic center of Ecuador. The Biennial Congress of International Painting, which is the most important artistic event of the country and one of the most renowned events in America, takes place in the city every other year. In order to offer evidence of the cultural wealth to citizens and visitors, the city has a great number of museums, among which we have:



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### 4.2.17.1 MUSEUM OF THE CENTRAL BANK



Museum of the Central Bank

This museum is located on Calle Larga Street and Huayna Capac Avenue. It comprises smaller museums, libraries, documentation centers, and the archeological site known as Pumapungo, which gives evidence of the presence of the Incas in the city; it exhibits cultural materials gathered from archaeological excavations, and it

also exhibits about 2 million fragments of stone, shell, and bone.

It has exhibition areas of archeology and religious art of the 18th century, a very educational and up-to-date ethnographic display, as well as a numismatic exhibition (coins).

### 4.2.17.2 MUSEUM OF THE ABORIGINAL CULTURES



Museum of the Aboriginal Cultures

This museum is located on Calle Larga and Mariano Cueva Streets. It was built in honor of the Ecuadorian Indigenous Cultures, in their 15,000 years of existence. This museum exhibits pieces from the first indigenous civilizations in Ecuador up to those that existed in the 16th century. There are more than 8.000 interesting pieces,

which correspond to the different periods of the aboriginal history of Ecuador.

It is the most complete Archeological Museum of the city of Cuenca and the region.



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### 4.2.17.3 MANUEL AGUSTIN LANDIVAR MUSEUM



Agustin Landivar Museum

This museum is located on the archeological site known as “Todos Santos” on Calle Larga and Manuel Vega Streets. In this museum visitors can see archeological vestiges of the Cañari, Inca, and Spanish cultures, such as stone mills built by the Spanish, and other interesting pieces that give evidence of the presence of these cultures in the city of Cuenca.

There are more than 20,000 archeological

pieces in this museum.

There is also an exhibition area for young artists who want to display their works and get involved in the world of art.

### 4.2.17.4 MUSEUM OF LAS CONCEPTAS



This museum is located on Hermano Miguel and Juan Jaramillo Streets in the building which once was the hospital of the Monastery of the Conceptas Nuns. It was built in the 19th century.

This museum exhibits a collection of pictorial and sculptural art of the 17th, 18th, and 19th centuries. It also

shows the nuns' way of life through the pieces of religious art and utilitarian objects which have been preserved exactly as they were originally.



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### 4.2.17.5 CIDAP (INTER-AMERICAN CENTER OF POPULAR ARTS) MUSEUM



CIDAP Museum

This museum is located at the bottom of the “Escalinata” stairway, on the bank of the Tomebamba River. The Inter-American Center of Popular Arts was established in Cuenca in 1975 with the idea of promoting the arts. And in 2004 the museum was created. At present there exists an interesting collection of American popular art in this museum. It also has an ample collection of selected popular

handcrafts.

### 4.2.17.6 REMIGIO CRESPO TORAL MUSEUM



Remigio Crespo Toral Museum

This museum is located in the historical center of Cuenca on Calle Larga and Antonio Borrero streets. It was created in 1947.

It displays a collection focused on the history of the city of Cuenca and its surroundings, as for example the Municipal Archive of History of the City of Cuenca, all its treaties, letters, and other documents related to the development of the city. The house of this museum is one of the houses that form part of the World Heritage Site. It was originally a private dwelling.



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### 4.2.17.7 MUSEUM OF MODERN ART



Museum of Modern Art

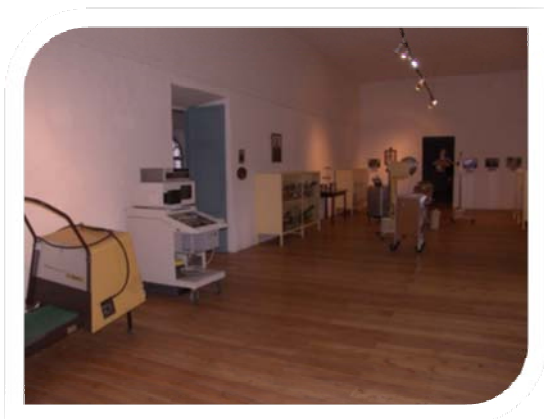
This museum is located across from San Sebastian Park on Mariscal Sucre and Coronel Talbot Streets. It was built in 1876; originally, it was the Temperance House, a

rehabilitation center for alcoholics.

At present, this museum is a gathering place for Ecuadorian and foreign artists who participate in the Biennial Congress of International Painting. This is also a center for events such as round tables, recitals, seminars, and workshops for children.

Temporary exhibitions of modern and contemporary art are offered in this museum; there is also a permanent exhibition of some works of art that belong to the museum.

### 4.2.17.8 MUSEUM OF MEDICAL HISTORY



This museum is located on 12 de Abril Avenue next to the Military Hospital in the former building of the School of Medicine of the University of Cuenca and the former hospital of the city.

It offers a permanent exhibition of pedagogic, scientific, and documental information about the medical life of the



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city. It is an open museum for artistic and scientific exhibitions such as the Biennial Congress of International Painting.

### 4.2.17.9 MUSEUM OF THE CAÑARI IDENTITY



Museum of the Cañari Identity

This museum is located on Presidente Cordova and Hermano Miguel streets. Its collections include archeological pieces of pre-Colombian origin of the Cañari culture, from the Narrio period to the arrival of the Incas. In addition, there is a collection of art which consists of colonial paintings and sculptures of

the 18th and 19th centuries, pictures of Cuenca, and ethnographic pieces.

### 4.2.17.10 MUSEUM OF THE HAT

This museum is located on Calle Larga and Padre Aguirre streets. There are



Museum of the Hat

many interesting exhibitions in this museum, such as the history of the “toquilla” hat, a workshop where it is possible to see the tools used in the process of treatment of the straw, a hat factory where visitors can observe the various stages of the hat manufacture, and the finished product and hat boxes ready to be sent to different parts of the

world.

This museum also includes a renowned center of manufacture of the classic Panama hat, which is sold with the brand name “Barranco.”



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### 4.2.17.11 ZOOLOGICAL MUSEUM “AMARU”



Zoological Museum “Amaru”

It has an exhibit more than 120 species of animals, most of which are from Ecuador.

The objective of this place is to exhibit, recreate, and research native fish, amphibians, and reptiles.

### 4.2.17.12 MUSEUM OF BONES



Museum of Bones

This museum is located on Simon Bolivar and Antonio Borrero streets. It has an interesting collection of more than 150 skeletons of native animals, including fish, amphibians, reptiles, birds, and mammals. The exhibition of skeletons is enhanced by dioramas and representations of the physical environment in which the different species are found.



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### 4.2.17.13 UNIVERSITY ARCHEOLOGICAL MUSEUM



University Archeological Museum

This museum is located on Honorato Loyola and Agustín Cueva streets, on the campus of the University of Cuenca. It has four rooms, in which there are approximately 5000 archeological pieces on exhibit. These relics belong to periods and cultural phases of pre-Columbian Ecuador.

### 4.2.17.14 BENIGNO MALO NATIONAL HIGH SCHOOL MUSEUM



Benigno Malo National High School Museum

This museum is located on Solano Avenue and Daniel Cordova streets. The facilities of the museum are housed in one of the most imposing buildings of the city, Benigno Malo high school (built in the 1860s). The collections of the museum consist of two sections: Natural Sciences and Archeological Sciences, each with its own exhibition area.





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### 4.2.17.15 MUSEUM OF METALS



Museum of Metals  
See Annex 23)

This museum is located on Solano Avenue in a traditional house built in 1924 and restored in 1989. This museum exhibits metal pieces that date back to the pre-Incan period, especially body ornaments. This place is a cultural center in which several exhibitions of different types, workshops, seminars, and conferences take place. (Activities-

### 4.2.18 TRANSPORTATION

Since Cuenca is a “Cultural Heritage of Humanity,” tourists from many different parts of the world come to visit it. For this reason the authorities of the city try to offer the best facilities, and transportation is one of the aspects which is taken into account to serve the tourists and to meet their expectations.

There are, therefore, various means of transport in the city, such as buses, taxis, and air service. There are even horse-and- buggy units on the weekends, to take tourists on jaunts around the city.



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Bus terminal

### 4.2.18.1 BUSES

The main bus terminal in Cuenca is located on España Avenue and Sebastian de Benalcazar Street. Here it is possible to find platforms corresponding to the different transport companies that offer service to the main destinations of Azuay and the rest of the country. There are different schedules which can be selected according to the customers' needs.



In the bus terminal there is a lobby where people can sit and read, or watch TV; there are also shops, pharmacies, restaurants, restrooms, and parking lots available for the people who need to use these services.

In the city there are also public buses which are very popular and a cheap way to get around the city and its different neighborhoods. The fare is 25 cents. These buses are available from 6:00 a.m. until 10:00 p.m.



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At present, there is also a very popular open double-decker bus for tourists. This bus tours the most important and scenic places of the city. From this bus, tourists can appreciate the roofs and balconies of the colonial houses of Cuenca, as well as the beautiful rivers, monuments, and interesting buildings.

Another tourist bus is “ferro bus.” It looks like a train, and it goes through the northern area of the city. It has big windows and a balcony from which tourists can enjoy their tour.

The “chiva” is another interesting transport for tourists. It is an old, artistically painted and decorated van specially adapted for parties, so that tourists can have fun and enjoy the music while they ride.

### 4.2.18.2 TAXIS



Taxis

Taxis are a good means of transportation in the city of Cuenca. They are an easier, quicker, and more comfortable way of moving around; and the fare depends on the ride distance (from \$1.50 up to \$4.00 or \$5.00 or even more). During the night, it costs a little more. Generally, it is a good idea to agree on the price before getting into a taxi, since there are

no meters.

### 4.2.18.3 CAR RENTAL SERVICES

Renting a car is a very good option for visitors who are interested in visiting the city and its surroundings; it is much more convenient and comfortable.

To rent a car it is necessary to be over 20 years old, to show identification, and to have a credit card.



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### 4.2.18.4 PLANE



People arriving at the airport of Cuenca

In Cuenca there is no international airport; however, visitors who come from different countries can arrive in the international airports of Quito or Guayaquil and then get a connection with the different airlines that offer flights to Cuenca according to special schedules.

One-way tickets cost \$50 to \$70 to or from Guayaquil; \$60 to \$90 to or from Quito. All planes arrive at the Mariscal LaMar Airport in Cuenca, located on España Avenue about 1.6km (1 mile) northeast of the downtown area. (Activities-See Annex 24)

### 4.2.19 SAFETY INFORMATION

Cuenca is a charming, tranquil, and interesting city, but it is not the peaceful paradise that it used to be years ago, nor is it as safe as it was before a lot of foreigners moved here. The city is growing; and as everybody knows when a city grows, some problems begin to arise. Therefore, tourists should take into consideration some suggestions when they visit Cuenca, so that they can enjoy their stay.

These, then, are some suggestions for visitors to Cuenca:

- Leave your documents and objects of value in the security box in your room.
- Keep an eye on your backpack or luggage in restaurants, cafes, bars, and other public places.
- Do not accept handout papers from people in the streets.
- Do not accept food or drinks from strangers.
- Do not walk alone at night.



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- Avoid walking in deserted neighborhoods and the river banks, especially at night.
- Avoid taking documents or objects of value (including expensive watches) with you when you travel by bus.
- Do not carry large amounts of money, or jewelry, on your person.
- Do not drink tap water or fresh juices or drinks with ice cubes in them. Stick to bottled beverages – either bottled water or soft drinks.
- Be sure to wash any fruits that you buy.
- Do not eat foodstuffs sold in the streets.
- Any time you have a doubt, or need advice, it is recommended to ask a police officer.
- Watch your belongings in crowded places.
- Avoid walking in dangerous neighborhoods.
- Keep your camera in its bag when you are not using it.
- Keep your money out of sight, and do not wear jewelry.
- Walk away if you see somebody approaching suspiciously near you.
- Avoid entering into conversation with strangers.
- Do not accept invitations from unfamiliar persons.
- Try to be accompanied by a friend or acquaintance as much as you can.
- In case of an emergency you should call these numbers:

*Red Cross*                      131

*Information*                    104

*Police*                            101

*Emergency*                    911

(Activities-See Annex 25)

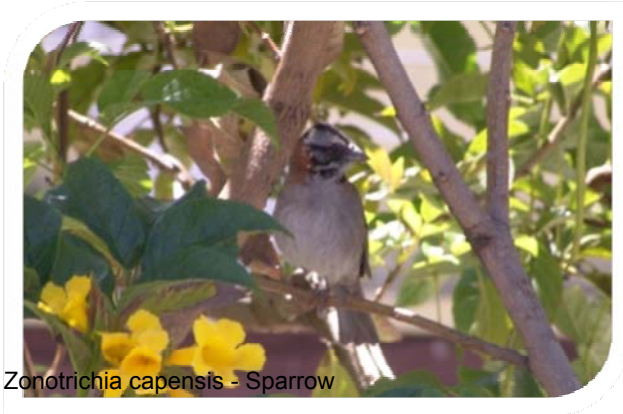


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### 4.2.20 BIRD WATCHING

The city of Cuenca is privileged because it is rich in nature, since there are four rivers which flow through it from west to east. On the fresh green banks of the Tomebamba,

Yanuncay, Tarqui, and Machangara Rivers it is possible to observe a great variety of bird species.



Zonotrichia capensis - Sparrow

There is also a diversity of birds in the surroundings of the

city, as well as in its parks and gardens. These birds have found in these places their natural habitat because of the abundance of trees where they can nest, because there are also fruit trees and cultivated fields, and, most importantly, because human beings do not hurt them.

This creates a positive environment to foster ecotourism in the city and give visitors the opportunity to enjoy nature and observe the unique and in some cases endemic species of birds.

The “Barranco,” a well- known touristic spot in the city of Cuenca located along the banks of the Tomebamba River from Centenary Bridge to Pumapungo Archeological Site, is a natural paradise. There are lots of trees, like eucalyptus,

willows, and the native “capuli” (a kind of cherry tree), which are all homes for a variety of birds.



Turdus fuscater – Great Thrush

In Pumapungo archeological Site there are birds which are usually found in mountain forests, and there are also species of other ecosystems. There are a lot of birds which were rescued



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from traffickers, injured by hunters, or unwanted pets. Now they live freely in the beautiful natural environment created for them.

Among the species which thrive in Pumapungo are Sparkling Violetear, Greentailed Trainbearer, Black – tailed Trainbearer, Giant Hummingbird, Purple-collared Woodstar, and many others.

El Paraiso Park is another important area for bird watching. It is a very big green park (20 hectares) located along the junction of the Tomebamba and Yanuncay Rivers. This park offers amazing vegetation and eucalyptus forests for the various species of birds which find in this area a perfect refuge; and they reciprocate by showing themselves, so that visitors can benefit from the spectacle they offer. Here we can find the Line-cheeked Spinetail, The White-crested Elaenia, the Streak – throated Bush – tyrant, and the Black Flowerpiercer.

Cajas National Park is a unique ecosystem that shelters about 150 species of birds; one of the most important is the Violet-throated Metaltail, a hummingbird which exists only in this park; in other words, it is practically an endemic species. There are of course other endangered species in Cajas National Park; that is why many scientists believe that this natural environment has to be protected. And for this reason Birdlife International awarded the park the title of “Important Bird Area” (IBA).



Oreomanes fraseri – Giant Conebill

Llaviuco valley is an area in the Cajas National Park that offers one of the greatest ranges of bird species. This is a privileged area, with varied ecosystems and a diversity of bird species. In the area of the lake, it is possible to observe species such as the Andean teal, the Reddish duck, the Andean focha, and the Andean gull.



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The Toreadora Lake is one of the most beautiful places inside the Cajas National Park. One of the most attractive places for ornithological tourism is located 1 Km. from the Toreadora Lake area, near the Illincocha Lake. It is a rocky area covered by polylepis forest, which has created an ideal environment where strange species in danger of extinction such as the Xenodacnis, Metallura gorgivioleta, the American Crowned Owl, and the Ecuadorian Star can be found.

Another important route worth mentioning is the Yunguilla Valley, which is privileged with a variety of ecosystems such as the western Andean foothills, the subtropical valley, and a desert-like zone. One of the attractions of this valley is the Jubones River and its tributary the Burro River, in the Chalcapac area, which is an ideal destination for bathing, especially from June to September, and an important spot for observing the nocturnal Oil birds.

On this route there are other close-by destinations such as Busa Lake (in the town of San Fernando). Here it is possible to observe species such as the Pied-billed Grebe and the Great Egret.

The Giron Waterfall, which is a beautiful natural area located 6 km. (4 miles) west

of the town of Giron, is another interesting touristic spot where beautiful bird species exist, such as the American Kestrel, the Band-tailed Pigeon, the Speckled Hummingbird, the endemic Rainbow Star-frontlet Hummingbird, and many others.



Tangara vassorii – Blue and Black Tanager

a private organization whose main function is to protect natural areas and preserve bird species, especially those that are in danger of extinction.

Finally, it is important to mention the Yunguilla Reserve, which is owned by the Jacotoco Conservation Group,





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This reserve comprises an area of 56 hectares (140 acres) of dry brushwood which shelters the Pale-headed Brush-finch, which is an endemic Ecuadorian bird, the Amazilia Hummingbird, the Crimson-mantled Woodpecker, the Striped Owl, and other remarkable species of birds.

Visitors to these natural areas who are interested in bird watching should take into consideration some recommendations so that they can enjoy this activity to the fullest. For example, most of the daytime birds are most active between 6 a.m. and 9 a.m., and between 4 p.m. and 6 p.m.; during these times of day it is possible to photograph an ample variety of bird species and observe their behavior as well.

Regarding equipment, it is important for visitors to take binoculars. To approach the birds it is advisable to wear clothes with colors that resemble the vegetation of the place; in that way bird watchers can get a better view of the birds.

Also, it is recommended not to make noise when walking in the areas because birds flee when they hear strange noises. It is better to walk in groups of fewer than 10. If visitors follow these recommendations and are patient they are really going to enjoy a wonderful experience and learn a lot about the amazing world of bird species. (Activities-See Annex 26)

### 4.2.21 SPORTS



“Coliseo mayor de los deportes”

Cuenca’s altitude of 2,500 meters (8,125 feet) above sea level gives it a gentle climate that is ideal for practicing sports.

Some of the most important sports centers in Cuenca are the “Coliseo Mayor de Deportes;” this coliseum has an Olympic pool, tennis and basketball courts, and an artificial wall to practice



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rock climbing; BMX track “La Condamine;” “Alejandro Serrano Aguilar” stadium; “Jefferson Perez athleticism track; and “Totoracocha” Sports Complex

### 4.2.21.1 EXTREME SPORTS

Extreme sports such as canopy, climbing, canyoning, paragliding, and puenting have become very popular in Cuenca city. Tourists as well as local people enjoy practicing some of these sports.

Canopy is practiced in the area of Bibin (on the way to Ricaurte), where there are guided trips, and the visitors are given all the necessary equipment to practice this extreme sport.

Cuenca is an attractive zone for climbing. Tourists can find a great variety of climbing tracks here; there are more than 200 climbing routes as well as a wide selection of rocks to climb. Therefore, if tourists look for higher levels of adrenaline and want to improve their physical and mental condition, there are areas to practice this sport, such as the Cajas National Park, and the area of Sayausi. In these places tourists can find ideal rocks to practice climbing. Local tourist operators offer skilled guides and the appropriate equipment for practicing this sport.

Canyoning, which is a mountain sport, can be practiced in Rio Amarillo River especially when its course is high.

Paragliding is practiced in some places around the city. Local tourist operators provide specialized guides who can provide assistance to people interested in having an experience in paragliding.

And, puenting is practiced on the “La Union” bridge. On weekends it is common to see people enjoying this activity. (Activities-See Annex 27)



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### 4.3 CONVERSATIONS

#### 4.3.1 IN THE TRAVEL AGENCY



*(Mr. and Mrs. Stevens enter the “Rio Arriba” travel agency)*

**Agent:** Good morning.

**Mr. and Mrs. Stevens:** Good morning.

**Agent:** Can I help you? You speak English?

**Mr. Stevens:** Yes, we do. Do you?

**Agent:** Yes, I do, but my colleague here, Guido, is much more fluent. Maybe you should talk to him. Guido, would you help these people?

**Guido:** (stands up): Of course. Please sit down. What can I do for you?



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- Mr. Stevens:** Well, we're interested in a trip to the Galapagos Islands. We've been wanting to go for ages, and now we think the time has come... at last.
- Mrs. Stevens:** This is the first time we've ever been in Latin America. Our daughter is working as a peace corps volunteer here in Ecuador, and we came to see her...
- Guido:** Oh, that's so nice. Do you like it here?
- Mr. and Mrs. Stevens:** We love it!
- Mr. Stevens:** And now we want to take advantage of being this close and all, and go out to those islands. We've heard so many times about how special they are.
- Guido:** Well, they certainly are. Just what kind of trip did you have in mind?
- Mrs. Stevens:** Well, my husband has this idea that we should just fly out there without making any reservations or anything, and then just go and look for a hotel and take it from there... getting on excursions at the docks and everything. But I don't like that idea very much.
- Guido:** No, we usually advise our clients against that "free-lance" idea. Sometimes people think they can save a lot of money that way. But you have to be very lucky. Otherwise you can discover that the hotels are all full... and the excursions, too. And it could end up costing you more than ever. The best way to go is to have everything arranged before you leave the mainland.



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- Mrs. Stevens:** Yeah, that sounds better to me.
- Mr. Stevens:** So what're our options?
- Guido:** Okay. There are many yachts that offer excursions there in the Galapagos. The excursions go from the minimum, of 4 days, to the maximum, which is 8 days.
- Mr. Stevens:** And what about the prices?
- Guido:** There are some variations, but generally speaking there are 3 categories of cruises. The cheapest one is called "Standard," and the middle one is called "Comfort." And then there's the extra-deluxe one called "Superior."
- Mrs. Stevens:** And what price range are you talking about?
- Guido:** Well, okay. The "Standard" class costs about a hundred and twenty dollars a day.
- Mr. Stevens:** That's per person?
- Guido:** Yes. And the "Comfort" class is about a hundred and fifty dollars per day. And the "Superior" class is about a hundred and eighty.
- Mr. Stevens:** And what do those prices include?
- Guido:** Well, 3 meals a day, of course, and visits to the main islands and touristic points of interest. Also, a naturalist guide and snorkeling equipment. The "Superior" class also includes wetsuits.
- Mr. Stevens:** Well, that all sounds good.



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- Mrs. Stevens:** Oh! One thing that's important. Do you know what kind of beds they have?
- Guido:** Sure. In the "Standard" class they have bunk beds. And in the "Comfort" class they have twin beds...
- Mrs. Stevens:** No, no... We can't sleep unless it's a double bed.
- Guido:** That's what you get in the "Superior" class. It's really very deluxe. There's one brand-new yacht called the "Queen Beatrice." It's a catamaran.
- Mr. Stevens:** A Catamaran! Wow!
- Mrs. Stevens:** We have a catamaran in Miami Beach! That's great! We'll feel right at home!
- Guido:** It has 8 double-occupancy cabins with private balconies overlooking the sea, hot showers, a jacuzzi, and a dining room and a bar.
- Mr. Stevens:** Hm... sounds like a honeymooners' paradise. And what about the food?
- Guido:** Well, there again, it depends on which class we're talking about. You get what you pay for, y'know? In the "Standard" class all the meals are planned ahead of time, and they're pretty much typical Ecuadorian...
- Mrs. Stevens:** Well, that's not **so** bad...
- Guido:** and you don't have much choice about what you want to eat. In the "Comfort" class you get some choice, and some international food is offered. But in the "Superior" class all the meals are buffets, with lots of choice. And you can eat as much as you want!



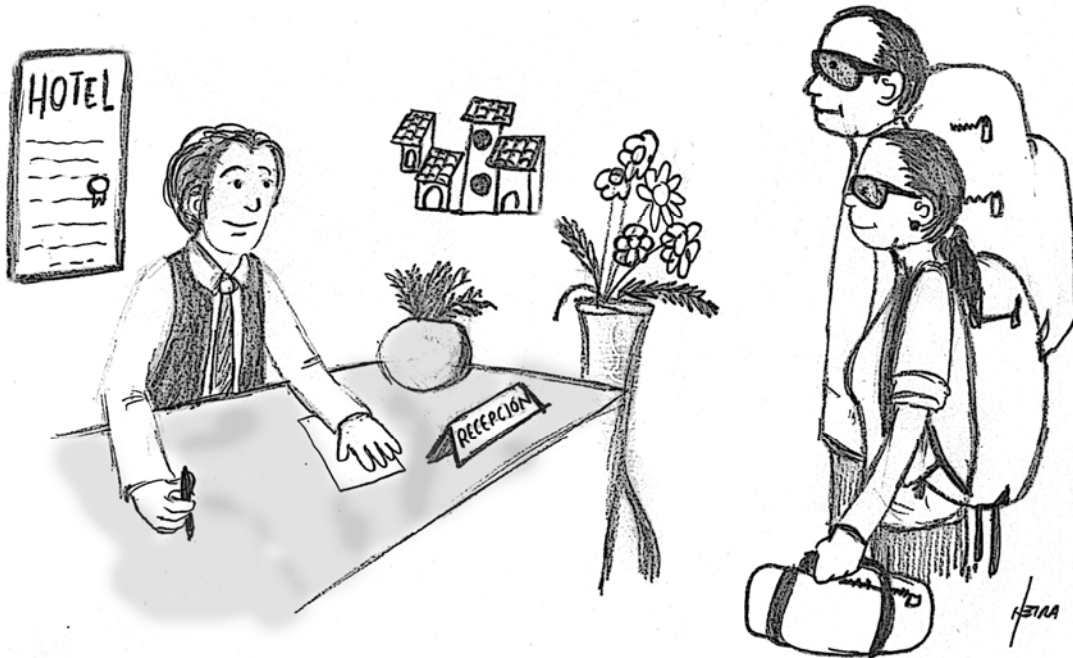
## UNIVERSIDAD DE CUENCA

- Mr. Stevens:** Wow! Sounds like we may be goin' with "Superior!" Do these cruises have specified schedules, like about when they leave and when they come back?
- Guido:** Oh yes. Here. Here's a brochure that has pictures and descriptions of some of the more popular yachts. So you take it with you and look it over, and if you decide to go on a cruise, please call us. Here's our card and that's my name there –Guido Buele. I'll be very happy to hear from you.
- Mrs. Stevens:** Well, thank you very much. You've been so kind... and helpful.
- Guido:** My pleasure.
- Mr. Stevens:** Yeah, I think you'll be hearing from us pretty soon. Those double beds sound good. Okay. Goodbye.
- Mrs. Stevens:** Yeah, goodbye.
- Guido:** Goodbye.
- (Activities-See Annex 28)



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### 4.3.2 IN THE HOTEL



*(Mr. & Mrs. Jones enter the Hotel Crespo)*

**Mr. and Mrs. Jones:** Good afternoon.

**Clerk:** Good afternoon. Can I help you?

**Mr. Jones:** Yes. We were reading about this hotel in the Lonely Planet tourist guidebook, and it seems like the kind of place where we would enjoy staying. We just came from Quito on the airplane. Do you have any rooms available?

**Clerk:** Oh yes. I presume you want a double room?

**Mr. Jones:** That's right.

**Mrs. Jones:** And how much is a double room?

**Clerk:** Well, we have two prices, depending on whether you want a riverview room or an interior room.





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- Mrs. Jones:** Oh, we'd like a riverview room, of course.
- Clerk:** Well, then, that would be \$80 a night. That includes all the services.
- Mr. Jones:** Like what?
- Clerk:** Wooo, we have everything: pool, gymnasium, sauna, Turkish bath, Wi-Fi, bar, restaurant, room service, taxi service, excursions, tours... you name it!
- Mrs. Jones:** That all sounds wonderful.
- Clerk:** How many nights do you want the room for?
- Mr. Jones:** Well, we're not sure.
- Mrs. Jones:** We're not sure how long we'll be staying in Cuenca, before we move on to Guayaquil. That's our next stop. It depends on how much we like it here.
- Clerk:** Oh, I'm sure you're going to like it here. All tourists do. You're American?
- Mr. Jones:** Yes, that's right.
- Clerk:** Do you speak Spanish?
- Mrs. Jones:** Only a very little. We've been to Mexico a few times, since we live in Arizona, but we've never been south of the equator.
- Clerk:** So you decided to give it a try?
- Mrs. Jones:** Well, my husband is a professor at Arizona State University, and he received an invitation to give a lecture on Tourism and Hospitality Sciences at the



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university here, and we decided it would be a good opportunity to combine business with pleasure. We're going to the Galapagos Islands a week from Saturday.

**Clerk:** Oh, good for you! I'm sure you're going to have a wonderful time out there. Is it the State University you're giving the lecture at?

**Mr. Jones:** Yes.

**Clerk:** Oh, how nice! I'm a graduate of the State University myself. From the School of Tourism.

**Mrs. Jones:** Well, what a coincidence! They certainly did a good job on you! Have you ever traveled to an English-speaking country?

**Clerk:** No, I haven't. As a matter of fact, I've never been out of Ecuador.

**Mr. Jones:** Well, that's really amazing! Your English is excellent!

**Clerk:** Well, thank you.

**Mr. Jones:** If the people I'm going to be talking to are all like you, that makes me very happy.

**Clerk:** Oh, I'm sure you'll enjoy meeting the students of tourism. We have a very nice, closely-integrated school over there. We have a lot of fun.

**Mrs. Jones:** I bet you do. You must be very proud of yourself, to speak such good English, and have such a good job and all.



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**Clerk:** Oh, yes. I love working here at the Hotel Crespo. It's a very nice place to work... and to stay, as a guest. I'm sure you're going to love it here. And the food is so good... international, with special dishes of French cuisine. The original owner was French, and the present owner is his daughter. She keeps all the French traditions alive.

**Mr. Jones:** Mmm... That sounds just great.

**Mrs. Jones:** Say, I have a travel agency in Phoenix, Arizona. If you give me some cards, or some brochures, or whatever, I'll be happy to take them back and recommend this place to any customers who come in that are coming down this way. I can tell already we're going to like it here. Such a courteous reception!

**Clerk:** Oh, thank you so much! That's so nice of you! And it's my pleasure to be of service to you in any way that I can.

**Mrs. Jones:** So I guess that's that. We're staying here. Let's go out and get the bags out of the taxi, Steve. Do you have someone to help us with our bags?

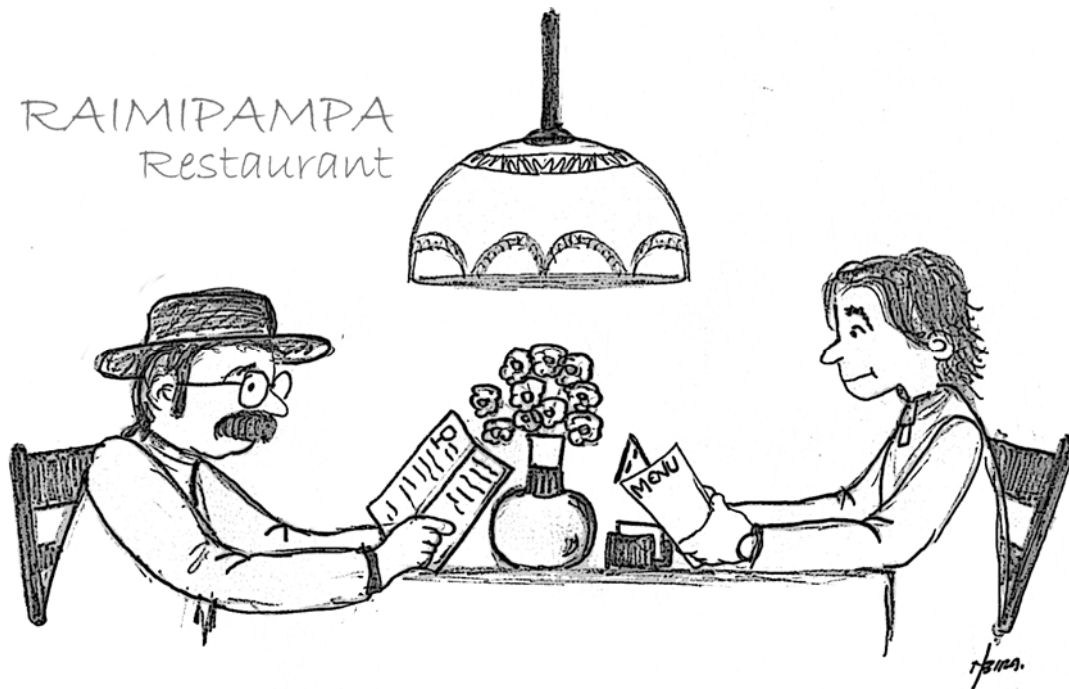
**Clerk:** Of course. And welcome!

(Activities-See Annex 29)



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### 4.3.3 IN THE RESTAURANT



(Mr. Jones and his son Rodney enter the Raymipamba restaurant and seat themselves at a table looking out on Calderon Park. A waiter approaches and gives them menus)

**Waiter:** Buenas tardes.

**Mr. Jones:** Buenas tardes.

**Rodney:** Hey, you said that very well. Just like a native.

**Mr. Jones:** Oh, yeah. I'm getting there. Pretty soon I'll be rattling off the Spanish just like you.

**Rodney:** That'll be nice. It's actually an easy language to learn. Much more sensible than English.

**Mr. Jones:** Well, you certainly learned it well enough. Are you ready to order?

**Rodney:** Oh, yeah. I'm starving.



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- Mr. Jones:** Me too. But you'll have to help me. I don't understand anything here.
- Rodney:** No problem.
- Mr. Jones:** I see this word "polo" a lot. What's "polo"?
- Rodney:** What? Oh, it's not "polo," it's "poyo." Double "l" is pronounced like a "y": "poyo."
- Mr. Jones:** Ah, okay. "Poyo." So what's "seco de poyo"?
- Rodney:** Oh, that's like a chicken stew. It's delicious. I think you'll like it.
- Mr. Jones:** Yeah, that sounds good. I think I'll have that.
- Rodney:** Good. And as for me, hmmm... I think I'll have my favorite. This. (points to something on his menu)
- Mr. Jones:** Morcila? What's that?
- Rodney:** No, dad. What did I tell you about double "l"?
- Mr. Jones:** Oh yeah, yeah. Morciya. So what's morciya?
- Rodney:** It's a kind of sausage. And it comes with french fries.
- Mr. Jones:** Oh, that's good. You know, I've noticed that the potatoes here are really delicious. Much better than the potatoes back home.
- Rodney:** Yep. Did you know that potatoes come from here originally? From the Andes?
- Mr. Jones:** Really? No, I didn't know that.



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- Rodney:** Well, it's true. The Incas had dozens and dozens of different kinds of potatoes. And they even had a way of dehydrating potatoes, so they had "powdered potatoes." Great for carrying on trips and stuff. All they had to do was add water.
- Mr. Jones:** Well, that's interesting.
- Rodney:** You know, after you've lived here for a while you find yourself eating things you never dreamed you would eat. The people are too poor to be choosy about what they eat.
- Mr. Rodney:** Oh yeah?
- Rodney:** Yep. Like they think it's perfectly normal to eat the cow's brain, the tongue, the stomach... on the coast they even eat the testicles.
- Mr. Jones:** The cow's testicles?
- Rodney:** I know what you mean. The bull's testicles. Hey, you want to try this morciya?
- Mr. Jones:** Okay. Hey, that's delicious. I never had sausage like that before. What's it made from?
- Rodney:** Blood.
- Mr. Jones:** What? Blood?
- Rodney:** Yep, blood. It's cooked blood.
- Mr. Jones:** Yuck!
- Rodney:** What d'ya mean, yuck? I thought you said it's delicious.



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**Mr. Jones:** Well, it is, but it's just the idea... of... eating blood. I think I'll stick with the more traditional stuff.

**Rodney:** A lot of the foods here are like that. Once you get over your initial repulsion, they're just great.

**Mr. Jones:** Okay, I'll take your word for it. Next time I think I'll try something, or next time I think something is delicious, I'll be sure not to ask what it is.

**Rodney:** That's a good idea. And don't forget, Friday evening we're going to my boss's home for dinner, and then you're going to have something I know you've never had before... prepared by his wife.

**Mr. Jones:** Oh yeah? What is it?

**Rodney:** It's cuy.

**Mr. Jones:** Cuy? What's that?

**Rodney:** Are you sure you want me to tell you?

(Activities-See Annex 30)



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### 4.3.4 IN THE BUS STATION



(Rodney and Sally Royce enter Cuenca's main bus station and approach the "San Luis" bus company's window. Rodney is very tall.)

**Clerk:** Buenos días. Como les puedo ayudar?

**Sally:** Buenas días. Are you Nayo Arpi?

**Clerk:** Yes, I am. How can I help you?

**Sally:** We were told you speak English.

**Clerk:** Yes, that's correct. Who told you?

**Rodney:** Some friends of ours. Older people. They bought a ticket from you last week... to Guayaquil.

**Clerk:** Yes, I think I remember them. Black people?





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**Sally:** Yeah, that's right. I'm really glad they told us about you... and that you were here today. We really don't get along so well in Spanish.

**Clerk:** Well, I'm glad I was here, too. And what can I do for you?

**Rodney:** Well. We want to go to Guayaquil.

**Clerk:** When?

**Rodney:** Today.

**Clerk:** Uh, oh... you got bad luck there. The main route to Guayaquil goes through Cajas National Park, and last night there was a landslide up there, and the road will be closed for at least 24 hours.

**Sally:** Oh no! We really have to get to Guayaquil today. Isn't there any other route?

**Clerk:** Well, there's the old route, that goes through Azogues and Biblian and Tambo, but guess what... the campesinos – that's the country people – they're on strike, and they've closed that road too, in Tambo. Nothing can get through.

**Rodney:** Oh, no! I guess this is serious. We really **do** have to get to Guayaquil today. Our plane leaves for New York at midnight. That means we have to be in the airport by nine. What're we gonna do?

**Clerk:** Well, there is one more option. The only option, now, in fact. You have to go to Machala, and change buses there, and then go from Machala to Guayaquil.

**Sally:** Yeow! That sounds really complicated. And how long is that gonna take us?



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- Clerk:** Oh, it's not so bad. It could be worse. It takes 3 hours from here to Machala, and 3 hours from Machala to Guayaquil. Plus the time it takes you to change buses in Machala. So that's a total of 6 and a half or 7 hours, instead of the 4 it usually takes to get to Guayaquil.
- Rodney:** Oh, no! Talk about bad luck! All that stuff had to happen today, huh? Well, I guess we have to do it. When does the next bus to Machala leave?
- Clerk:** (looks at his watch): Just forty minutes from now... at noon.
- Sally:** (to Rodney): Wow! That doesn't leave us much leeway, does it?  
(to clerk): And you have seats on that bus?
- Clerk:** (looks at chart): Yes, we do.
- Sally:** Yeah, but you know what? We have another problem.
- Clerk:** Oh, really? What's that?
- Sally:** Well, as you may have noticed, my husband is pretty tall.
- Clerk:** Yes... I certainly did notice that. As a matter of fact, I think your husband is the tallest person I've ever seen, in person. If you don't mind my asking, sir, how tall are you?
- Rodney:** Well. I'm six foot six.
- Clerk:** Oh. And... uh... do you know how much that is in meters?
- Rodney:** No, I don't.
- Sally:** Well... wait... wait... Let's see. Six feet is 72 inches, plus another six inches... that's seventy-eight inches. And a meter is 39 inches... Hey! That's exactly two. (to Rodney) You're exactly two meters tall!



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**Rodney:** Oh.

**Sally:** (to clerk): He's exactly two meters tall.

**Clerk:** Wow! Two meters tall! That's incredible!

**Sally:** Yeah. Well, anyway, as I was sayin', we have this problem, which is that there's only **one** seat on the bus that my husband can sit in.

**Clerk:** Really? Which one?

**Sally:** The middle one, in the last row. That way he can stretch out his legs in the aisle. Any other seat, and he can't even sit down, because his knees jam into the back of the seat in front of him.

**Clerk:** Whew! I can see that would be a problem!

**Sally:** So do you have that seat on the noon bus?

**Clerk:** (looks): Yes, we do.

**Sally:** Yeah... fortunately, that seat is usually available, since it's in the back row and all. Okay, so we'll take that seat for him and one next to it for me, on either side. Okay?

**Clerk:** And the name?

**Sally:** Sally Royce. R-O-Y-C-E.

**Clerk:** Okay. Done.

**Sally:** Oh! And one more thing. How much is the bus fare from here to Machala?

**Clerk:** It's nine dollars.

**Sally:** Each?

**Clerk:** That's right.



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**Sally:** And do you happen to know how much it is from Machala to Guayaquil?

**Clerk:** No, I don't have that information. But since the trip is the same length as from here to Machala – three hours – I imagine the price would be the same, too... nine dollars each. Or at least not much more.

**Rodney:** Yeah, that's okay. Well, I guess we'll be on our way.

**Sally:** Here's eighteen dollars.

**Clerk:** (gives the ticket to Sally): There you are. Nice to have met you. Hope you have a good trip.

**Clerk:** Yep. Done. Nice to have met you. Hope you have a good trip.

**Rodney:** Nice to have met you too.

**Sally:** And thank you for being so helpful.

**Clerk:** My pleasure. 'Bye.

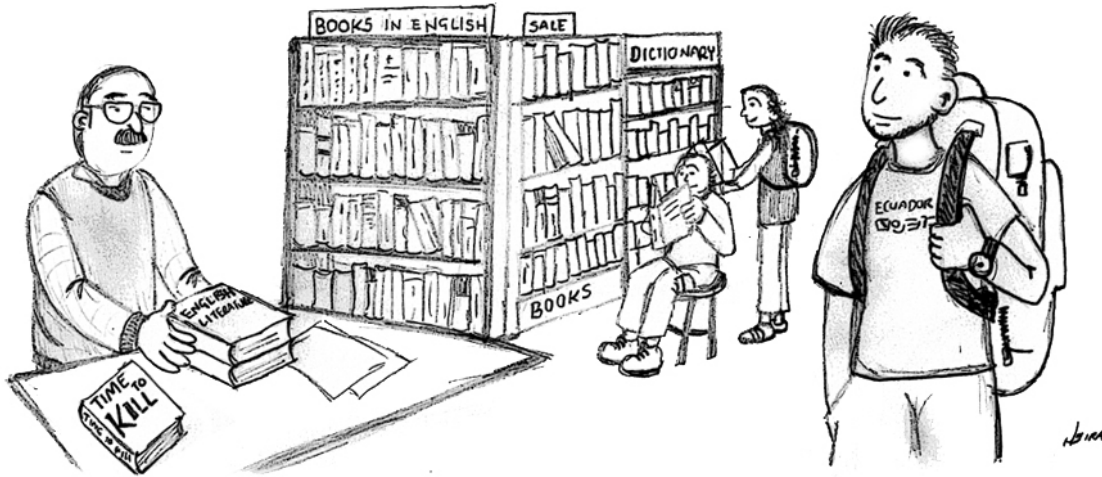
**Rodney & Sally:** 'Bye.

(Activities-See Annex 31)



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### 4.3.5 IN THE BOOKSTORE



**Receptionist:** Good morning.

**Customer:** Good morning. Do you speak English?

**Receptionist:** Only a little. Mr. Dubs is there. He is the owner. (customer walks over to Lee Dubs)

**Customer:** Hi!

**Lee:** Oh, hi! Can I help you?

**Customer:** Well, yes. I'm Robert Walker.

**Lee:** Lee Dubs.

(they shake hands)

**Customer:** Well, I've been living here in Cuenca **now** for a couple of weeks, and yesterday I heard about this place, and I thought I'd check it out.

**Lee:** You need some good reading?



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**Customer:** Yup.

**Lee:** Have anything particular in mind?

**Customer:** Well... maybe Paradise Lost?

**Lee:** Paradise Lost?

**Customer:** Yeah.

**Lee:** No, I'm afraid we don't have that one.

**Customer:** But it's a classic!

**Lee:** I know, I know. But we don't deal much in classics. Mostly we handle modern stuff.

**Customer:** Well, that would be all right, too. Can you recommend something?

**Lee:** Hmm, let's see... How about a John Grisham novel?

**Customer:** Ah, John Grisham. Yeah, I've heard of him. What kind of stuff does he write?

**Lee:** He writes what's called "legal thrillers." That is, situations revolving around technical points of law, but with very tense and dire consequences, so you can't wait to find out how it ends.

**Customer:** Hmm, that sounds good. So he's very popular, huh?

**Lee:** Popular? He's our most popular author. Look!

(shows customer the stacks of John Grisham novels)

**Customer:** Wow! Okay, where should I start?



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**Lee:** Hmm... let me see... well, here's one of the early ones: A Time to Kill. It's about the south, and racism. A lot of his novels are about the south –especially the early ones. He's from Mississippi. I think you'll like this one.

**Customer:** Okay... that sounds great! And... how much do I owe you?

**Lee:** Well... I'll tell you what. Let's do something. Don't give me anything now; just go home and read the book and when you're finished with it come in and tell me if you liked it or not, and if you liked it, then I'll charge you for it, but if you didn't like it, then you can just give it back to me and I won't charge you for it. How's that?

**Customer:** Ah, that's so nice! Thank you? (pause) You know what I'm gonna do? I'm gonna bring this book back and give it to you and say I didn't like it... even if I did!

(both laugh)

**Customer:** Well, I guess I'll be goin'. Nice to have met you.

**Lee:** Yeah, same here.

**Customer:** See ya soon.

**Lee:** Hasta luego.

(Activities-See Annex 32)



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### 4.3.6 IN THE AIRPORT



*(Rodney and Sally Royce are in the airport in Guayaquil. They are next in line at the Copa Airlines counter.)*

**Clerk:** Next!

**Clerk:** Buenas noches.

**Sally:** Buenas noches. Uh... do you speak English?

**Clerk:** Yes, of course. Good evening.

**Rodney and Sally:** Good evening.

**Clerk:** Glad to have you with us on Copa. (Looks more closely at the papers) Uh... this plane left already. Nine hours ago.

**Rodney and Sally:** What?

**Clerk:** You see, the departure here is entered as twelve-oh-one (12:01) on July twelfth (12<sup>th</sup>).





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- Rodney:** Yeah, that's right. And today's July twelfth. So doesn't the plane leave at midnight?
- Clerk:** It already **left** at midnight... this morning. Or rather at one minute after midnight... the first minute of today. Don't you see that it says "a.m." here? Right now it's 8:45 **p.m.**, of the twelfth. Your plane got to New York early this morning.
- Rodney and Sally:** Oh no!
- Clerk:** Unfortunately, it's true.
- Sally:** So what can we do?
- Clerk:** Well, obviously I can't put you on this airplane, because all the seats are full. You'll just have to wait a few minutes while I call the central office and see if there are any seats available on tomorrow night's flight... or rather the next day's early-morning flight, I should say. And there'll be a fine.
- Sally:** Oh, that's horrible! So we're stuck here in Guayaquil for at least twenty-four hours? And we have to **pay** for it?
- Clerk:** I'm afraid so. But Guayaquil is a nice city.
- Rodney:** Oh, I'm sure. Why don't they use the military system – the twenty-four hour system? That way our plane would've left at zero hours one minute this morning. Not "midnight." And right now it would be twenty hours forty-five minutes. And there wouldn't be any confusion about all this twelve-oh-one stuff.



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**Clerk:** Yeah, I suppose that might be a good idea. But you know how hard it is to change old customs. You know, here in Ecuador we **use** the military system, for schedules, and classes, and invitations, and everything. You see the clock over there. It says “twenty forty-eight.”

**Rodney:** Oh yeah. Well, at least that’s good.

**Sally:** And now... how much is this fine gonna be?

**Clerk:** Well, let me call, and see. (Clerk makes a call and speaks in Spanish for a few minutes. Then she hangs up.)

**Clerk:** Well, I have some good news and some bad news. So which do you want first?

**Rodney:** Oh, the good news, I guess.

**Sally:** No, no, the bad news! the bad news!

**Clerk:** The bad news is that the fine is three hundred and two dollars (\$302).

**Sally:** Yikes! You people really know how to punish a person, huh? (to Rodney) So that’s a hundred and fifty-one bucks each, right?

**Clerk:** No, no... it’s three hundred and two dollars **each**. Six hundred and four dollars for the two of you.

**Rodney:** Man, that’s disgusting. How can you penalize someone so much for such an innocent mistake?



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- Clerk:** Well, that's the company policy. I wish I could do something for you, but I can't.
- Rodney:** Well, I guess we're stuck... again. Do you take American Express, at least?
- Clerk:** Yes. At least I can help you with that.
- Rodney:** Okay. I guess we'll just have to bite the bullet. Oh... and what's the good news?
- Sally:** Yeah, what's the good news?
- Clerk:** Oh... the good news is that there are places available for you on tomorrow night's – excuse me – on Wednesday morning's flight.
- Rodney:** Well, that at least **is** good news. Well, Sally, let's head back to the city. I've heard that the Oro Verde hotel is a good place to stay.
- Sally:** (dejectedly): Okay. Yeah, let's go.
- Rodney:** All in all, I'd say this was the unluckiest day of our lives, wouldn't you?
- Sally:** Yeah, I guess I'd have to agree.
- Clerk:** Cheer up. Guayaquil is a beautiful city. Tomorrow go to the "Malecon Dos Mil." You'll feel better.
- Rodney:** Okay. And thank you... I – I guess.
- Sally:** Yeah. Good night.

(Activities-See Annex 33)



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### CONCLUSIONS AND RECOMMENDATIONS

This didactic guide and other materials are focused on solving possible problems that teachers encounter in the teaching process in the School of Hospitality Sciences of the University of Cuenca, and, at the same time, on fostering the students' language acquisition by providing them with multiple opportunities to use the language communicatively by doing tasks directed towards satisfying their needs and interests and improving their listening-speaking proficiency in the specific area of tourism-related situations.

It is recommended that the students have at their disposition the guide and the other materials right at the beginning of their study of English for tourism in the School of Hospitality Sciences, even if this material is too hard for them at first. The reason is that, due to the pictures and other audio-visual aids, the students can begin to assimilate much of the didactic material passively from the beginning of their exposure to it, even though the associated language may be beyond their linguistic capacity at first. The result will be that, as they learn more language, the material will make more and more sense, until, hopefully, it all becomes easily understandable and manageable for them, at the end.



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## **ANNEXES**



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## ANNEX 1

### ACTIVITIES FOR “HISTORY”

#### Pre-listening

1. **Pair work:** Match the words with the definitions. Compare your answers with another pair of students.

- a. *settlement*      \_\_\_ a place where people come to live
- b. *arrival*      \_\_\_ a physical or mental fight
- c. *struggle*      \_\_\_ a place of residence with its members and possessions
- d. *conquest*      \_\_\_ the place where something was, is, or is to be located
- e. *century*      \_\_\_ something very good and difficult that you have succeeded in doing
- f. *achievement*      \_\_\_ something passed down from preceding generations, tradition
- g. *peoples*      \_\_\_ a period of a 100 years
- h. *site*      \_\_\_ a turning point
- i. *ruins*      \_\_\_ when someone conquers a country, area, or people
- j. *milestone*      \_\_\_ races sharing a common religion, culture, language, or inherited condition of life
- k. *establishment*      \_\_\_ the remains of some structure from a long-ago culture



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1. *heritage* \_\_\_\_ when someone or something arrives somewhere
2. **Group work:** *Work in groups of four and answer these questions. Then compare your answers with a different group. Finally, choose a classmate to report the findings to the rest of the class.*
  - What do you remember about Cuenca's history?
  - Do you know what happened on these dates?  
April 12, 1557, November 3, 1820, and December 1, 1999?
  - What do you know about the Cañaris, the Incas, and the Spanish?

### Listening

3. **Listen to a lecture about the History of Cuenca. Number the events in the order in which they occurred. Then work in pairs to check your answers.**

\_\_\_\_ The Incas ordered the construction of a new city on the site of the old Guapdondeleg.

\_\_\_\_ Cuenca was named a Cultural Heritage of Humanity by UNESCO.

\_\_\_\_ The city of Cuenca was founded.

1 Cuenca's history begins long before the arrival of either the Incas, in the 15th century a.d., or the Spanish, in the 16th century.

\_\_\_\_ The Incas conquered the Cañaris and occupied the settlement of Guapdondeleg.

\_\_\_\_ Cuenca gained its independence from the Spanish.

\_\_\_\_ Cuenca was originally a Cañari Indian settlement called Guapdondeleg.



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4. **Group work:** Listen again. (Work in two groups – A and B) Group A students answer questions a), b), c), and d). Group B students answer questions e), f), g), and h). Then four students of each group join the other group to ask the questions that need to be answered. Finally, they come back to their respective groups and report the answers. Finally, they listen again to check the information provided by their classmates.

- a) Was Cuenca originally a Cañari or an Inca settlement?
- b) What does Guapdondeleg mean?
- c) Who conquered the Cañaris – the Incas or the Spanish?
- d) What was the Inca name of the city?
- e) Who founded Cuenca?
- f) When was the foundation of Cuenca?
- g) Who ordered the foundation of Cuenca?
- h) When was Cuenca named a Cultural Heritage of Humanity?

5. **Listen again and choose true or false, and then compare with a classmate.**

1 The Incas took revenge on the Cañaris for the stout resistance they had offered to the Inca invasion.

**T**            **F**

2 Pumapungo means “field of knives.”

**T**            **F**

3 The Incas recognized and absorbed the Cañaris’ extraordinary achievements in astronomy and agriculture.

**T**            **F**



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- 4 When the Spaniards found the legendary Tomebamba, it was a magnificent city.

**T**                  **F**

- 5 Guapdondeleg was conquered and replaced by the Incas' Tomebamba.

**T**                  **F**

### **Post-listening**

6. **Group work:** *Work in groups of five. Think about a good way in which you could talk to visitors to Cuenca about these different periods in the history of the city. Then prepare a short presentation. One student will be a tour guide talking to a group of tourists and the others will be the tourists, asking questions. Think about the scenario and the clothes you will wear for this presentation.*

Cañaris:    500 B.C. – 1500 a.d.

Incas:    1450 A.D. – 1530 A.D.

Spanish Conquest and Colony:   1530 to 1820

Independence from Spain:           1820 – 1822

Republic:    From 1830 on

7. **Group work:** *After your presentations answer the following questions. Share your answers with the other groups and find out what you have in common.*

- What do you think about the different events in Cuenca's history?
- Which of the periods in the history of the city of Cuenca has influenced Cuenca's life most? Why?



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## ANNEX 2

### ACTIVITIES FOR “GEOGRAPHY”

#### Pre-listening

1. **Pair Work:** Choose the correct answer. Then join another pair of classmates to check your answers.

- a massif is:**
- a) a mountainous “knot” formed by the conjunction of two mountain ranges
  - b) a natural elevation of the Earth’s surface greater in height than a hill
  - c) a high, steep, or overhanging face of rock
- a terrace is:**
- a) a horizontal surface higher than an adjacent area
  - b) a flat raised area
  - c) an area of land containing a particular natural substance.
- watershed is:**
- a) an area of high ground from which water flows down to a river
  - b) a large area of water surrounded and not connected to the sea except by rivers or streams
  - c) the area on both sides of a river which contribute the waters which form the river
- scenery is:**
- a) an artificial or deceptive appearance
  - b) the general appearance of the natural environment, especially when it is beautiful
  - c) a feature or characteristic that attracts



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*soil is:*

- a) a place where something is, was, or will be built, or where something happened, is happening, or will happen
- b) a rural area
- c) the material on the surface of the ground in which plants grow

*foodstuff is:*

- a) any substance that is used as food or to make meals
- b) one's usual food or drink
- c) any substance which plants or animals need in order to live and grow

*a cliff is:*

- a) a high, steep, or overhanging face of rock
- b) the dry solid part of the Earth's surface, or any large piece of this which sticks up out of the ground or the sea
- c) an area of low land between hills and mountains, often with a river running through it

### 2. ***Pair work: Ask each other these questions.***

- Where is Cuenca located? Can you find it on the map? Can you find the main rivers? What are their names? Why are they important?
- Do you like the weather of Cuenca? Why? Why not?

### **Listening**

### 3. ***Listen to a professor talking about Cuenca's geography, and check the correct information. Then compare with your partner.***

- a) \_\_\_ Cuenca is situated at an average elevation of 2,500 meters above sea level.
- \_\_\_ Cuenca is situated at an average elevation of 3,000 meters above sea level.





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b) \_\_\_ The area of Cuenca is composed of a complex of four terraces.

\_\_\_ The area of Cuenca is composed of a complex of four rivers.

c) \_\_\_ The three rivers (Tomebamba, Yanuncay, and Machangara) originate in the massif called “el Nudo de Azuay.”

\_\_\_ The three rivers (Tomebamba, Yanuncay, and Machangara) originate in the highlands of Cajas National Park.

d) \_\_\_ The four rivers are part of the Paute River watershed.

\_\_\_ The four rivers are part of the Amazon River watershed.

e) \_\_\_ The cliff called the Barranco, was the natural boundary between the old, colonial city and the new city.

\_\_\_ The cliff called the Barranco, was not the boundary between the old, colonial city and the new city.

4. **Pair work:** Listen again, and take turns to ask each other questions to complete the chart. Finally, each student join a different classmate to check all the answers.

<i>full name of the city:</i>	
<i>Meaning:</i>	
<i>of Guapdondeleg:</i>	
<i>massif's name:</i>	
<i>location:</i>	



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<i>rivers:</i>	
<i>most important river:</i>	
<i>cliff's name:</i>	
<i>climatic seasons:</i>	

5. ***Listen to the guide talk about Cuenca's geography again and complete the extract with the words and phrases he/she uses.***

The city of \_\_\_\_\_ is situated at an average elevation of 2,500 meters (8,125 feet) above sea level in the southern part of the \_\_\_\_\_, just to the south of the massif called "el Nudo de Azuay."

The area around Cuenca is composed of a complex of four terraces, which together provide a very \_\_\_\_\_ and comfortable layout for the city, and doubtless were the motive for the \_\_\_\_\_ giving the city its original name –

Guapdondeleg, which in the Cañari language means "field as wide as the sky."

These terraces are crossed by \_\_\_\_\_: the Machangara, to the \_\_\_\_\_; the Tomebamba, which runs through the \_\_\_\_\_ of the city; the Yanuncay, to the \_\_\_\_\_; and the Tarqui, \_\_\_\_\_ south. As they traverse the city the four rivers become joined into one, having the single name "Paute."

### **Post-listening**

6. ***Group work: Work in groups of four, discuss the following questions. Then share your answers with the class.***

- Which piece of information from the topic did you find relevant?
- Do you know any other important aspects to include in this topic? (Mention them in your presentation in the next activity)



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7. **Group work:** *Work in groups of four and make a short presentation about the geography of Cuenca. Take turns to act out the role of a tour guide. Use photographs for the presentation or any other material you find interesting for the purpose. The teacher (or an invited foreigner) will act as a tourist who asks questions. This activity can be performed in the schoolyard.*



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ANNEX 3

ACTIVITIES FOR CUENCA: “THE ATHENS OF ECUADOR”

**Pre-listening**

1. **Pair work:** Which word does not fit? (read horizontally)

- |                 |                |                 |                  |
|-----------------|----------------|-----------------|------------------|
| ___ paintings   | ___ sculptures | ___ carvings    | ___ culture      |
| ___ Colony      | ___ Century    | ___ Republic    | ___ Independence |
| ___ personage   | ___ figure     | ___ lecturer    | ___ celebrity    |
| ___ exceptional | ___ brilliant  | ___ outstanding | ___ intellectual |
| ___ writer      | ___ lecturer   | ___ educator    | ___ genius       |

2. **Complete the sentences with one of the words you checked in the previous exercise.**

- Luis Cordero Crespo was the most important representative of culture in the 19th \_\_\_\_\_ in Cuenca.
- Gaspar Sangurima was a \_\_\_\_\_ and a master of sculpture, jewelry, metal working, and architecture.
- Cuenca was recognized as an intellectual city, because of its literary production and its citizens interested in \_\_\_\_\_.
- Benigno Malo Valdiviezo was an \_\_\_\_\_ and a practical man.
- Vicente Solano was an exceptional writer, \_\_\_\_\_, theologian, scientist, historian, and journalist.

3. **Pair work:** Ask each other these questions.

- Can you name some illustrious Cuencans of the 18th and 19th centuries?



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- Who was the first dean of the University of Cuenca?
- The first high school in Cuenca was named after this important personage. Do you know who it was?
- When and why did Cuenca begin to be called the “Athens of Ecuador?”

### Listening

4. ***Listen to the short presentation about Cuenca “the Athens of Ecuador.” Match the information provided with the periods. Then compare with a partner.***

- a) Cuenca took its place as a principal urban center, along with Quito and Guayaquil.
- b) The first high school in Cuenca named after Benigno Malo was inaugurated.
- c) Vicente Solano established the first newspaper, the “Eco del Azuay”
- d) Cuenca didn’t have outstanding personages in the field of culture.
- e) Cuenca began to be called the “Athens of Ecuador.”

\_\_\_ during the Colony

\_\_\_ in January, 1828.

\_\_\_ at the end of the 19th century

\_\_\_ by the beginning of the 20th century

\_\_\_ in 1864.

5. ***Group work: Work in groups of three (the class is divided into groups of three). Each group must listen and make notes under the names of two personages. Then one student from each group joins a different group and asks questions about two more personages to fill in the chart. Next, the students come back to their original group and check the***



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***information. Finally, they listen again and confirm the information provided by the other groups.***

<i>Jose Domingo de La Mar</i>	<i>Gaspar Sangurima</i>	<i>Vicente Solano</i>	<i>Benigno Malo</i>	<i>Luis Cordero Crespo</i>	<i>Antonio Borrero</i>
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**Examples:** Did \_\_\_\_\_ become president of Ecuador?

Was \_\_\_\_\_ a famous writer?

Why is \_\_\_\_\_ considered a famous personage?

<i>Jose Domingo de La Mar</i>	<i>Gaspar Sangurima</i>
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<i>Vicente Solano</i>	<i>Benigno Malo</i>
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<i>Luis Cordero Crespo</i>	<i>Antonio Borrero</i>
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### Post-listening

**6. *Group work: Work in groups of four and discuss these questions.***

- What do you think of the important figures who contributed to the city so that it began to be recognized as an intellectual city, and began to be called the “Athens of Ecuador?”
- Are there outstanding Cuencan personages at present? What are their names? What have they done to contribute to the prestige of the city?
- How do you think a citizen should participate in the society in order to be recognized as an illustrious personage?
- What do you do in order to contribute to the progress of your city?



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## ANNEX 4

### ACTIVITIES FOR “ARCHITECTURE”

1. **Pair work:** Use your dictionaries, and put these words in the correct group.

Cañari	wood	straw	roofing	patio
Nineteenth	Neoclassic		marble	
		Inca		
molding		Eighteenth	Spanish	eave
	stone			
Baroque	column	tile	mud	
			medallion	
bahareque	balcony	brick	Twentieth	
ceiling	pilaster	carved wood		
		forged ironwork		

**Cultures:**

**Materials for construction:**

**Styles:**

**Centuries:**

**Parts of a house:**

**Architectonic details:**

2. Complete the sentences with the words in the chart. Then compare with your partner. (Some words need a change)





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- The mixture of different cultures – \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ – has made Cuenca a unique city.
- At the beginning most of the constructions were made of \_\_\_\_\_, which was a mixture of straw, stones, mud, and water.
- Cuenca's main temples and churches have \_\_\_\_\_ and \_\_\_\_\_ styles.
- Most of the Historical Center was built during the \_\_\_\_\_ Century.
- The single-story houses had straw \_\_\_\_\_. As the city expanded, wood and \_\_\_\_\_ tile were incorporated into the buildings
- The colonial houses are adorned with \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and capitals of several periods and several details.

**3. *Group work: Before watching the video, work in groups of four and discuss these questions***

*Cuenca city has been influenced by some cultures throughout history. This mixture of cultures has made it a unique city.*

- Do you think this influence is reflected in Cuenca's architecture? Why? Why not?
- In what century was most of the Historical Center built?
- What was the main material used in colonial constructions?
- Can you describe what a traditional house in Cuenca looks like?

**4. *Group work: Work in groups of four and watch the video (without audio). Observe carefully, and pay attention to all the details and make notes. Then one student from each group joins a different group to compare the notes, and then comes back to his/her original group. Some changes are to be made, until all the students have the same information.***



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5. ***Now, watch the video (with audio) and check your notes. Do you have the same information?***
6. ***Group work: Work in groups of three. Watch the video about Architecture, and then choose the correct answer to these questions.***
- Since the foundation of the Spanish city, Cuenca's architecture has been enriched ...
    - a) by the influence of Inca culture.
    - b) by the influence of several styles of architecture from Europe.
    - c) by the Cañari architecture.
  - The colonial center of the city of Cuenca covers...
    - a) 24 hectares.
    - b) 221 hectares.
    - c) 231 hectares.
  - The most visible feature of the city is the cliff that runs parallel to the ...River.
    - a) Tomebamba
    - b) Yanuncay
    - c) Machangara
  - Materials such as ... and ... can be seen in the facades of the New Cathedral and the Church of San Blas.
    - a) wood ... mud
    - b) brick ... marble
    - c) straw ... tile



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- Some of the Spanish churches were built upon foundations of stone extracted from Inca temples of the city of ...
  - a) Tomebamba.
  - b) Cuenca.
  - c) Santa Ana of the Four Rivers of Cuenca.
- It is possible to see the great skill of the constructors of Cuenca, who mixed the American materials and customs ...
  - a) with the Cañari style.
  - b) with the Inca architecture.
  - c) with the styles established by the conquerors.

**7. *Pair work: Watch the video again and ask each other these questions.***

1. How has Cuenca's architecture been enriched since its foundation?
2. Can you explain what the Checkerboard style is?
3. Why does the cliff that runs parallel to the Tomebamba River attract the visitor's attention?
4. What convents were built in the Eighteenth Century?
5. What styles can be appreciated in the temples and churches of the city?

**8. *Group work: Work in groups of three. Answer these questions. Share your answers with the class.***

- What aspects presented in the video did you find relevant? Why?
- Do you think Cuenca is a unique city? Why? Why not?
- What would you tell tourists about Cuenca's architecture?
- Do you live in a colonial house? Can you describe it?



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## ANNEX 5

### ACTIVITIES FOR “CULTURAL HERITAGE”

#### Pre-listening

1. **Pair work:** Match the following words with their synonyms.

- |                |                           |
|----------------|---------------------------|
| 1. heritage    | ___ rule                  |
| 2. mayor       | ___ candidature           |
| 3. regulation  | ___ collection            |
| 4. procedure   | ___ wonder                |
| 5. candidacy   | ___ period                |
| 6. phase       | ___ legacy                |
| 7. report      | ___ universal             |
| 8. assortment  | ___ account               |
| 9. singularity | ___ exclusivity           |
| 10. epoch      | ___ process               |
| 11. worldwide  | ___ city manager or chief |
| 12. uniqueness | ___ stage                 |

2. **Combine the words in A with the words in B. Then compare with a partner.**



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**A**

**B**

- |             |                                    |
|-------------|------------------------------------|
| 1. exchange | ___ a commission                   |
| 2. hold     | ___ information                    |
| 3. declare  | ___ a meeting                      |
| 4. conform  | ___ a World Heritage Site          |
| 5. become   | ___ the regulations and procedures |
| 6. learn    | ___ part of the effort             |

**3. Fill in the blanks with the correct form of the verbs above. Then compare with a partner.**

1. Cuenca was \_\_\_\_\_ a World Heritage Site on December 1st, and was officially registered as such on December 4<sup>th</sup>, 1999.
2. In August 1996, the Mayor of the City of Cuenca, Fernando Cordero \_\_\_\_\_ a commission for achieving the Declaration of the city as a World Heritage Site.
3. During this phase, meetings were \_\_\_\_\_ to talk about important points.
4. Valuable information was \_\_\_\_\_ in preparation for the following phases.
5. During the month of April 1999, national and international institutions \_\_\_\_\_ part of the effort.
6. The Management Commission \_\_\_\_\_ about the regulations, procedures, formats, requisites, and actions needed for the candidacy.

**4. Say these dates.**

- August 3, 1996



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- April 2, 1997
- June 31, 1998
- July 7, 1998
- December 1, 1999
- December 4th.

**5. *Group work: Work in groups of three. Then answer the following questions.***

- What do you think of when you hear the word heritage?
- What does UNESCO stand for?
- On which of the dates above was Cuenca declared a Cultural Heritage Site?

### Listening

**6. *Group work: Listen to the first part of the lecture about Cultural Heritage. Work in groups of four, organize the events.***

\_\_\_ During this phase, meetings were held to talk about important points, and valuable information was exchanged in preparation for the next phases.

\_\_\_ During the month of April 1997, national and international institutions became part of the effort.

\_\_\_ By the end of 1996, the Institute of National Patrimony and Cultural Patrimony ceded to the Municipality of Cuenca the responsibility for implementing the process.

\_\_\_ The technical report was sent to the offices of UNESCO in Paris, France on June 30, 1998.

1 In August 1996, the Mayor of the City of Cuenca, Mr. Fernando Cordero, conformed a commission for achieving the Declaration of the city as a World Heritage Site.



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\_\_\_ During the third phase of this process, the staff in charge of the development of the official file for the candidacy completed it during the month of December 1998.

\_\_\_ The Management Commission learned about the regulations, procedures, formats, requisites, and actions needed for the candidacy.

\_\_\_ On July 7, 1998 the Examining Committee of World Heritage Sites of the UNESCO, with representatives from countries including Italy, Benin, Japan, Morocco, and Cuba met in the city of Paris.

\_\_\_ Finally, in the city of Marrakech, in Morocco, on December 1, 1999 Cuenca was declared a World Heritage Site.

**7. Pair work: Take turns to answer True or False. Then listen again to the second part of the lecture. Which pair is the winner?**

- It was a simple process to place Cuenca on the list of Cultural Sponsorship on the part of UNESCO. *T*      *F*
- The International Organization studied carefully the reasons Cuenca should be chosen to enjoy this recognition. *T*      *F*
- There have been three centuries of architectural and cultural traditions in Cuenca. *T*      *F*
- Cuenca is considered to be a very coherent and ordered city, because it has kept its European feel without losing its Indian and mestizo legacies. *T*      *F*
- The architecture of Cuenca has features of the Southern part of the Iberian Peninsula. *T*      *F*
- Materials such as adobe, straw, wood, and clay were not essential in the construction of the city. *T*      *F*



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- The finished works of the constructors show great variety, which contribute to the culture and personality of the city. **T** **F**

### Post-listening

**8. *Group work: Work in groups of four. Answer these questions and then report to the class.***

- Are you proud of your city? Why? Why not?
- What would you do in order to encourage people to visit Cuenca?
- What would you recommend that the mayor of the city do in order to keep the historic center and the city, in general, attractive for local people and for tourists?

**9. *Make a short presentation. Imagine you are a tour guide giving a talk about Cuenca and the reasons why it was declared “Cultural Heritage.” Use material to support your presentation, such as photographs, a video, etc.***





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## ANNEX 6

### ACTIVITIES FOR “CUSTOMS AND TRADITIONS”

#### RELIGIOUS FESTIVITIES:

#### HOLY WEEK

#### “FESTIVAL DE LAS CRUCES” (FESTIVAL OF THE CROSSES)

#### CORPUS CHRISTI

#### Pre-listening

1. *Match the words in A with the words in B. Then compare with a classmate.*

#### **A**

Good  
colonial  
liturgical  
catholic  
Holy  
Palm  
popular  
La Condamine  
Corpus  
gliding  
pyrotechnic

#### **B**

street  
castles  
Christi  
Week  
wheels  
Sunday  
Friday  
period  
church  
balloons  
calendar



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good-luck

festivities

**2. *Pair work:* Complete the following sentences with the words from the exercise above.**

- \_\_\_\_\_ is a special day in the Christian religion because it commemorates the death of Jesus Christ.
- Some \_\_\_\_\_ in Cuenca go back to the \_\_\_\_\_.
- The annual \_\_\_\_\_ of the \_\_\_\_\_ is very important to Catholic people of Cuenca.
- \_\_\_\_\_, which precedes Easter Sunday, is very important to Catholics.
- \_\_\_\_\_ is a very important Christian religious day. In Cuenca a lot of people go to Church holding a plant to celebrate it.
- "La Cruz del Vado" (the Cross of El Vado) is located on the historic \_\_\_\_\_.
- \_\_\_\_\_ is an old religious celebration. It is celebrated in honor of the "Eucharist of the Body of Christ".
- Hot air \_\_\_\_\_, fireworks and \_\_\_\_\_ are indispensable elements of the celebration of Corpus Christi.
- People can enjoy popular good fortune games with \_\_\_\_\_ and other fun games during the celebrations.

**3. *Group work:* Work in groups of five and answer these questions. Then complete the chart.**

- *What are some religious festivities that Cuencan people celebrate each year?*



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- *When do people have special celebrations?*
- *Where do these festivities take place?*
- *How do people usually celebrate?*
- *What are the typical foods that people prepare on these dates?*

Religious festivities	When?	Where?	How? (Customs)	What food?

### Listening

- Now listen to the short speech about religious festivities in Cuenca and check your answers.***
- Listen again (listen one more time if necessary). Use the chart to take notes about each festivity. Then ask different students in the class the following questions to check or get the information you need.***

Religious festivities	When?	Where?	How? (Customs)	What food?

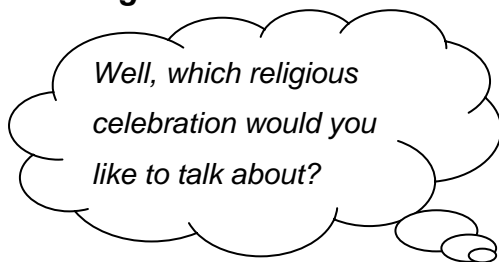


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- What are some religious festivities that Cuenca people celebrate each year?
- When do people celebrate \_\_\_\_\_?
- Where does \_\_\_\_\_ take place?
- How do people usually celebrate \_\_\_\_\_?
- What are the typical foods that people prepare in \_\_\_\_\_?

### Post-listening

6. **Group work:** *Work in groups of three and take turns to talk about each religious celebration.*



7. **Work in groups of six, answer these questions. Then share your answers with the class**

- What is your favorite celebration? Why?
- How do you and your family usually celebrate these festivities?
- How much “fanesca” do you eat during Holy Week?
- Do you eat a lot of Corpus Christi confections?
- How many nights do you visit Calderon Park during the Corpus Christi celebrations?
- What do you think about these traditions of Cuenca city?
- Do you think the new generations should continue keeping these traditions? Why? Why not?



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## ANNEX 7

### "PASE DEL NIÑO VIAJERO"

1. **Group work:** *Work in groups of four and make a list of words related to the famous religious festivity "Pase del Niño Viajero." Then join another group to compare your lists (write the lists on the board.)*
2. **Match the adjectives in A with the nouns in B. Then check your answers with a classmate.**

A	B
great	carol
touristic	truck
allegorical	group
folk	attraction
Christmas	pig
biblical	procession
glamorous	dance
ethnic	band
roasted	personage
musical	outfit

3. **Pair work:** *Answer these questions:*

- *How old were you when you participated in the "Pase del Niño"*
- *What kinds of costumes did you wear?*
- *What did you like about this celebration?*



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4. **Group work:** *Work in groups of three. Watch the video of "Pase del Niño Viajero," and then choose the correct answer.*

- "Pase del Niño Viajero" is a big parade presided over by the image of the ...

- a. Baby Jesus
- b. Mary and Joseph
- c. The Three Wise Men

- **The procession takes place ...**

- a. on the 25th of December of each year.
- b. on the 24th of December of each year.
- c. on the 31st of December of each year.

- **The "priostes" (stewards) are people who ...**

- a. dance in the procession.
- b. sing Christmas carols.
- c. organize all the aspects of the important event.

- **The children who participate in the procession receive ...**

- a. bags of cookies and sweets
- b. money
- c. fruits and vegetables

- **The stewards decorate the trucks, cars, and horses with ...**

- a. elegant fabrics
- b. glamorous outfits



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- c. important details
- **Each allegorical car represents a biblical scene related to ...**
  - a. The Three Wise Men
  - b. the Birth of Jesus
  - c. Mary and Joseph
- **In the procession there are groups which represent the...**
  - a. typical food and music.
  - b. fifth river of Cuenca.
  - c. culture, traditions, and customs of each town.
- **"Mayorales" are ...**
  - a. children wearing elegant clothes and riding horses decorated with sweets, Christmas bread, fruits, banknotes, and typical dishes.
  - b. Ecuadorian ethnic groups that dance to the rhythm of Christmas carols and the music played by the bands.
  - c. Children wearing costumes that evoke Biblical episodes of the Birth of Jesus.
- 5. **Group work:** *Work in groups of five, prepare a role play about the "Pase del Niño Viajero." You are free to use your own ideas to make it more interesting for your classmates.*
- 6. **Group work:** *Work in groups of three and answer these questions.*
  - Do you think that "Pase del Niño Viajero" should continue being celebrated in Cuenca? Why? Why not?
  - In what way should Cuencans contribute to keep this tradition alive?
  - In simple words, how would you promote this festivity?



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## ANNEX 8

### POPULAR FESTIVITIES:

#### “DÍA DE LOS INOCENTES” (DAY OF THE INNOCENTS)

##### Pre-listening

1. **Pair work:** Use your dictionaries and find the definitions of these words.



2. **Now fill in the blanks with the words above. Some words need changes.**

“Día de los Inocentes” (Day of the Innocents) is a very \_\_\_\_\_ celebration which takes place on January 6. It is very \_\_\_\_\_ to see people in \_\_\_\_\_ and grotesque \_\_\_\_\_ walking in the streets of Cuenca. The disguises and masks are made by local \_\_\_\_\_. In the schools there are programs for the students; they have a lot of \_\_\_\_\_, and at night there is a great \_\_\_\_\_ on Solano Avenue for the groups or "comparsas" (groups of disguised people who perform a \_\_\_\_\_). Each group does its best to make people have fun, and to win the \_\_\_\_\_.

##### Listening

3. **Listen to a short presentation about a popular festivity and check your answers.**





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### Post-listening

4. **Pair work:** Ask each other these questions. Then share your answers with the class.

- Do you participate in Day of the Innocents? If your answer is “yes” what kind of disguise do you like to wear?
- Is there a special program in your school on this day?
- What do you think about the “comparsas”?
- What do you think about this popular festivity?
- What would you say to tourists about this festivity?

## CARNIVAL

### Pre-listening

1. **Pair work:** Make a list of words related to Carnival. Did you mention these words? What do they mean? Use your dictionaries to look up their meanings.

water	corn starch	baby powder
dance		
	traditional dishes	bread
fig confection		



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2. **Work in groups of three and answer these questions. Share your answers with the class to find out what you have in common.**

- How do you celebrate Carnival in your house?
- What things do you use to play Carnival?
- What kind of food do you eat?
- Do you throw water balloons at pedestrians?
- After Carnival do you usually go to church on Ash Wednesday?

### Listening

3. **Listen to a short presentation about Carnival and tell the class what things you found similar to the information you mentioned before. Also tell the class if there is something new you learned from it.**

4. **Pair work: Take turns answering the following questions. The winner will get a bar of chocolate.**

- Carnival is a popular festivity that takes place on the Sunday, Monday, and Tuesday after Ash Wednesday.

**T**                      **F**

- Tuesday is called "Lent Tuesday."

**T**                      **F**

- At home families and friends "play carnival" with a variety of things.

**T**                      **F**

- At Carnival time people eat traditional dishes such as pizza, hot dogs, vegetable soup, cheesecake, and cookies.

**T**                      **F**



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- During the few days before Ash Wednesday people are allowed to indulge in a lot of pleasure and excess.

**T F**

### Post-listening

5. **Group work:** *Work in groups of four and discuss these questions. Share your points of view with the class.*

- Do you know if the authorities of the city of Cuenca organize special programs to celebrate Carnival?
- Where do they usually take place?
- Do you think that this is a good way to offer the citizens the opportunity to enjoy this festivity in a safe and civilized environment?
- Do you think that the local authorities are interested in promoting tourism in the city with this initiative?

### “AÑO VIEJO” (NEW YEAR’S EVE CELEBRATION)

1. **Pair work:** *Before watching the video match these words with their definitions; use your dictionaries if necessary:*

- |                |                |
|----------------|----------------|
| a) stuffed     | 1. cremate     |
| b) dummy       | 2. inheritance |
| c) stage       | 3. plead       |
| d) character   | 4. mannequin   |
| e) cardboard   | 5. will        |
| f) cloth       | 6. costume     |
| g) firecracker | 7. full        |
| h) burn        | 8. platform    |
| i) clown       | 9. personage   |



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- j) *disguise* 10. *rag*  
k) *widow* 11. *firework*  
l) *beg* 12. *a woman whose husband has died and who has not remarried*  
m) *testament* 13. *joker*  
n) *legacy* 14. *thick paper*

### 2. **Pair work:** Answer these questions

- *How do you celebrate New Year's Eve?*
- *Do you and your family make or buy a stuffed dummy to be burned at midnight?*
- *Is there a special program in your neighborhood?*

### 3. **Watch the video (no audio); pay attention to all the details, and then tell the class about them.**

### 4. **Pair work:** Watch the video of "Año Viejo" (New Year's Eve Celebration) again (with audio); choose the correct answer.

- December 31st is a very important day for Cuencans because it is the day of the ...
  - a. New Year's Eve celebration.
  - b. Christmas' Eve celebration.
  - c. New Year celebration.
- People at work as well as families at home make a ...
  - a. caricature which represents a beloved friend, a relative, or a popular personage of the year, to be burned at the stroke of midnight.
  - b. stuffed dummy which represents a good friend, a family member, or a popular personage of the year, to be burned at midnight.



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- c. stuffed dummy which represents an unpopular personage of the year.
- In several neighborhoods people prepare stages for ...
  - a. the stuffed dummy
  - b. the clowns
  - c. the widows
- People put a lot of firecrackers inside the stuffed dummy to cause ...
  - a. fear
  - b. noise and fun
  - c. happiness
- The stuffed dummy has a mask which represents ...
  - a. a character who has been criticized
  - b. the main character of the neighborhood
  - c. the character's husband
- Men disguised as widows implore people for contributions to pay for their ...
  - a. husbands' testament
  - b. husbands' legacy
  - c. husbands' funeral expenses
- the dummy is burned at midnight ...
  - a. after reading words of advice
  - b. after reading the testament
  - c. before reading the testament



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5. **Group work:** *Work in groups of four and discuss these questions. Then report them to the class.*

- New Year's Eve is a very traditional celebration in Cuenca city; therefore, we must encourage future generations to form part of it and to keep alive Cuenca's identity. What do you think about this?
- As students of tourism, what would you say to visitors to our city about this festivity?



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## ANNEX 9

### CIVIC FESTIVITIES

#### FOUNDATION AND INDEPENDENCE OF CUENCA

#### DECLARATION OF CUENCA AS WORLD HERITAGE SITE

##### Pre-listening

1. **Pair work:** Which words are nouns? Which words are adjectives? Make as many combinations as possible.

<i>traditional</i>	<i>dance</i>	<i>socio-cultural</i>	<i>music</i>		
<i>program</i>					
<i>bullfight</i>	<i>amusement</i>	<i>fair</i>	<i>park</i>	<i>folklore</i>	
<i>band</i>					
<i>civic</i>	<i>food</i>	<i>military</i>	<i>performances</i>	<i>handicraft</i>	
<i>program</i>	<i>exhibition</i>	<i>parade</i>	<i>traditional</i>	<i>typical</i>	<i>art</i>
	<i>concert</i>	<i>Ecuadorian</i>			

##### Listening

2. **Now listen to a presentation about Civic Festivities in Cuenca. How many combinations did you get correct?**
3. **Group work:** Work in three different groups. Listen again; answer the following questions to complete information in the chart. One group completes the information about the first civic festivity. Another group completes the chart with the information about the second festivity mentioned, and the other group completes the information about the last civic festivity mentioned. Then one student of each group goes to work



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*with a different group to ask the questions to complete the chart with the missing information. They continue working this way until each group has completed the chart with all the information. Finally, everybody listens again to check the answers.*

1. When is \_\_\_\_\_ celebrated?
2. What activities take place?
3. What kinds of programs are performed?
5. Where do they take place?
6. Who participate in these festivities?

<i>Civic Festivities</i>	<i>Date of the celebration</i>	<i>Place of the celebration</i>	<i>Activities and programs</i>	<i>People involved</i>

### **Post-listening**

4. **Group work:** Work in groups of three. Each student takes a turn to be a tour guide making a presentation about the Civic Festivities. The other students ask questions about them.





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## ANNEX 10

### POPULAR CELEBRATIONS IN RURAL PARISHES OF CUENCA

#### Pre-listening

1. **Match the words in A with the words in B.**

**A**

rural

popular

cultural

financial

typical

good

sweet

folkloric

**B**

wealth

expenses

dishes

corn

sample

parish

dances

games

2. **Pair work: Fill in the blanks with the combinations above.**

- Popular festivities in \_\_\_\_\_ of the city of Cuenca are very interesting.
- \_\_\_\_\_, fireworks, balloons, and castles are unique kinds of entertainment in the celebrations of rural parishes.
- There was a spectacular performance of \_\_\_\_\_ in the auditorium of the Central Bank.
- In Cuenca city it is very common to eat \_\_\_\_\_ with the main meals.



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- Cuencans must feel proud of their \_\_\_\_\_ because it has contributed to the progress of the city.
- The stewards of rural parishes organize the festivities, and they are in charge of the \_\_\_\_\_.
- Popular festivities are unique for several reasons; one of them is the presence of delicious \_\_\_\_\_.
- A \_\_\_\_\_ of the religiosity of each town can be seen in the famous popular celebrations, which are organized by the priest and the stewards.

**3. *Pair work: Before listening answer these questions. Then tell the class about them.***

- *When do you usually visit rural parishes? Which one is your favorite and why?*
- *What do you know about the popular celebrations in these towns?*
- *Are they similar to the festivities in the city or there are some aspects which make them different?*

### **Listening**

**4. *Listen to the presentation about Popular Celebrations in Rural Parishes of Cuenca. Answer True or False; then check with a classmate's answers***

1. Popular celebrations in rural parishes of the city of Cuenca are a good example of cultural wealth of the town.

***True            False***

2. The priest is the only person responsible for the organization of the festivities.

***True            False***

3. The priest is in charge of the financial expenses.



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*True*      *False*

4. The festivities start with the day called “visperas.”

*True*      *False*

5. People prepare international dishes such as sushi, lasagna, paella, and special drinks for the celebrations.

*True*      *False*

6. Traditional music and bands are very important both in religious and civic celebrations in rural parishes.

*True*      *False*

7. Some of the instruments used in these festivities are the violin, the piano, and the lira.

*True*      *False*

8. Popular games, fireworks, balloons, castles, and folkloric dances are not the central attractions in these festivities.

*True*      *False*

### Post-listening

5. **Group work:** *Work in groups of five and act out a popular celebration in a rural parish. Try to include all the aspects mentioned in the presentation. Be creative and use your own ideas.*



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## ANNEX 11

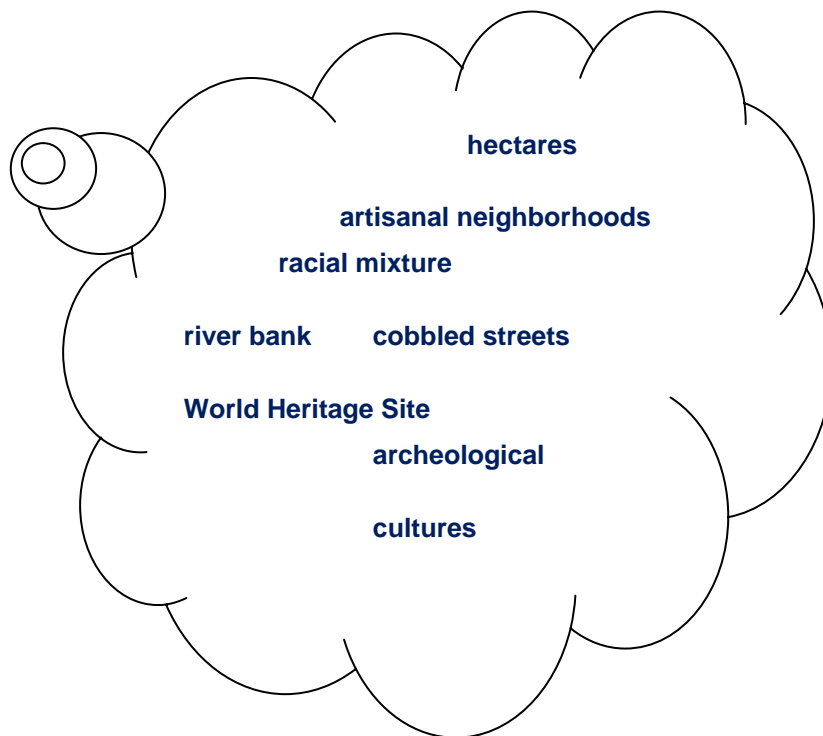
### ACTIVITIES FOR “TOURIST ATTRACTIONS”

#### “EL CENTRO HISTORICO” (THE HISTORIC CENTER)

#### “EL BARRANCO”

#### “RUINAS DE TODOS LOS SANTOS” (RUINS OF ALL SAINTS)

1. **Look at the photos of the Historic Center, “El Barranco,” and “Ruinas de Todos los Santos” (Ruins of All Saints). Match the following words with the photos of these three tourist attractions. Can you add three more words to describe each place?**



2. **Before watching the video try to fill in the blanks with the words above. Then check your answers with a classmate’s**
  - The Historic Center consists of an area of 200 \_\_\_\_\_.
  - Cuenca was declared a \_\_\_\_\_ in 1999.



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- “Ruinas de Todos los Santos” (Ruins of All Saints) is an interesting touristic site, which shows evidence of the existence of the mixture of three \_\_\_\_\_ Cañari, Inca, and Spanish.
- The unique \_\_\_\_\_ are a touristic attraction of “El Centro Historico” (The Historic Center)
- The ruins in the \_\_\_\_\_ area are very important, because they are evidence of the process of \_\_\_\_\_ that took place there.
- The \_\_\_\_\_ of the Tomebamba River is one of the most attractive places in Cuenca.
- In “El Centro Historico” (The Historic Center) there are some \_\_\_\_\_ which are very traditional.

3. **Watch the video of the Historic Center, “El Barranco,” and “Ruinas de Todos los Santos” (Ruins of All Saints), and check your answers. Did you hear any of the words you added?**

4. **Group work: Watch the video again. Work in groups of three and take notes on some other information you find relevant. Then share your comments with the class.**

5. **Watch the video one more time and answer True or False.**

- The Historic Center comprises an area of 210 hectares.

**True**

**False**

- The Historic Center of Cuenca was declared a World Heritage Site by the UNESCO on December 1st, 1999.

**True**

**False**

- The churches of the city, the cobbled streets, and the colonial houses are in the archeological area.



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**True**

**False**

- El Barranco is one of the most beautiful places in the Historic Center of the city.

**True**

**False**

- The “Ruinas de Todos los Santos” (Ruins of All Saints) is considered an important tourist attraction because it has ruins of a lot of cultures

**True**

**False**

- There is no evidence of the Spanish presence in the “Ruinas de Todos los Santos” (Ruins of All Saints).

**True**

**False**

6. **Pair work:** Ask each other these questions. Share your answers with your classmates. Did you agree in some aspects? Tell the class.

- Which of these three tourist attractions do you think is the most significant to visitors to our city? Why?
- If you were a tourist guide, which particular aspects of these tourist attractions would you emphasize most during a tour?

7. **Group work:** Work in groups of four and think about a good presentation for these three tourist attractions. You can choose from the following ideas, or you can use your own ideas:

- Act out a conversation between a tour guide and the visitors.
- Show a 5 minute video
- Use photographs
- Make a power point presentation
- Your own idea



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## ANNEX 12

### PUMAPUNGO ARCHEOLOGICAL PARK

### “PUENTE ROTO” (THE BROKEN BRIDGE)

### TURI

1. **Group work:** *Work in groups of three. Look at the pictures of Pumapungo Archeological Park, “Puente Roto” (The Broken Bridge), and Turi, and describe them.*
2. **Pair work:** *Choose the correct word.*
  - The architectural elements of the **vestiges / maps** of this place confirm that it was a religious center.
  - The **reminders / remains** in this site include walls, channels, cobblestone corridors, etc.
  - There are beautiful gardens and exotic birds in this archeological **complex / compound**.
  - Those cultures left a **perennial / persistent track / trace** of their identities in this territory.
  - Those old houses were **washed away / brushed away** by the flood.
  - The central park of the city is usually a **setting / scenario** for cultural events.
  - Turi is a scenic **overlook / view** of Cuenca. It offers an amazing panoramic **view / overlook** of the city.
3. **Pair work:** *Watch the video of tourist attractions; work in pairs, and ask each other these questions.*



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- Is there any evidence which confirms that Pumapungo was a religious, military, political, and administrative center? Explain.
  - What kinds of things do the remains of Pumapungo include?
  - What do the Pumapungo Archeological Park and Museum represent?
  - Why is “Puente Roto” (The Broken Bridge) an important tourist attraction?
  - Where is Turi located?
  - Why is Turi considered a tourist site?
- 4. *Group work: Work in groups of three; prepare a presentation about these three tourist attractions. Decide what material to use for it.***
- 5. *Pair work: Ask each other these questions:***
- *Which of these tourist attractions is your favorite? Why?*
  - *What else do you know about these places? Talk about them; then tell the rest of the class*
  - *What do you think must be done to preserve these tourist attractions?*





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## ANNEX 13

### THERMAL BATHS OF BAÑOS

#### SAN JOAQUIN

1. **Pair work:** Match the words with the definitions

- |                     |   |
|---------------------|---|
| a) parish / village | 1. health resort                                      |
| b) spring           | 2. rural community                                    |
| c) surface          | 3. exterior   |
| d) spa              | 4. broiled over charcoal                              |
| e) charbroiled      | 5. a stream of water flowing naturally from the earth |

2. **Pay attention to the meaning of these verbs**

*to gush:*                      *to flow*

*to reach:*                     *to arrive at*

*to cool down:*              *to become less hot*

3. **Watch the video of these parishes, and fill in the blanks using the words above. Some words need changes. Check your answers with a classmate.**

*Thermal Baths of Baños*

The \_\_\_\_\_ of Baños is located a few minutes away from Cuenca (10 kilometers – 6.25 miles). It has this name because of the natural hot \_\_\_\_\_ of water that \_\_\_\_\_ out of the volcano eternally. The water



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\_\_\_\_\_ the \_\_\_\_\_ at a temperature of 158° F and is allowed to \_\_\_\_\_ (for bathing) to 95° F-104° F.

In this place there are thermal baths, \_\_\_\_\_, hotels, and restaurants which offer typical as well as international foods.

### *San Joaquin*

This is an interesting \_\_\_\_\_ located four kilometers (2.5 miles) to the west of Cuenca. It is an attractive tourist destination, where there are a variety of crafts, especially basketwork, and we can appreciate ample fields of vegetables and flowers. In addition, there are some restaurants that offer typical food, especially \_\_\_\_\_ meat.

**4. *Group work: Work in groups of four and answer the following questions. Then add two more questions for your partner.***

- How often do you go to Baños?
- How do you usually go there?
- How far is it from Cuenca?
- How long does it take you to get there?
- When is a good time to go to Baños?
- What would you say to tourists about this spot?
- Do you think that San Joaquin is a popular destination for tourists and local people as well? Why?
- What do you think is the most remarkable characteristic of San Joaquin?
- \_\_\_\_\_?
- \_\_\_\_\_?

**5. *Now report your classmate's answers.***



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## ANNEX 14

### ACTIVITIES FOR NATURAL ATTRACTION SITES

#### THE CAJAS NATIONAL PARK

1. **Pair work:** *Discuss these questions.*

- What do you know about the Cajas National Park?
- Why is it called “Cajas”
- Do you know the place?
- When is a good time to visit it?

2. **Pair work:** *Match the adjectives in A with the nouns in B. Then compare with another pair of students.*

A	B
a) average	1. paramo
b) mountain	2. landscape
c) beautiful	3. origin
d) herbaceous	4. temperature
e) natural	5. straw
f) highland	6. ecosystem
g) unique	7. site
h) glacial	8. range
i) water	9. flora and fauna



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j) endemic

10. reservoirs

- 3. **Group work:** Work in groups of three. Use the combinations above to describe the Cajas National Park.
- 4. **Pair work:** Watch the video and ask each other questions to find out information about the Cajas National Park. Complete the chart. If you cannot get all the information to complete it, find another classmate to ask the questions until you complete the chart.

**Questions for Student A**

- 1. Where is the Cajas National Park located?
- 2. How big is it?
- 3. What is the weather like there?
- 4. What kind of vegetation does the Cajas National Park have?
- 5. Why does the Cajas National Park have that name?

<i>Location</i>	<i>length</i>	<i>weather</i>	<i>kind of vegetation</i>	<i>origin of its name</i>

**Questions for Student B**

- 1. What happened in 1996?



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- 2. *Why did the Cajas National Park receive the title of “Internationally-Important Wetland” in 2003?*
- 3. *Why was the Cajas National Park recognized as an Area of Importance for the Conservation of Birds (IBA) by Bird Life International in 2004?*
- 4. *What kinds of sports can be practiced in the Cajas National Park?*
- 5. *How many lakes does the Cajas National Park have approximately? Which lakes are the most visited? Why?*

	<b>events</b>	<b>sports</b>	<b>Lakes</b>
<b>1996</b>			
<b>2003</b>			
<b>2004</b>			

- 5. **Watch the video again and check the information in the charts. Then answer this question.**
  - Why is the Cajas National Park pursuing the possibility of being promoted to World Heritage Natural Site by the UNESCO?
- 6. **Group work: Work in groups of three and answer these questions. Then report to the class and compare your answers. Do you have similar answers?**
  - Do you think that the Cajas National Park will be promoted to World Heritage Natural Site? Why? Why not?
  - What would you do to support this initiative?
- 7. **Group work: Work in groups of four. Make a short presentation about the Cajas National Park. Use any kinds of materials and your own ideas.**



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## ANNEX 15

### YANUNCAY BIO-TOURISM CORRIDOR

### THE CAULDRONS OF RACAR AND THE CABOGANA MOUNTAIN

### JUBONES DESERT

#### Pre-listening

1. **Pair work:** Describe the photographs, and answer these questions.

- Do you know these natural attractions?
- Where are they located?
- What can visitors do there?

2. **Learn these new words:**

hilltop (top of a hill)

height (elevation)

craggy (rough)

stream (small river)

valley (area of low land between hills or mountains)

thorny (sharp, pointed)

#### Listening

3. **Listen to a presentation about Yanuncay Bio-Tourism Corridor, the Cauldrons of Racar and the Cabogana Mountain, and the Jubones Desert. Were your answers in Task 1 correct?**



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4. **Pair work:** Listen again and match each place with descriptions a) to f).

- a) This natural attraction is a very dry place.
- b) This natural destination is surrounded by various hilltops from which streams descend to create the river.
- c) The vegetation of this place is special because it includes various cactus species and thorny acacia trees.
- d) This is an ecological reserve with charming cascades.
- e) This is a good natural tourist destination for walking, bird watching, and reptile watching.
- f) Along the route of this natural attraction there are some communities where attractive handicrafts as well as typical food can be found.

\_\_\_ Yanuncay Bio-Tourism Corridor

\_\_\_ the Cauldrons of Racar and the Cabogana Mountain

\_\_\_ the Jubones Desert

### **Post-listening**

5. **Group work:** Work in groups of three. Take turns to be a tour operator giving information about these places. The other students ask questions to find out more information.

- Which natural destination are you going to visit first, second, and third? Why?



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## ANNEX 16

### CLOSE-BY TOURIST ATTRACTIONS

GUALACEO

CHORDELEG

SIGSIG

PAUTE

GIRON

YUNGUILLA

1. **Group work:** *Work in groups of four. Before watching a video about close-by tourist attractions, answer these questions. After you finish, work with a different group to compare your answers.*
  - What are the names of the close-by tourist attractions?
  - Mention some characteristics of each one.
  - When do people usually visit these sites?
  - Do tour operators organize tours to these places?
  - What activities can tourists do there?
  - What can they see there?
  - What kind of food can they try in these tourist destinations?
  - Do you think that tourists enjoy visiting these places? Why?





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### 2. Match the words in A with the words in B

A	B
fertile	center
river	product
craft	pool
fruit and flower	sport
mountain	style
crystal	land
sugar	forest
balmy	people
handmade	bank
filigree	jewel
young	house
musical	weather
summer	water
Swimming	mill
extreme	crop

3. **Group work:** Work in three groups (group A, group B, and group C). Watch the first part of the video (Gualaceo, Chordeleg, and Sigsig) as many times as necessary and answer the questions to complete the information in the charts. Then one student of each groups joins a



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***different group to ask the questions and check the information in the charts. Finally, watch the video again and check all the information.***

***For the second part of the video (Paute, Giron, and Yunguilla) work in the same way.***

1. What are the names of the close-by tourist attractions?
2. Where is \_\_\_\_\_ located?
3. Why is it considered a tourist attraction?
4. What are the main attractions?
5. What's the weather like?
6. What kinds of food or drinks can tourists eat there?
7. What things can tourists buy there?

<i>tourist attractions</i>	<i>location</i>	<i>interesting features</i>	<i>main attractions</i>

<i>weather</i>	<i>food/drink</i>	<i>things to buy</i>

**4. Watch the video and check your answers.**



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**5. Unscramble the following sentences about the close-by tourist attractions. Then compare your answers with a classmate's**

1. town / fertile / Gualaceo / beautiful / is / weather / a / landscapes / pleasant / and / prosperous / with / land
2. River / place / family / of / Santa / bank / The / river / for / recreation / an Barbara / the / is / ideal
3. Cañari / a / ancestry / combination / Chordeleg / Spanish / is / of / inheritance / and
4. the / etc. / dances / Chordeleg / for / popular / is / of / festivals / right / handmade / fairs / products / place
5. great / was / Urban / of / Sigsig / constructions / Republican / number / declared / style / Cultural / of / Heritage / for / Ecuador / its
6. Cuenca / 29 / from / is / Paute / miles / located
7. "El Chorro" / are / as / In / attractions / there / natural / such / Giron
8. warmest / province / Yunguilla / the / areas / is / the / in / of / one
9. most / Yunguilla / Cuencans / popular / one / is / destinations / the / holiday / for / of
10. offers / a / entertainment / Extreme / lot / different / Park / different / of The / kinds

**6. Watch the video again and choose the correct answer. Compare with a classmate's**

- Gualaceo, Chordeleg, and Sigsig share ...
- \_\_\_ a common market and church
  - \_\_\_ a common history and geography
  - \_\_\_ a common "National Heritage Site"



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- Gualaceo was nominated “National Heritage Site”
  - \_\_\_ on December 31, 2002.
  - \_\_\_ on December 1<sup>st</sup>, 1999.
  - \_\_\_ on December 31, 2003.
  
- There are a lot jewelry shops in downtown ...
  - \_\_\_ Gualaceo
  - \_\_\_ Sigsig
  - \_\_\_ Chordeleg
  
- ... was declared Urban Cultural Heritage of Ecuador because of its Republican style constructions.
  - \_\_\_ Sigsig
  - \_\_\_ Chordeleg
  - \_\_\_ Gualaceo
  
- ... is located in a valley that is characterized by its fruit and flower crops.
  - \_\_\_ Giron
  - \_\_\_ Paute
  - \_\_\_ Yunguilla
  
- An interesting place of interest in ... is the “Casa de los Tratados” Museum.
  - \_\_\_ Giron
  - \_\_\_ Paute
  - \_\_\_ Yunguilla
  
- ... is popular for its fields of sugar cane and fruit crops.



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\_\_\_ Giron

\_\_\_ Paute

\_\_\_ Yunguilla

- In ... young people can practice motocross, rally, and other extreme sports.

- \_\_\_ Giron

\_\_\_ Paute

\_\_\_ Yunguilla

7. **Group work:** *Work in groups of six. Choose one of the close-by tourist attractions and prepare a presentation about it. You can use photographs, a video, or any other material.*



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## ANNEX 17

### ACTIVITIES FOR “TRADITIONAL NEIGHBORHOODS”

"LAS HERRERÍAS"

"EL VADO"

"TODOS SANTOS" (ALL SAINTS)

SAN SEBASTIAN

SAN BLAS

SAN ROQUE

1. **Pair work:** Ask each other these questions.

- Where do you live?
- What's your neighborhood like?
- Is it a traditional neighborhood or it is a modern neighborhood?
- What do you know about traditional neighborhoods of Cuenca?
- Do you know anything related to the history of the traditional neighborhoods?

2. **Watch the video (without sound) and take notes on the things that catch your attention. Then work in groups of three and see if you have the same information.**

- What neighborhoods were shown?
- Did you see any important landmarks?
- What kinds of shops did you see?
- Did you see any parks, museums, and rivers?



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3. **Watch the video again, this time with sound, and check if the information you have is mentioned.**
4. **Group work:** *Work in groups again and put the words in the chart in the corresponding neighborhood.*



<b>"Las Herrerias"</b>	<b>"El Vado"</b>	<b>"Todos Santos" (All Saints)</b>	<b>San Sebastian</b>	<b>San Blas</b>	<b>San Roque</b>



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5. **Group work:** Watch the video again. Work in two groups; ask your classmates questions about these traditional neighborhoods . The group which has the most correct questions or answers is the winner. Use the following cues to ask the questions.

- Why / "Las Herrerias" / popular?
- What kind / crafts / residents / make?
- Where / El Vado / located?
- What / people / see / El Vado?
- What /entrance / "Todos Santos" (All Saints)?
- Which / known / a traditional neighborhood of bakeries?
- Which / an area / indigenous people?
- When / San Sebastian / mainly an open market?
- What / entrance / San Sebastian?
- How / Spanish / delimit the city?
- What/ the cross / mean?
- Where / built / the first stadium of the city?
- Which / famous / its bullfights?
- What / entrance / San Blas?
- Where / cattle fairs/ on Thursdays?
- Where / monument to Manuel J. Calle?
- What / entrance / San Roque?
- Which / area of farms belonging to rich families?
- Where / liquor traders / usually stop? Why?





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- *Where / people / get “humitas” and “quimbolitos?”*
- 6. **Group work:** *Work in groups of four. Choose two traditional neighborhoods in Cuenca, visit them, if possible take pictures, and make a short presentation about them for the class.*
- 7. **Group work:** *Work in groups of four and discuss these questions; then share your answers with the class.*
  - What are the main differences between a traditional neighborhood and a modern neighborhood?
  - Do you think that tourists are more attracted by a traditional or a modern neighborhood? Why?



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## ANNEX 18

### ACTIVITIES FOR “HANDICRAFTS”

POTTERY

“TOQUILLA” STRAW HATS

JEWELRY

WEAVINGS

SMITHS OR FORGES

TINWORKS

#### **Pre-listening**

1. **Look at the photographs and match them with the following words.**

*“Toquilla” Straw Hats*

*Jewelry*

*Smiths or Forges*

*Tinworks*

*Weavings*

*Pottery*

2. **Pair work:** Ask each other these questions. Then share your answers with the class.

1. *On what occasions do you buy handicrafts?*



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2. *What kinds of handicrafts do you usually buy?*
3. *Are they expensive?*
4. *Do you know somebody who manufactures handicrafts?*
5. *Do you prefer national or foreign handicrafts? Why?*

**Listening**

3. **Pair work:** *Listen to a presentation about handicrafts in Cuenca, Put these words in each category. Use your dictionaries if necessary.*

<i>clay</i>	<i>embroidered blouses</i>	<i>tin</i>
		<i>“macanas”</i>
<i>filigree technique</i>	<i>straw</i>	<i>beautiful stones</i>
	<i>shawls</i>	<i>rugs</i>
<i>earrings</i>	<i>“ikat” technique”</i>	<i>blacksmiths</i>
		<i>iron oven</i>
		<i>precious metal</i>
		<i>outfits</i>
		<i>“candongas”</i>
	<i>farming tools</i>	<i>fringes</i>
		<i>wool sweaters</i>
<i>handrails</i>	<i>buckets</i>	

<i>Pottery</i>	<i>“Toquilla” Straw Hats</i>	<i>Jewelry</i>	<i>Weavings</i>	<i>Smiths or Forges</i>	<i>Tinworks</i>



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**4. Listen to the first part (Pottery, “Toquilla” straw hats, and Jewelry) again; choose the correct answer. Compare your answers with a classmate’s answers.**

1. a) Pottery is a modern art in Cuenca  
b) Pottery is a very traditional art in Cuenca.
2. a) The Panama hat is known all around the world.  
b) The Panama hat is known only in Grand Slam tennis tournaments.
3. a) The jewelry of Cuenca is considered the best in the world.  
b) The jewelry of Cuenca is considered the best in the country.
4. a) “Candongas” are made with the “ikat” technique.  
b) “Macanas” are made with the “ikat” technique.
5. a) Artisans contribute a lot to the touristic development of Cuenca.  
b) Artisans contribute greatly to the development of Colombian and Colonial influences.

**5. Listen to the second part of the presentation (Weavings, Smiths or forges, and Tinworks), and answer True or False.**

- “Ikat” is a technique which consists of combining precious metals with the most beautiful stones to make the earrings called “candongas.”

**True**

**False**

- “Macanas” are beautifully manufactured sweaters.

**True**

**False**

- Weaving in Cuenca is a very traditional art.

**True**

**False**



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- Smiths or Forges is an art which has been practiced since the period of the Colony in Cuenca.

***True***

***False***

- “El Vado” neighborhood is the place where tourists can have the opportunity to observe the process of working with iron.

***True***

***False***

- “Las Herrerías” neighborhood is a well-known area where tin workshops are very popular.

***True***

***False***

### **Post-listening**

6. ***Work in groups of six and prepare a presentation about handicrafts in Cuenca. Bring some handicrafts for the presentation. Be creative; you can act out a conversation in a crafts shop, you can make an exhibition of the products and give information about them, etc. Use your own ideas.***



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## ANNEX 19

### ACTIVITIES FOR “MARKETS”

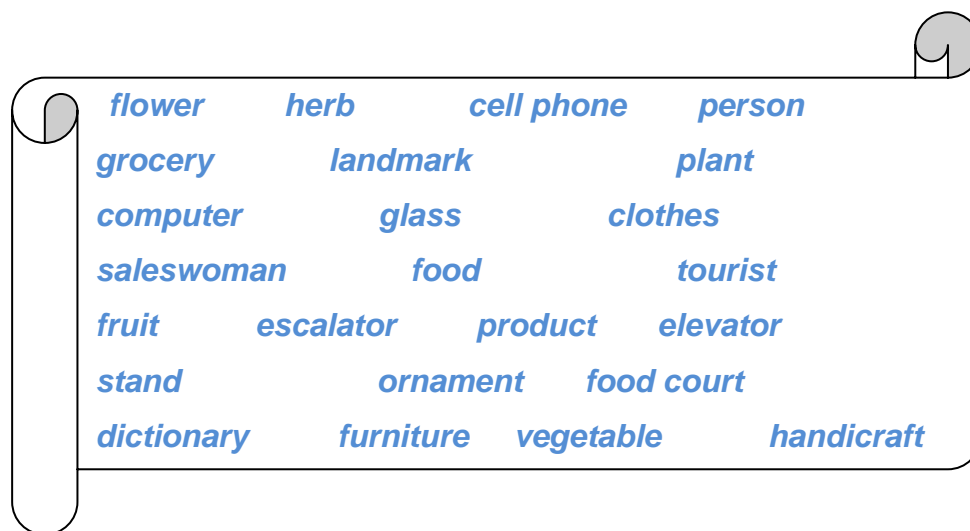
#### THE FLOWER MARKET

#### "10 DE AGOSTO" MARKET

#### "3 DE NOVIEMBRE" MARKET

#### Pre-listening

1. **Pair work:** Check the words that are related to the topic “Markets.”



2. **What are the plural forms of the words that you checked?**
3. **Group work:** Work in groups of three and answer these questions. Share your answers with the class.
  1. Where do people in Cuenca usually buy food?
  2. Where do people buy flowers and plants?
  3. What are the markets in the city like? Are they clean and organized? Are they comfortable?
  4. Are there elevators or escalators in the markets?
  5. Are the products in the markets cheaper than in other places?



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6. What are the names of the markets in the city of Cuenca?

### Listening

4. *Listen to a presentation about the Markets in Cuenca, and check your answers.*

5. *Listen again. Check the true statements; compare with a classmate.*

- a) The Flower Market is located across from the Cathedral on Sucre and Padre Aguirre streets.
- b) 10 de Agosto Market is the smallest market in Cuenca.
- c) 9 de Octubre Market is located in the downtown area.
- d) 3 de Noviembre Market is a little bit bigger than 10 de Agosto Market.
- e) All the markets have dates as their names, in honor of important civic occasions for our city.
- f) The traditional Flower Market is a landmark, and a very touristic place in the city of Cuenca.
- g) 10 de Agosto Market is characterized by its cleanliness and organization.
- h) There is no escalator or elevator in 10 de Agosto Market.

### Post-listening

6. *Work in groups of four. Answer these questions. Then report your answers to the class. Discuss the markets in the city of Cuenca.*

- 1. *What do you think about the markets of the city of Cuenca?*
- 2. *Do you think it is worth visiting them?*
- 3. *What would you tell visitors to the city about the markets of Cuenca?*
- 4. *Would you recommend to them to visit these places? Why?*
- 5. *Do you know markets in other cities? What are the similarities and differences with the markets in Cuenca?*



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## ANNEX 20

### ACTIVITIES FOR “GASTRONOMY”

#### Pre-listening

1. **Group work:** Look at the photographs. Describe them. Work in groups of four and write down a list of the typical foods of Cuenca. Also make a list of the typical drinks.
2. **Group work:** Work with the same group and put the foods and drinks in your lists in the following categories:

*Christmas, and New Year’s Eve:*

*Carnival:*

*Easter:*

*Corpus Christi and the Centenary celebration:*

*Vacation time:*

*Civic festivities:*

#### Listening

3. **Group work:** Listen to the first part of a presentation about the gastronomy of Cuenca. Work with your group again and check the information in the categories.
  4. Listen to the first part of the presentation again and chose the correct verb form. Check with your classmates.
1. Christmas and New Year’s Eve **characterize / are characterized** by the eating of turkey, which is an international tradition.





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2. The tamale of Cuenca **is made / is making** of a slightly cooked corn flour tortilla filled with pork, eggs, and raisins, wrapped in achira leaves, and then steamed.
3. The delicious buñuelos **are fried / fry** in pork lard and served with honey.
4. Everything **are cooked / is cooked** separately and **is mixed / mixes** later and seasoned with special spices of Cuenca.
5. Sweets and traditional pastries **are displayed / are displaying** on colorful stands alongside the Southern wall of the Cathedral.

**5. *Listen to the second part of the presentation and choose the correct information.***

- Most of the fresh vegetables and fruits consumed by Cuenca's population comes from ...
  - a) San Joaquin
  - b) The Cajas National Park
  - c) Gualaceo
- People get fresh trout from ...
  - a) Gualaceo
  - b) Chordeleg
  - c) the Cajas National Park
- We can enjoy smoked-dried meat, served with mote pillo and roasted lima beans in ...
  - a) San Joaquin
  - b) Gualaceo
  - c) Chordeleg



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- Crispy pork skin is offered in the various popular restaurants of ...
  - a) Don Bosco Avenue
  - b) Baños
  - c) San Joaquin
  
- People can enjoy corn tortillas with sweet morocho (a hot drink with a base of cooked corn, sugar, and cinnamon) or rosero (a cold drink with a base of corn, sugar, and fruit) in ...
  - a) Baños
  - b) Gualaceo
  - c) Chordeleg

**6. *Group work:* Listen to the third part of the presentation; work in groups of three and answer these questions.**

- Is there any relation between the civic festivities and the gastronomy of Cuenca? Explain it.
- Which civic festivities are mentioned in the presentation?
- What kind of food can people eat in these special celebrations?
- When is the best time to enjoy the gastronomy of Cuenca?

### **Post-listening**

**7. *Group work:* Work in groups of four and answer these questions. Then report the answers to the class.**

- a) *What do you think about the gastronomy of Cuenca?*
- b) *Do you think that the gastronomy of Cuenca is appreciated by tourists? Why, or why not?*



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c) *What kind of food do you think visitors to the city of Cuenca prefer, traditional or international food?*

d) *Do you usually eat these kinds of food all year round?*

e) *Do you have a special occasion to enjoy the food?*

f) *Do you know how to prepare typical food of Cuenca?*

g) *Which typical dish would you recommend to a tourist? Why?*

8. **Group work:** *Work in groups of four. Organize a presentation about the gastronomy of Cuenca. It could be, for example, a tourist guide giving information about food to tourists, a documentary about the topic, a video, etc. You can even prepare a special dish and talk about the ingredients and the preparation of it. You can use your own ideas.*



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## ANNEX 21

### ACTIVITIES FOR “PARKS AND SQUARES”

Abdon Calderon Park

Paraiso Park

“Parque De La Madre”

Maria Auxiliadora Park

Luis Cordero Park

San Sebastian Park

San Blas Park

Rollo Square

Sangurima Square

Otorongo Square

San Francisco Square

Santa Ana Square

#### Pre-listening

1. **Pair work:** Look at the photographs. Can you recognize all these places? Name them and answer these questions. Report your classmates' answers.

a) What do you know about each place?



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- b) Which one is your favorite? Why?
- c) What's your favorite park like?
- c) How often do you visit your favorite park?
- d) What activities do you usually do there?
- e) Who do you go with?

2. **Match the verbs in A with the complements in B. (use your dictionaries if possible)**

### A

- 1. enjoy
- 2. stroll
- 3. sit
- 4. practice
- 5. do
- 6. transmit
- 7. display
- 8. name after

### B

- a) Abdon Calderon
- b) on a bench
- c) a sensation of peace.
- d) exercises
- e) abundant vegetation
- f) sports
- g) the music
- h) in the park

### Listening

3. **Pair work:** Listen to the first part of a presentation about parks and squares (Abdon Calderon Park, Paraiso Park, "Parque de la Madre," and Maria Auxiliadora Park). Then read the following statements, and tell the class the name of the corresponding park or square.

- 1. This park is named after a Cuencan hero who fought in the battle of Pichincha in 1822. \_\_\_\_\_



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2. The Municipal Planetarium is located in this park.  
\_\_\_\_\_
  3. In this park there are beautiful plants, and ancient trees.
  4. Its vast area is covered by forests of native vegetation and eucalyptus trees.  
\_\_\_\_\_
  5. People do exercises and practice therapy dancing here.  
\_\_\_\_\_
  6. This park is located in the downtown area on Vega Muñoz and General Torres streets. \_\_\_\_\_
  7. In this park every Thursday morning there is a market of “paja toquilla” – the straw that is used in the weaving of the “Panama hats.”  
\_\_\_\_\_
  8. Eight tall, wonderful araucaria trees that make a circle around the central monument were planted by Luis Cordero in 1876.  
\_\_\_\_\_
  9. In this park there exist a variety of species of very attractive birds.  
\_\_\_\_\_
  10. This is a very big park with a surface area of 20 hectares which displays abundant vegetation. \_\_\_\_\_
- 4. Listen to the second part of the presentation about parks and squares (Luis Cordero Park, San Sebastian Park, San Blas Park, and Rollo Square). Answer True or False, and then compare with a classmate.**
1. In Luis Cordero Park we can find the monument to a former president of Ecuador.

**True**

**False**



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2. San Blas Park is a touristic place where tourists can visit the Museum of Modern Art.

*True*

*False*

3. In the Rollo Square we can see the monument to Manuel J. Calle.

*True*

*False*

4. The Rollo Square is located in the traditional neighborhood "El Vecino."

*True*

*False*

5. San Sebastian Park is surrounded by the beautiful colonial architecture of Cuenca that dates back to the 17th century.

*True*

*False*

5. ***Listen to the last part of the presentation about parks and squares (Sangurima Square, Ororongo Square, San Francisco Square, and Santa Ana Square). Choose the correct answer; then compare with a classmate.***

1. Sangurima Square is a touristic destination for visitors who are interested in buying ...
- a) handicrafts, such as ceramics, rustic furniture, basketwork, cabuya (hemp) rugs, brass, tin, bronze, marble items, etc.
  - b) all kinds of agricultural products.
  - c) handicrafts such as colorful rings, necklaces, bracelets, earrings, key chains, bags, etc.
2. Otorongo Square is a touristic site where ...
- a) there are many stalls where people from Otavalo sell a great variety of handicrafts.



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- b) craftsmanship fairs are organized, where people from all over the country meet to exhibit their crafts.
  - c) young people look for something special.
3. San Francisco Square is an interesting square located ...
- a) in the downtown area on Benigno Malo and Mariscal Lamar streets.
  - b) in the downtown area near Abdón Calderón Park.
  - c) very near the downtown area on Sangurima and Vargas Machuca streets.
4. Santa Ana Square is a place where
- a) it is possible to find artisans making special handicrafts especially for young people.
  - b) there is a market where different kinds of products are sold.
  - c) visitors can find interesting items at reasonable prices.

### **Post-listening**

6. **Group work:** *Work in groups of four. Choose four parks or squares of Cuenca. Design a brochure with information about them. Then make a presentation for the class explaining the main aspects of it. Use any kind of material in your presentation.*





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## ANNEX 22

### ACTIVITIES FOR “CHURCHES”

Cathedral of the Immaculate Conception (New Cathedral)

El Sagrario (Old Cathedral) Church

Carmen de la Asuncion Church

San Francisco Church

Todos Santos Church

Church of San Blas

Santo Domingo Church

Las Conceptas Church

San Sebastian Church

San Alfonso Church

1. **Group work:** *Work in groups of four and discuss these questions.*

a) *Name some of the most important churches of the city of Cuenca. Where are they located?*

b) *Which do you consider to be the most beautiful church of the city?*

c) *Which church is the most visited?*

d) *Do you think tourists enjoy visiting the churches of Cuenca? Why?*



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2. **Match the words with their definitions. Check with a classmate. (Use your dictionary if necessary)**

- |                               |            |  |
|-------------------------------|------------|--|
| <b>a) <i>façade:</i></b>      | <b>1)</b>  | reception area   |
| <b>b) <i>rosette:</i></b>     | <b>2)</b>  | a rounded roof on a building or a room   |
| <b>c) <i>dome:</i></b>        | <b>3)</b>  | covered with a very thin layer of gold   |
| <b>d) <i>pavilion:</i></b>    | <b>4)</b>  | a flower-shaped decorative object cut into wood or stone   |
| <b>e) <i>tabernacle:</i></b>  | <b>5)</b>  | a type of table used in ceremonies in a Christian church or in other religious buildings                                       |
| <b>f) <i>baldachin:</i></b>   | <b>6)</b>  | front of a building, especially a large and attractive building  |
| <b>g) <i>altar:</i></b>       | <b>7)</b>  | raised place in a church , with steps leading up to it, from which the priest speaks to the people during a religious ceremony |
| <b>h) <i>gold-plated:</i></b> | <b>8)</b>  | the box in which holy bread and wine are kept  |
| <b>i) <i>pulpit:</i></b>      | <b>9)</b>  | A structure or another building connected to a larger building; an annex.  |
| <b>j) <i>steeple:</i></b>     | <b>10)</b> | the rounded or many-sided part of especially the east end of a church  |
| <b>k) <i>atrium:</i></b>      | <b>11)</b> | a pointed structure on the top of a church tower   |
| <b>l) <i>apse:</i></b>        | <b>12)</b> | a permanent ornamental canopy, as above a freestanding altar or throne   |



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3. **Pair work:** Watch the video of the churches of Cuenca. Read the following statements and say the name of the corresponding church. Then compare with a classmate.

1. During the Colony this church was known as the "Major Church," and it was the main center of religious observances. It was the Spanish Parish.

\_\_\_\_\_

2. This church was built in 1730. It is one of the oldest churches in the city, and it constitutes one of the few religious architectural samples of the Colony in Cuenca.

\_\_\_\_\_

3. Its construction started at the beginning of the Eighteenth Century. It was not designed to be a church, but a convent; for this reason its structure is simple.

\_\_\_\_\_

4. This wonderful church was visited by Pope John Paul II in 1985, and it is one of the emblematic elements of the city of Cuenca.

\_\_\_\_\_

5. After their arrival, the Franciscans built this temple, dedicated to the "Lord of San Francisco." \_\_\_\_\_

6. The Gothic style can be observed in the wonderful towers of this church.

\_\_\_\_\_

7. Its façade shows the high tower of the steeple and a front with horizontal lines and some elements of Renaissance style.

\_\_\_\_\_

8. Its foundation was completely made of carved Incan stone at the beginning of the Colony. The new temple, built in 1935, keeps the same singular structure as its foundation. \_\_\_\_\_



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9. It dates back to the Nineteenth Century, and it was the occidental boundary of Cuenca city during the Colony, in the area called the "high neighborhoods."

---

10. It is the second biggest church in Cuenca.

4. **Pair work:** Watch the video again. Then choose the correct option.

1. **Carmen de la Asuncion Church is located on ...**

- a) Mariscal Sucre and Padre Aguirre streets.
- b) the corner of Presidente Cordova and Padre Aguirre streets.
- c) on the corner of Mariscal Sucre and Luis Cordero Streets.

2. **Cathedral of the Immaculate Conception (New Cathedral) is ...**

- a) a religious art museum.
- b) one of the emblematic elements of the city of Cuenca.
- c) is one of the oldest churches in Cuenca.

3. **El Sagrario (Old Cathedral) Church was known as ...**

- a) Convent of the Immaculate Conception
- b) Dominican monastery
- c) "Major Church"

4. **Carmen de la Asuncion Church was built in ...**

- a) 1924
- b) 1730
- c) 1935

5. **San Francisco Church was built by ...**



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- a) the Franciscans
- b) the Dominicans
- c) the German Priest Juan Bautista Stiehle

### 6. Todos Santos Church is a church which ...

- a) façade shows the high tower of the steeple and a front with horizontal lines and some elements of Renaissance style
- b) façade is adorned with niches and ends in a belfry.
- c) façade presents a beautiful carved wooden door, a high dome that stands on the apse, and a tower of Baroque Gothic style on the right side.

### 7. Church of San Blas was ...

- a) the southern boundary of the city of Cuenca during the Colony
- b) the occidental boundary of Cuenca city during the Colony.
- c) the eastern boundary of the city of Cuenca in the area called "lower neighborhoods"

### 8. Santo Domingo Church is ...

- a) the biggest church in Cuenca.
- b) the second biggest church in Cuenca.
- c) the oldest church in Cuenca.

### 9. Las Conceptas Church has ...

- a) two beautiful lateral carved wooden doors.
- b) has three main entrances with carved wooden doors.



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- c) The church has three pavilions in its interior, a central altar and seven apses, with the Baroque and Renaissance styles.

**10. San Sebastian Church dates back ...**

- a) to the Eighteenth Century.
- b) to the Seventeenth Century
- c) to the Nineteenth Century.

**11. San Alfonso has ...**

- a) a tower of Baroque Gothic style on the right side.
- b) two wonderful towers of Gothic style.
- c) two imposing twin towers 37 meters high.

**5. *Pair work: Answer TRUE or FALSE.***

1. The beautiful stained glass windows in the New Cathedral are real works of art by the Basque artist Guillermo Larrazabal.

*True*

*False*

2. In recent times San Sebastian church was restored to include a religious art museum.

*True*

*False*

3. Las Conceptas Church is next to the "Plaza de las Flores" (Flower Market).

*True*

*False*

4. The foundation of the Church of San Blas was completely made of carved Incan stone at the beginning of the Colony.

*True*

*False*

5. Todos Santos church was built in 1954 in an eclectic style.



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*True*

*False*

- 6) In the center of the tabernacle of El Sagrario Church there is a great baldachin of Baroque style, which has similar characteristics to the baldachin of Saint Peter's Basilica in The Vatican.

*True*

*False*

7. Santo Domingo Church is the second biggest church in Cuenca after the Cathedral of the Immaculate Conception.

*True*

*False*

8. Las Conceptas Church has a marvelous front door.

*True*

*False*

5. **Group work:** *Work in groups of four. Think about an interesting presentation about the churches of Cuenca. Be creative and enthusiastic.*

6. **Group work:** *Work in groups of four. Discuss these questions*

- Why do you think there are a lot of churches in the city of Cuenca?
- Do you think that they represent a fundamental aspect of the city?



**UNIVERSIDAD DE CUENCA**

## **ANNEX 23**

### **ACTIVITIES FOR “MUSEUMS”**

**Museum of the Central Bank**

**Museum of the Aboriginal Cultures**

**Manuel Agustín Landívar Museum**

**Museum of Las Conceptas**

**CIDAP (Inter-American Center of Popular Arts) Museum**

**Remigio Crespo Toral Museum**

**Museum of Modern Art**

**Museum of Medical History**

**Museum of the Cañari Identity**

**Museum of the Hat**

**Zoological Museum “Amaru”**

**Museum of Bones**

**University Archeological Museum**

**Benigno Malo National High School Museum**

**Museum of Metals**

**Pre-listening**





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1. **Pair work:** Answer the following questions; then share your answers with the class.

- Do you know how many museums there are in Cuenca? Can you name some of them?
- How often do you visit the museums of the city?
- Can you describe what kinds of things they exhibit?
- Can you mention a particular characteristic of each of them?
- Do you think that local people are interested in visiting the museums of the city? How about tourists?
- If possible, complete the chart with the approximate percentages.

<i>percentage of local people who visit the museums of the city at least once a week.</i>	%
<i>percentage of visitors who visit the museums of the city weekly</i>	%

2. **Pair work:** Tell the class which word does not fit.

- a) archaeological: excavations, vestiges, recitals, pieces
- b) fragments of: stone, collection, bone, shell
- c) documentation: letters, treaties, works of art, documental information
- d) workshop: tools, hat manufacture, hat factory, skeletons

**Match these words:**      sculptural      related to peoples and cultures, their customs and characteristics



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pictorial	every other year
numismatic	sculpture
biennial	coins
ethnographic	painting

### Listening

3. **Group work:** Work in three different groups (A, B, C). Group A listens to a presentation about the following museums and completes the information about each one.

*Museum of the Central Bank*

*Museum of the Aboriginal Cultures*

*Manuel Agustin Landivar Museum*

*Museum of Las Conceptas*

*CIDAP (Inter-American Center of Popular Arts) Museum*

<i>location</i>	<i>kinds of exhibitions</i>	<i>number of pieces</i>	<i>built</i>
-----------------	-----------------------------	-------------------------	--------------

Group B listens to a presentation about the following museums, and completes the information about each one.

*Remigio Crespo Toral Museum*

*Museum of Modern Art*

*Museum of Medical History*

*Museum of the Cañari Identity*

*Museum of the Hat*

<i>location</i>	<i>kinds of exhibitions</i>	<i>number of pieces</i>	<i>built</i>
-----------------	-----------------------------	-------------------------	--------------

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**Group C listens to a presentation about the following museums and completes the information about each one.**

**Zoological Museum “Amaru”**

**Museum of Bones**

**University Archeological Museum**

**Benigno Malo National High School Museum**

**Museum of Metals**

**location                      kinds of exhibitions                      number of pieces                      built**

**Next, two students from each group leave their respective groups and join a different group. They ask questions to find out information about the other museums.**

- Where is \_\_\_\_\_ located?
- What kinds of exhibitions does it have?
- How many pieces are there in \_\_\_\_\_?
- When was \_\_\_\_\_ built?

**Finally, the students come back to their original groups and the three groups listen to the whole presentation about museums and check the information provided by the groups.**

**4. Listen again and choose the correct answer.**

- The Museum of the Central Bank is located on ...
  - a) Calle Larga street and Huayna Capac avenue.
  - b) Calle Larga and Mariano Cueva streets.
  - c) Calle Larga and Manuel Vega streets.



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- There are \_\_\_\_\_ interesting pieces in the Museum of the Aboriginal Cultures.
  - a) 15,000
  - b) 8,000
  - c) 20,000
  
- In the Manuel Agustin Landivar Museum visitors can see...
  - a) pieces from the first indigenous civilizations in Ecuador.
  - b) archeological vestiges of the Cañari, Inca, and Spanish cultures.
  - c) exhibitions of modern and contemporary art.
  
- The Museum of Las Conceptas was built in the ...
  - a) 18<sup>th</sup> century.
  - b) 20<sup>th</sup> century.
  - c) 19<sup>th</sup> century.
  
- The CIDAP (Inter-American Center of Popular Arts) Museum was established with the idea of ...
  - a) promoting the arts.
  - b) manufacturing the classic Panama hat.
  - c) offering workshops for children.
  
- The Remigio Crespo Toral museum displays a collection focused on ...
  - a) the medical life of the city.
  - b) the history of the “toquilla” hat.
  - c) the history of the city of Cuenca and its surroundings.



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- The Museum of Modern Art is a meeting place for ...
  - a) workshops, seminars, and conferences.
  - b) Ecuadorian and foreign artists who participate in the Biennial Congress of International Painting.
  - c) American artists
- The Museum of Medical History offers ...
  - a) documental information about the medical life of the city.
  - b) an exhibition of skeletons.
  - c) a numismatic exhibition.
- In the Museum of the Cañari Identity people can see archeological pieces ...
  - a) which belong to periods and cultural phases of pre-Columbian Ecuador
  - b) related to the development of the city.
  - c) from the Narrio period to the arrival of the Incas.
- Tourists can see the successive stages of the hat manufacture in ...
  - a) the “Amaru” Zoological Museum.
  - b) the Museum of the Hat.
  - c) the CIDAP (Inter-American Center of Popular Arts) Museum.
- the Remigio Crespo Toral Museum was created in ...
  - a) 1947
  - b) 1946
  - c) 1847
- The objective of the “Amaru” Zoological Museum is ...



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- a) to exhibit, recreate, and research skeletons of native animals.
- b) to exhibit, recreate, and research native fish, amphibians, and reptiles.
- c) to exhibit, recreate, and research the history of the “toquilla” hat.
- There is an interesting collection of more than 150 skeletons of native animals, including fish, amphibians, reptiles, birds, and mammals in ...
  - a) the University Archeological Museum.
  - b) the “Amaru” Zoological Museum.
  - c) the Benigno Malo National High School Museum.
- This museum is located on the campus of the university.
  - a) the University Archeological Museum
  - b) the Museum of Metals
  - c) the Benigno Malo National High School Museum
- This museum exhibits metal pieces that date back to the pre-Incan period, especially body ornaments.
  - a) the Museum of Modern Art
  - b) the Museum of Metals
  - c) the CIDAP (Inter-American Center of Popular Arts) Museum

### Post-listening

**5. *Group work: Work in groups of three students and discuss these questions. Share your answers with the rest of the class.***

- Do you know any other museum apart from the ones mentioned? Where is it? What is it like? What kinds of exhibitions does it have?



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- Do you consider that it is important to count on a great variety of museums in the city of Cuenca? Why? or Why not?
  - If you had the opportunity to work in a museum of the city of Cuenca, in which of the museums mentioned would you like to work? Why?
  - What kinds of activities do people who work in museums usually perform? What kind of activity would you like to do? Why?
  - Do you know museums in other cities of Ecuador? Are they similar to the museums of Cuenca? Are they very different from them? Explain.
  - What about museums in other countries? Have you had the opportunity to visit them? If so, what are they like?
- 6. *Group work: Work in groups of six; choose three museums, find out more information about each one of them and prepare a presentation (documentary, power point presentation, video, photographic material, etc.) for the class. Be creative, and use all the necessary resources to support your presentation.***



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## ANNEX 24

### ACTIVITIES FOR “TRANSPORTATION”

#### Pre-listening

1. **Pair work:** Discuss the following questions, and then share your answers with the class.

- What do you know about transport in the city of Cuenca?
- Do you sometimes travel to other towns or cities? How do you travel to the different places?
- Do you use public transport? Is it good? If not, what is wrong with it?
- Are there any tour buses in the city? Have you ever gone on a tour in a tour bus?

2. **Match the words with their definitions, and then compare your answers with a classmate's.**

- |                      |   |
|----------------------|---|
| 1. platform          | a) transportation link that provides continuing service between means of transportation |
| 2. schedule          | b) enter  |
| 3. fare              | c) reception area   |
| 4. available         | d) with no return, in one direction   |
| 5. double-decker bus | e) move from place to place   |
| 6. to ride           | f) existing   |
| 7. one-way (ticket)  | g) a tall bus with two levels   |
| 8. horse-and- buggy  | h) excursion  |





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- |                   |                         |
|-------------------|-------------------------|
| 9. connection     | i) horse-drawn carriage |
| 10. jaunt         | j) a trip in a vehicle  |
| 11. to get around | k) stand                |
| 12. to get into   | l) price                |
| 13. lobby         | m) timetable            |
| 14. a ride        | n) to travel            |

### Listening

3. **Pair work:** Ask each other these questions, and then report your answers to the class.

- What kinds of transport are there in the city of Cuenca?
  - What is the bus terminal like?
  - What are the main differences between a bus ride and a taxi ride? Which one do you prefer? Why?
  - Is there an international airport in the city? If not, how can visitors who come from different countries get to Cuenca?
  - Are there tour buses in the city? What are they like?
  - Do you think that the service offered by the means of transport of the city of Cuenca meet the tourists' expectations?
- How much is the fare for each kind of transport?

### Post-listening

4. **Group work:** Work in groups of four and discuss the following questions. Share your answers with the class.

- Do you consider that the city of Cuenca, which is a Cultural Heritage of Humanity, offers a good transport system? Why? Why not?



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- What can be done in order to improve transportation in the city?
  - Do you think it is imperative to count on an international airport in the city of Cuenca? Why? Why not?
  - Should people who work in the transport industry speak English in order to offer a better service to tourists?
  - What do you think about the tour buses in the city?
5. **Group work:** *Work in groups of four and talk about the main aspects of transport in Cuenca. Also discuss some possible ways to improve it.*





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- b) in a pocket, bag, or something else that you are holding or wearing
- tap water
  - a) water drawn directly from a spigot or faucet
  - b) water taken from a reservoir
- to stick to
  - a) to take a risk
  - b) to limit yourself to doing or using one particular thing and not change to anything else
- bottled water
  - a) water which has been treated to make it very clean, and which is sold in bottles
  - b) mineral water
- foodstuff
  - a) any substance that is used as food or to make food
  - b) a grocery store
- belongings
  - a) jewelry
  - b) possessions
- to keep out of sight
  - a) to hide or cover up
  - b) to show up
- suspiciously
  - a) in a way that makes you think that something is wrong
  - b) mistakenly
- acquaintance
  - a) stranger
  - b) a person that you have met but do not know well



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3. **Group work:** Before listening, work in groups of three and fill in the blanks with the corresponding words (some words can be repeated) in the boxes. And then compare with a classmate.

keep	stick to	avoid
watch		
leave	be	
try	walk	

avoid walking	avoid taking	avoid entering
---------------	--------------	----------------

do not accept	do not eat	do not drink
do not carry		do not walk

- \_\_\_\_\_ your documents and objects of value in the security box in your room.
- \_\_\_\_\_ an eye on your backpack or luggage in restaurants, cafes, bars, and other public places.
- \_\_\_\_\_ handout papers from people in the streets.
- \_\_\_\_\_ food or drinks from strangers.
- \_\_\_\_\_ alone at night.
- \_\_\_\_\_ in deserted neighborhoods and the river banks, especially at night.
- \_\_\_\_\_ documents or objects of value (including expensive watches) with you when you travel by bus.
- \_\_\_\_\_ large amounts of money, or jewelry, on your person.



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- \_\_\_\_\_ tap water or fresh juices or drinks with ice cubes in them.
- \_\_\_\_\_ bottled beverages – either bottled water or soft drinks.
- \_\_\_\_\_ sure to wash any fruits that you buy.
- \_\_\_\_\_ foodstuffs sold in the streets.
- Any time you have a doubt, or need advice, it is advisable to ask a police officer.
- \_\_\_\_\_ your belongings in crowded places.
- \_\_\_\_\_ in dangerous neighborhoods.
- \_\_\_\_\_ your camera in its bag when you are not using it.
- \_\_\_\_\_ your money out of sight, and do not wear jewelry.
- \_\_\_\_\_ away if you see somebody approaching suspiciously near you.
- \_\_\_\_\_ into conversation with strangers.
- \_\_\_\_\_ invitations from unfamiliar persons.
- \_\_\_\_\_ to be accompanied by a friend or acquaintance as much as you can.

### Listening

4. ***Listen and check your answers. Tell the class the different ways we can give advice. Also give examples of other ways to give advice.***

### Post-listening

5. ***Group work: Work in groups of four; discuss these questions.***

- Do you think it is necessary to give recommendations about different topics to visitors? Why? / Why not?



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- Do you think that tourists will feel very nervous after they hear the recommendations, or will they just be more careful and alert?
  - Where can tourists get advice? Who gives advice to tourists?
  - Do you feel that you are capable of giving recommendations to visitors to the city?
6. **Group work:** *Work with the same group and design a leaflet containing at least 10 different suggestions related to relevant aspects. After that, join another group and compare your leaflets; work together to design another leaflet. Finally, each member of the group gives a piece of advice to the class.*



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## ANNEX 26

### ACTIVITIES FOR “BIRD WATCHING”

#### Pre-listening

1. **Match these words with their definitions. Then compare with a classmate.**

<b><i>bird watching</i></b>	the study of birds
<b><i>ecotourism</i></b>	animals or plants which may soon become extinct because there are very few now alive
<b><i>ecosystem</i></b>	The business of organizing excursions to places that people do not usually visit in a way which helps local people and does not damage the environment
<b><i>ornithology</i></b>	all the living things in an area and the way they affect each other and the environment
<b><i>endangered species</i></b>	the hobby of studying wild birds in their natural environment

2. **Choose the word which does not fit. Then compare with a classmate**

<i>eucalyptus</i>	<i>forests</i>	<i>willows</i>
<i>habitat</i>	<i>home</i>	<i>zone</i>
<i>bank</i>	<i>tributary</i>	<i>margin</i>
<i>foster</i>	<i>promote</i>	<i>discourage</i>
<i>watch</i>	<i>enjoy</i>	<i>observe</i>
<i>thrive</i>	<i>develop</i>	<i>create</i>





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<i>refuge</i>	<i>shelter</i>	<i>area</i>
<i>range</i>	<i>case</i>	<i>diversity</i>
<i>extinction</i>	<i>extermination</i>	<i>survival</i>
<i>behavior</i>	<i>experience</i>	<i>conduct</i>

### 3. **Pair work:** Before listening answer the following questions.

- What do you think the topic is going to be about?
- Are you interested in birds?
- Do you have birds as pets in your house?
- What do you think is the best environment for birds? Why?
- Do you think that different species of birds are found in the same ecosystem? Why? / Why not?

### Listening

#### 4. **Group work:** Work in groups of three. Listen to an expert talk about “Bird Watching” in the city of Cuenca. Then choose five true statements, and correct the false statement. After that, join a different group to check your answers. Finally, listen again to see if you were right.

- a) It is possible to observe a great variety of bird species along the banks of the Tomebamba, Tarqui, Yanuncay, and Machangara Rivers
- b) The surroundings of the city, as well as its parks and gardens, do not offer a natural habitat to birds because there are not many trees to shelter them.
- c) Ecotourism in Cuenca has been fostered because the city is rich in nature; therefore, a great diversity of species of birds has found a natural environment there.
- d) In Pumapungo archeological site it is possible to observe birds which are unique to the region.



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- e) El Paraiso Park is an important area for bird watching because it offers ample vegetation and eucalyptus forests which shelter a great variety of species of birds.
- f) The Cajas National Park is a unique ecosystem that shelters about 115 species of birds.
- g) The magazine “Birdlife International” awarded the Toredora Lake the title of “Important Bird Area” (IBA).
- h) One of the most attractive places for ornithological tourism is located 1 km. from the Yunguilla valley near the Chalcapac area.
- i) Visitors to the city have the opportunity to observe the unique and in some cases endemic species of birds.
- j) The Giron Waterfall is an interesting touristic spot; however, it is not a privileged environment for birds.

**5. *Group work: Work in three different groups and listen again (as many times as necessary). Group A answers questions 1-2-3 and completes the information in the chart. Group B answers questions 4-5-6, and completes the information in the chart, Group C answers questions 7-8-9, and completes the information in the chart. Then two students from each group join a different group to ask questions in order to complete the chart with the information they do not have. Finally, all the groups listen again, to check all the information in the chart.***

- 1. What are some important areas for bird watching?
- 2. At what time of day are birds most active?
- 3. What kinds of equipment should watchers take to observe birds?
- 4. What clothes should watchers wear?



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5. What recommendation should watchers take into consideration when they walk in the birdwatching areas?
6. What happens when birds hear strange noises?
7. What is the ideal number of visitors to the areas?
8. Why did Birdlife International award the Cajas National Park the title of “Important Bird Area” (IBA)?
9. What is the main function of Jacotoco Conservation Group in the Yunguilla Reserve?

1. Areas for bird watching	2. Time/birds most active	3. equipment	4. clothes	5. Important recommendation	6. What happens/birds hear strange noises	7. Ideal number of visitors	8. Why/ Cajas “IBA”?	9. Main function/ Jacotoco Reserve

6. **Pair work:** Listen again and find the corresponding ecosystem for these birds. Then check with another pair of students.

Giant Hummingbird

Black Flowerpiercer

Andean gull

Reddish duck

Nocturnal Oil birds

Great Egret

Mercedes del Carmen Díaz Sarmiento



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Speckled Hummingbird

Crimson-mantled Woodpecker

### Post-listening

**7. *Group work: Work in groups of four. Discuss these questions, and then share your answers with the class.***

- As students of the School of Hospitality Sciences, what would you say to Cuencans to encourage them to protect the environment for bird species?
- How can ecotourism in the city of Cuenca be improved?
- Are you interested in ornithology? Why? / Why not?
- Do you think that bird watching is a rewarding activity? Why? / Why not?



## ANNEX 27

### ACTIVITIES FOR “SPORTS”

#### Pre-listening

1. *Put the following words in the corresponding category (use your dictionaries if necessary). Then compare your answers with a classmate. Finally, add three more words to each category.*

paragliding	Olympic	volleyball	stadium
rock climbing	puenting	adrenaline	
improve	skilled	bridge	mountain
canyoning	basketball	canopy	athleticism
	artificial wall	physical condition	tennis
coliseum	practice	mental condition	climb
court		pool	track

Sports – places:	Sports – Names of Sports:	Sports – extreme sports:	Sports – related words:	Sports – verbs

2. **Group work:** *Work in two groups and talk about the things you would tell tourists to the city about the places where they can practice some*



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*sports, and about the possibility and places to practice extreme sports, as well. Name a classmate to present a report, and see what information you have in common.*

### Listening

**3. *Pair work:*** Listen to a tour operator giving information about sports. Then answer the questions.

- What are some important centers where people can play sports in Cuenca city?
- What extreme sports can tourists and local people can practice?
- Where can tourists practice canopy? What facilities can they get there?
- Is it possible for tourists to practice rock climbing in the city? Where can they find information about this extreme sport?
- Is canyoning a river sport or a mountain sport?
- If tourists are interested in practicing paragliding in the city, what should they do?
- Where can tourists practice puenting?

### Post-listening

**4. *Group work:*** Work in groups of five, prepare a presentation for the class about the extreme sports mentioned by the tour operator. What do you know about each one? Do these sports require of a lot of strength? Do you practice these sports? Do you know people who practice these sports?

**5. *Group work:*** Work in two groups and discuss the following statements. Explain why you think so. And then share your points of view with the other group.

- Most tourists who visit Cuenca prefer to practice extreme sports.



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- Most tourists who visit Cuenca prefer to play sports which do not require a lot of physical strength, for example basketball, tennis, etc.

*We think that  
... because ...*



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## ANNEX 28

### ACTIVITIES FOR THE “CONVERSATIONS”

#### IN THE TRAVEL AGENCY

##### Pre-listening

1. **Pair work:** Match each word with its definition. Check your answers with a different pair of classmates.

- |                 |  |
|-----------------|--|
| 1. Peace Corps  | a) a waterproof suit for diving            |
| 2. dock         | b) individual; independent                 |
| 3. free-lance   | c) with a view of                          |
| 4. otherwise    | d) recently produced                       |
| 5. catamaran    | e) a U.S. government aid organization      |
| 6. range        | f) a double-decker bed                     |
| 7. snorkel      | g) only                                    |
| 8. wetsuit      | h) in a different case                     |
| 9. brand-new    | i) a place for loading and unloading ships |
| 10. mainland    | j) a double-hulled boat                    |
| 11. bunk        | k) exactly                                 |
| 12. overlooking | l) a device for swimming face-down         |
| 13. <u>just</u> | m) continent                               |
| 14. <u>just</u> | n) variety                                 |

2. **Pair work:** Put the correct idiomatic expression in each space. Then compare your answers with a different pair of classmates.





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- *What can I do for you?*
- *right at home*
- *at last*
- *depends on*
- *take advantage of*
- *y' know?*
- *take it from there*
- *ahead of time*
- *getting on*
- *goin' with*
- *end up*
- *look it over*
- *more than ever*
- *hear from you*

1. A: How many islands can I visit?

B: Well, that \_\_\_\_\_ how much money you have.

2. A: What will happen if I turn left instead of right?

B: Well, you may \_\_\_\_\_ right where you started from.

3. A: What time does the bus leave?

B: It leaves at 2 p.m., but it's a good idea to be here \_\_\_\_\_, to get a good seat.

4. A: Hello?

B: Hi, Mary. It's me, Fred. I've been wanting to \_\_\_\_\_,  
so finally I decided to just call you.

5. A: Do you like it here on the twentieth floor?

B: Oh, yes, I live high up myself, so I feel \_\_\_\_\_.

6. A: Do you work here?

B: Yes, I do. \_\_\_\_\_?

7. A: Do you speak Quichua?



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B: Well, I spoke Quichua when I was a child, but that was a long time ago,  
\_\_\_\_\_?

8. A: This is my thesis. Could you read it and give me your opinion?

B: Sure. I'll \_\_\_\_\_ and let you know what I think.

9. A: Are you my secret Christmas friend?

B: Yes, I am.

A: Well, I loved the present you gave me. And I'm very glad to meet you  
\_\_\_\_\_.

10. A: Do you miss me?

B: I sure do. I missed you when you lived across town, but now that you live  
in another state I miss you \_\_\_\_\_.

11. A: Do you like fresh bananas?

B: I like them so much that I'm going to \_\_\_\_\_ the sale and buy 6  
bunches.

12. A: I can only take you as far as Descanso. Then I have to turn right to  
Gualaceo. Are you sure you can get to Azogues by yourself?

B: Oh sure. If you can take me that far, I can \_\_\_\_\_.

13. A: The Emirates airline is expensive, but it's very comfortable, to say the least.

B: That's all right. I'm not worried about money, so I think I'll be  
\_\_\_\_\_ Emirates.

14. A: Some people like to plan way ahead, but I like to do things spontaneously.

B: Me too. I like the excitement of just \_\_\_\_\_ trips and things  
at the moment.



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**3. *Group work:* Work in groups of three and discuss the following questions. Share your answers with the class.**

- *Have you ever traveled by ship? If so, describe your experience and the facilities you found on the ship.*
- *If you were going to the Galapagos, would you prefer to go there by airplane or by ship? Why?*
- *If you were going to go on a cruise, what would be your priorities, in terms of the conditions you would prefer to have?*

*Food? Beds? Bathing facilities? View? Guides? Fellow travelers? Entertainment? Or what?*

### **Listening**

**4. *Group work:* Work in groups of three. Listen to a dialog in a travel agency. Answer the questions. Listen again and check your answers.**

1. What are the advantages of the “superior” travel class over the “comfort” class?
2. Why does Guido insinuate that the “buffet” style of eating is preferable to other ways of eating?
3. What advantages does the availability of a “wetsuit” offer?
4. What is a “catamaran”? How is it different from what we usually think of, when we hear the word “yacht?”
5. What are the three kinds of beds that Guido mentions?
6. Describe the luxuries that the “Queen Beatrice” catamaran offers.



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### Post-listening

5. **Group work:** *Work in groups of three. Make your own conversation about planning an excursion to one of your favorite places; try to use some of the new vocabulary and expressions.*

*Student A: You are the tour operator giving information about the trip. You answer Students B and C's questions.*

*Students B and C: You are the customers interested in getting information for your trip; you ask Student A questions.*

6. **Group work:** *Work in two groups. Each group discusses the advantages and disadvantages of the following situations when preparing for a trip. Then talk to the other group and decide as a group which option is better and why.*

- What do you think is better, when preparing for a trip: to make all the reservations ahead of time, at a travel agency, or just to start out and make your own decisions?



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## ANNEX 29

### IN THE HOTEL

#### Pre-listening

1. **Pair work:** Complete the following sentences with words or expressions from the vocabulary list.

#### **WORDS:**

seem

available

presume

riverview

move on

lecture

guest

owner

say

brochure

welcome

#### **EXPRESSIONS:**

take back

you name it!

give it a try

I guess that's that

a week from (Saturday)

I bet you do

as a matter of fact

keep alive

That sounds just great!

1. I've never been to the United States. \_\_\_\_\_, I've never been out of Ecuador.
2. Today is Wednesday the 5<sup>th</sup> of June. We'll be leaving for the Galapagos on the 13<sup>th</sup>. That's \_\_\_\_\_ tomorrow.
3. We have two kinds of rooms in this hotel: inside rooms and \_\_\_\_\_ rooms, which cost quite a bit more.



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4. You can stay with us as long as you like, and then, when you're ready, you can \_\_\_\_\_ to the next stop on your itinerary.
5. If it's all right with you, I'll give you some folders and posters and \_\_\_\_\_ for you to give to your customers in your travel agency.
6. A: I just love working in this hotel; it has such an international flavor.  
B: \_\_\_\_\_ . Anyone would.
7. I \_\_\_\_\_ that you're the \_\_\_\_\_ of this hotel, since everyone seems to be waiting for you to give orders.
8. We always try to do everything we can to make all our \_\_\_\_\_ feel \_\_\_\_\_ here.
9. A: We have all different kinds of food here: local, national, French, American... \_\_\_\_\_! I especially recommend the vegetarian pizza.  
B: Okay. I guess I'll \_\_\_\_\_.
10. A: We have many different options \_\_\_\_\_ for you stay. Single room, double room, suite... We even have a special suite for newlyweds. It's called the "Romeo and Juliet" suite.  
B: \_\_\_\_\_! We'll take it!
11. A: We tried to reserve the auditorium for your \_\_\_\_\_, but it was already taken. And there's no other place big enough.  
B: Well, \_\_\_\_\_. I'll be moving on to Guayaquil tomorrow.
12. Sometimes people tell us we should modernize the restaurant, but we prefer to \_\_\_\_\_ the old traditions \_\_\_\_\_.
13. \_\_\_\_\_, is it a really hot day today, or does it just \_\_\_\_\_ to be, because we've been walking so much?
14. We've bought so many souvenirs we're afraid we won't be able to \_\_\_\_\_ them all \_\_\_\_\_ with us, because of the overweight.

2. **Group work: Work in groups of four. Answer the following questions. Then share your answers with the class.**



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- What do you know about the hotels in Cuenca city? What facilities do they offer?
- Which is the most expensive hotel in the city? Does it offer all the hotel services to tourists?
- Have you ever stayed in a hotel in Cuenca? If so, what is it like?  
What are the people who work in the hotels of the city like? Do they speak English?
- What are some important aspects to be considered when dealing with guests in a hotel?

### Listening

3. ***Pair work:*** Listen to a dialog between Mr. and Mrs. Jones and the clerk in a hotel of the city. Check the matters they talk about. Compare your answers with another pair of students.

- a) availability of rooms
- b) prices of the rooms
- c) tour organization
- d) hotel's facilities
- e) tourist places in the city
- f) length of stay in the hotel
- g) reasons for staying in the city
- h) School of Tourism
- i) hotel's food
- j) information in brochures



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**4. *Pair work:* Listen again. And then check the **TRUE** statements. Compare your answers with another pair of students.**

- Mr. and Mrs. Jones read about the hotel in the Lonely Planet tourist guidebook.
- Mr. and Mrs. Jones want an interior room.
- The room is \$80 a night, but it does not include all the services.
- The hotel offers all the possible services to guests.
- Mr. and Mrs. Jones are staying two days in Cuenca.
- Mrs. Jones speaks Spanish very well.
- Mr. Jones is a professor at Arizona State University.
- The clerk is a graduate of the School of Tourism.
- The clerk has traveled to an English-speaking country once in his life.
- The clerk speaks English very well.
- Mr. Jones is pleased because the clerk is courteous.
- The food is very good. They have international dishes of French cuisine.
- Mrs. Jones has a travel agency in Phoenix, Arizona.
- Mrs. Jones offers to take cards and brochures back to Arizona to recommend the hotel to customers.

### **Post-listening**

**5. *Group work:* Work in groups of three and prepare a short conversation that takes place in a hotel. Student A is the clerk of the hotel. He /She is very friendly and speaks English very well. Students B and C are two friends who are visiting the city for a week. They ask questions about the hotel's facilities, the prices of the rooms per night, and the food. Also,**





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*they ask for information about the possibility of getting tours for the week. They decide to stay in the hotel because they think it is the right place, since it is located in a good area, it has the facilities they require, and because the clerk has been very nice to them.*



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## ANNEX 30

### IN THE RESTAURANT

#### Pre-listening

1. **Pair work:** *In the conversation below, 20 words are spelled wrong. Can you find them and correct them? Do you know the meaning of each word?*

*(Mr. Jones and his son Rodney enter the Raymipamba restaurant and seat themselves at a table looking out on Calderon Park. A waiter approaches and gives them menus)*

**Waiter:** Buenas tardes.

**Mr. Jones:** Buenas tardes.

**Rodney:** Hey, you said that very well. Just like a native.

**Mr. Jones:** Oh, yeah. I'm getting there. Pretty soon I'll be rattling off the Spanish just like you.

**Rodney:** That'll be nice. It's actually an easy language to learn. Much more sensible than English.

**Mr. Jones:** Well, you certainly learned it well enough. Are you ready to order?

**Rodney:** Oh, yeah. I'm straving.

**Mr. Jones:** Me too. But you'll have to help me. I don't understand anything here.

**Rodney:** No probelm.

**Mr. Jones:** I see this word "polo" a lot. What's "polo"?

**Rodney:** What? (looks at Mrs. Jones' menu) Oh, it's not "polo," it's "poyo." Double "l" is pronounced like "y": "poyo."



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**Mr. Jones:** Ah, okay. “Poyo.” So what’s “seco de poyo”?

**Rodney:** Oh, that’s like a kichen stew. It’s delicious. I think you’ll like it.

**Mr. Jones:** Yeah, that sounds good. I think I’ll have that.

**Rodney:** Good. As for me, hmmm... I think I’ll have my favorite. This. (paints to something on her menu)

**Mr. Jones:** Morcila? What’s that?

**Rodney:** No, mom. What did I tell you about double “l”?

**Mr. Jones:** Oh yeah, yeah. Morciya. So what’s morciya?

**Rodeny:** It’s a kind of suasage. And it comes with French fries.

**Mr. Jones:** Oh, that’s good. You know, I’ve noticed that the potatoes here are really delicious. Much better than the potatoes back home.

**Rodney:** Yep. Did you know that potatoes come from here origenally? From the Andes?

**Mr. Jones:** Really? No, I didn’t know that.

**Rodney:** Well, it’s true. The Incas had dozens and dozens of diferent kinds of potatoes. And they even had a way of dehidrating potatoes, so they had “powdered potatoes.” Great for carring on trips and stuff. All they had to do was add water.

**Mr. Jones:** Well, that’s interesting.

**Rodney:** You know, after you’ve lived here for a while you find yourself eating things you never dreamed you would ever eat. The people are too poor to be choosey about what they eat.

**Mr. Jones:** Oh yeah?

**Rodney:** Yep. Like they think it’s perfectly normal to eat the cow’s brain, the tongue, the stomach... on the coast they even eat the testicles.



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**Mr. Jones:** The cow's testicles?

**Rodney:** You know what I mean. The bull's testicles. Hey, you want to try this morciya?

**Mr. Jones:** Okay. Hey, that's delicious. I never had sausage like that before. What's it made from?

**Rodney:** Blood.

**Mr. Jones:** What? Blood?

**Rodney:** Yep, blood. It's just cooked blood.

**Mr. Jones:** Yuk!

**Rodney:** What d'ya mean, yuk? I thought you said it was delicious.

**Mr. Jones:** Well, it is, but it's just the idea... of... eating blood. I think I'll stick with the more traditional stuff.

**Rodney:** A lot of the foods here are like that. Once you get over your initial repulsion, they're just great.

**Mr. Jones:** Okay, I'll take your word for it. Next time I think something is delicious, I'll be sure not to ask what it is.

**Rodney:** That's a good idea. And don't forget, Friday evening we're going to my boss's home for diner, and then you're going to have something I know you've never had before... preparad by his wife.

**Mr. Jones:** Oh yeah? What is it?

**Rodney:** It's cuy.

**Mr. Jones:** Cuy? What's that?

**Rodney:** You sure you want me to tell you?

### 2. **Pair work** Ask each other the following questions



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- When you are a visitor to a city and you want to eat in a good restaurant, do you think mostly about the main dishes (steak, chicken, seafood, etc.), or do you think about the quality of the side dishes (potatoes, salad, vegetables, etc.)? Or is it the desserts that mainly interest you (ice cream, cake, pie, etc.)?
- When you travel to another city, are you usually interested in trying the typical food of the place?
- Have you tried any unusual food in another city? If so, what was it? What did it look like? Did you like it or not? Do you have any interesting experience to share with your classmates?

**3. *Group work* Before listening, work in groups of four and discuss the following situations. Then one student of each group present a summary of the conversation to the class.**

- Imagine that you are in a restaurant in a foreign country, and you don't understand the menu. What do you do?
- As students of the School of Tourism, do you think you are prepared to respond to all the tourists' inquiries related to the typical food of Cuenca? Let's suppose they need to know what "morcilla" is, what would you tell them? What about "caldo de patas"?
- Think about other traditional dishes and find a good way to give information about them.

### **Listening**

**4. *Listen to a conversation between Mr. Jones and his son Rodney in the Raymipamba restaurant. Fill in the blanks.***

- **Mr. Jones:** \_\_\_\_\_ you ready to \_\_\_\_\_?

**Rodney:** Oh, yeah. I'm \_\_\_\_\_.

- **Mr. Jones:** Ah, okay. "Poyo." So \_\_\_\_\_ "seco de poyo"?



## UNIVERSIDAD DE CUENCA

**Rodney:** Oh, that's \_\_\_\_\_ a chicken \_\_\_\_\_. It's delicious. I think \_\_\_\_\_ like it.

- **Mr. Jones:** Oh yeah, yeah. Morciya. \_\_\_\_\_?

**Rodney:** It's a \_\_\_\_\_ of sausage. And it \_\_\_\_\_ with French fries.

- **Rodney:** Yep. \_\_\_\_\_ you \_\_\_\_\_ that potatoes \_\_\_\_\_ from here originally? From the Andes?

**Mr. Jones:** Really? No, I \_\_\_\_\_ that.

- **Mr. Jones:** Okay. Hey, that's delicious. I never had sausage like that before. \_\_\_\_\_?

**Rodney:** \_\_\_\_\_.

**Mr. Jones:** What? \_\_\_\_\_?

**Rodney:** Yep, \_\_\_\_\_. It's \_\_\_\_\_.

**Mr. Jones:** Yuck!

**Rodney:** What d'ya mean, \_\_\_\_\_? I thought you said it's \_\_\_\_\_.

**Mr. Jones:** Well, it is, but it's \_\_\_\_\_ the \_\_\_\_\_... of... \_\_\_\_\_ blood. I think I'll \_\_\_\_\_ with the more traditional \_\_\_\_\_.

### 5. **Group work** Work in groups of five. Listen to the last part of the conversation

- **Say whether you agree or disagree with what Rodney thinks about foods in Cuenca; give reasons to support your point of view.**

**Rodney:** *A lot of the foods here are like that. Once you get over your initial repulsion, they're just great*



## UNIVERSIDAD DE CUENCA

### Post-listening

- ***What do you think about Mr. Jones' response to Rodney? Do you think it is better not to ask for details related to some foods you have never tried before, in order to avoid feeling disgusted?***

**Mr. Jones:** *Okay, I'll take your word for it. Next time I think I'll try something, or next time I think something is delicious, I'll be sure not to ask what it is.*

- ***Do you think it is polite to make negative comments about food, when you are a guest? Talk about it.***

6. ***Pair work*** ***Role play a short conversation in a restaurant. Student A is the waiter/waitress who explains to the customer – Student B – about some traditional dishes, and he/she recommends to him/her one of the most popular dishes of the restaurant; he/she says that it is the best dish in the city. Student B is a little worried at the beginning, but at the end he/she is very pleased because the food is delicious.***

**Student A:** *Good morning. May I take your order?*

**Student B:** *Good morning. Yeah, but I would like to see the menu first.*

**Student A:** *Certainly! Here you go.*

**Student B:** *Thanks ...*



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## ANNEX 31

### IN THE BUS STATION

#### Pre-listening

1. **Group work:** *Work in two teams and play this game. Match the words with their antonyms. The team which has the most correct answers is the winner. Before you start playing you must pay attention to the form of each word. Is it a verb? Is it an adjective? Is it an adverb? etc.*

#### WORDS

#### ANTONYMS

correct

precision

bought

a whole lot

last

come

remember

not more than

right

same

glad

remain the same

main

nothing

through

taken

at least

sorrow

guess

mistaken

on strike

secondary

leave

working





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midnight	next
go	arrive
worse	come from
plus	one
usually	obstructive
get to	more or less
stuff	noon
happen	minus
just	seldom
leeway	forget
notice	better
pretty	around
fact	wrong
middle	know
stretch out	sorry
other	awful
back	hardly
available	ignore





## UNIVERSIDAD DE CUENCA

- Azogues and Biblian
- The Cajas National Park
- A trip to Machala
- A plane to New York
- Rodney's height
- Availability of a seat for Rodney
- Bus fare
- Bad luck

**4. *Group work:* Work in Groups of five. Listen to the conversation again, and then fill in the blanks with the corresponding words.**

**CLERK:** Buenos días. Como les puedo ayudar?

**SALLY:** Buenas días. \_\_\_\_\_ you Nayo Arpi?

**CLERK:** Yes, I am. \_\_\_\_\_ can I help you?

**SALLY:** We were \_\_\_\_\_ you speak English.

**CLERK:** Yes, that's correct. \_\_\_\_\_ told you?

**RODNEY:** Some friends of \_\_\_\_\_. Older people. They \_\_\_\_\_ a ticket from you last week... to Guayaquil.

**CLERK:** Yes, I \_\_\_\_\_ I remember them. \_\_\_\_\_ people?

**SALLY:** Yeah, that's right. I'm really glad they told us \_\_\_\_\_ you... and that you were here today. We \_\_\_\_\_ don't get along \_\_\_\_\_ well in Spanish.



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- CLERK:** Well, I'm glad I was here, \_\_\_\_\_. And what can I do for you?
- RODNEY:** We want \_\_\_\_\_ go to Guayaquil.
- CLERK:** When?
- RODNEY:** Today.
- CLERK:** \_\_\_\_\_... you got bad luck there. The main route to Guayaquil goes \_\_\_\_\_ Cajas National Park, and last night there was a \_\_\_\_\_ up there, and the road will be closed for \_\_\_\_\_ 24 hours.
- SALLY:** Oh no! We \_\_\_\_\_ have to get to Guayaquil today. Isn't there \_\_\_\_\_ other route?
- CLERK:** Well, there's the old route, \_\_\_\_\_ goes through Azogues and Biblian and Tambo, but \_\_\_\_\_ what... the campesinos – that's the country people – they're \_\_\_\_\_, and they've closed that road too, in Tambo. Nothing can \_\_\_\_\_.
- RODNEY:** Oh, no! \_\_\_\_\_, this is serious. We really **do** have to \_\_\_\_\_ Guayaquil today. Our plane leaves \_\_\_\_\_ New York at midnight. That means we \_\_\_\_\_ be in the airport by nine. What're we \_\_\_\_\_ do?
- CLERK:** \_\_\_\_\_, there is one more option. The only option, now, \_\_\_\_\_. You have to go to Machala, and \_\_\_\_\_ buses there, and \_\_\_\_\_ go from Machala to Guayaquil.
- SALLY:** Yeow! That \_\_\_\_\_ really complicated. And how long is that gonna \_\_\_\_\_ us?
- CLERK:** Oh, it's not so bad. It could be \_\_\_\_\_. It takes 3 hours from here to



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Machala, and 3 hours from Machala to Guayaquil. \_\_\_\_\_ the time it takes you to change buses in Machala. \_\_\_\_\_ that's a total of 6 and a half or 7 hours, \_\_\_\_\_ the 4 it usually takes to get to Guayaquil.

**RODNEY:** \_\_\_\_\_, no! Talk about bad luck! All that \_\_\_\_\_ had to happen today, \_\_\_\_\_? Well, I guess we have to \_\_\_\_\_ it. When does the \_\_\_\_\_ bus to Machala leave?

**CLERK** (looks at his watch): \_\_\_\_\_ forty minutes from now... at \_\_\_\_\_.

**SALLY** (to Rodney): Wow! That doesn't leave us much \_\_\_\_\_, does it?

(to clerk): And you have seats \_\_\_\_\_ that bus?

**CLERK** (looks at chart): Yes, we do.

**SALLY:** Yeah, but you know \_\_\_\_\_? We have another problem.

**CLERK:** Oh, really? What's \_\_\_\_\_?

**SALLY:** Well, \_\_\_\_\_ you may have noticed, my husband is \_\_\_\_\_ tall.

**CLERK:** Yes... I certainly \_\_\_\_\_ notice that. As a matter of fact, I think your husband is the tallest person I've \_\_\_\_\_ seen, in person. If you don't mind my asking, \_\_\_\_\_, how tall are you?

**RODNEY:** I'm six foot six.

**CLERK:** Oh. And... \_\_\_\_\_... do you know how much that is in meters?

**RODNEY:** No, I don't.

**SALLY:** Well... wait... wait... \_\_\_\_\_ see. Six feet is 72 inches, plus another six inches... \_\_\_\_\_ seventy-eight inches. And a meter is 39



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inches... \_\_\_\_\_! That's exactly two. (to Rodney) \_\_\_\_\_ exactly two meters tall!

**RODNEY:** Oh.

**SALLY** (to clerk): He's exactly two meters tall.

**CLERK:** \_\_\_\_\_! Two meters tall! That's incredible!

**SALLY:** Yeah. Well, \_\_\_\_\_, as I was sayin', we have this problem, \_\_\_\_\_ is that there's only **one** seat \_\_\_\_\_ the bus that my husband can \_\_\_\_\_.

**CLERK:** Really? Which one?

**SALLY:** The middle one, in the last \_\_\_\_\_. That way he can \_\_\_\_\_ his legs in the aisle. Any other seat, and he can't \_\_\_\_\_ sit down, because his knees \_\_\_\_\_ the back of the seat in front.

**CLERK:** Whew! I can see that \_\_\_\_\_ be a problem!

**SALLY:** So do you have that seat on the \_\_\_\_\_ bus?

**CLERK** (looks): Yes, we do.

**SALLY:** Yeah... fortunately, that seat is usually available, \_\_\_\_\_ it's in the back row \_\_\_\_\_. Okay, so we'll take that seat for him, and one \_\_\_\_\_ it for me, on \_\_\_\_\_ side. Okay?

**CLERK:** And the name?

**SALLY:** Sally Royce. R-O-Y-C-E.



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**CLERK:** Okay. \_\_\_\_\_.

**SALLY:** Oh! And one more thing. \_\_\_\_\_ is the bus fare from here to Machala?

**CLERK:** It's nine dollars.

**SALLY:** \_\_\_\_\_?

**CLERK:** That's right.

**SALLY:** And do you \_\_\_\_\_ know how much it is from Machala to Guayaquil?

**CLERK:** No, I don't have that information. But since the trip is the same \_\_\_\_\_ as from here to Machala – three hours – I \_\_\_\_\_ the price would be the same, too... nine dollars each. Or at least \_\_\_\_\_ more.

**RODNEY:** Yeah, that's okay. Well, I guess we'll be \_\_\_\_\_.

**SALLY:** Here's eighteen dollars.

**CLERK:** (gives the ticket to Sally): There you are. \_\_\_\_\_ to have met you. Hope you have a good trip.

**RODNEY:** Nice to have met you too.

**SALLY:** And thank you for \_\_\_\_\_ so helpful.

**CLERK:** My \_\_\_\_\_. 'Bye.

**RODNEY & SALLY:** 'Bye.

### Post-listening



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5. **Group work:** *Work in groups of three, take turns to summarize the conversation. You can role play it, if you want.*
  
6. **Group work:** *Work in groups of three and prepare a short conversation in the bus station. Student A is the clerk who answers all the customers' questions about a trip to Loja. Students B and C are two friends who want to travel to Loja because they are interested in visiting Vilcabamba. They ask the clerk questions; they ask about the bus schedules, the fare, the availability of seats, and the length of the trip. Also, they ask about the way to get to Vilcabamba once they are in Loja.*





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## ANNEX 32

### IN THE BOOKSTORE

#### Pre-listening

1. **Pair work:** Match the words and expressions with their synonyms. Then compare with your classmates.

#### WORDS

owner

particular

deal ... in

handle

stuff

tense

dire

owe

charge

guess

find out

Yup

#### EXPRESSIONS

check it out

#### SYNONYMS

discover

make pay

suspenseful

need to pay

uh-huh

proprietor

suppose

terrible

specific

do business with

material

sell

#### SYNONYMS

dealing with



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I'm afraid	me too
let's see	I have an idea
I'll tell you what	let me think
same here	investigate
revolving around	I'm sorry to say

**2. *Pair work:* Ask each other these questions. And then share your answers with the class.**

- Do you know of any bookstores in Cuenca that sell books in foreign languages?
- If a tourist wanted to get some tourist guidebooks, like for Quito, Cuenca or the Galapagos Islands, could he/she find them in the bookstores of Cuenca?
- Which do you think a typical tourist would be more interested in acquiring, here in Cuenca: guidebooks, or “entertaining reading?” Why?
- When you are a tourist in a city, do you like to read, or just sightsee?

### **Listening**

**3. *Group work:* Listen to the dialog. Work in groups of three. Answer the questions. Then join a different group and compare your answers.**

- Why do you think Mr. Dubs says that his bookstore deals mostly with modern books, and doesn't have many classical books?
- Why do you think the customer says that he's going to bring back the book A Time to Kill and say that he didn't like it?
- What kind of book is a “legal thriller”? Have you ever read one? Did you like it?
- Why is the offer that Mr. Dubs makes to the customer, about the book, an unusual one?



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**4. Listen to the dialog again. Then choose the correct answer. Then compare your answers with a classmate's.**

- How does the customer explain his presence in Mr. Dubs' bookstore?
  - a) He saw an advertisement in the newspaper.
  - b) He heard about it on the radio.
  - c) He heard about it from a friend.
  - d) He was walking along and saw the bookstore by accident.
  
- "Legal thrillers" have to do with ...
  - a) statutes
  - b) famous legal cases
  - c) criminals trying to escape being captured
  - d) technical points of law with suspenseful consequences
  
- The customer will have to pay Mr. Dubs for the book if ...
  - a) he reads the book and likes it.
  - b) he wants to take the book home.
  - c) he reads the book and doesn't like it.
  - d) he wants to get another book from Mr. Dubs
  
- John Grisham ...
  - a) is from the south.
  - b) writes about racism.
  - c) is very popular with American readers.
  - d) all of the above.



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- Why doesn't the receptionist **wait on\*** the customer herself?
- a) She only speaks a little English.
- b) Mr. Dubs is American, and the customer is too.
- c) She thinks Mr. Dubs and the customer would enjoy meeting each other.
- d) All of the above

**\*("wait on" means to attend to somebody)**

- The customer is willing to try a book by John Grisham because ...
- a) He has heard of him before
- b) Lee Dubs says that Grisham is the most popular author in his bookstore.
- c) He is intrigued by the idea of a "legal thriller."
- d) Lee Dubs has made the offer of letting him read it for free, if he doesn't like it.
- e) All of the above.

### **Post-listening**

#### **5. *Pair work: Role play***

##### **Student A:**

*Imagine that you are Mr. Dubs and a customer comes into the store and asks for a certain book which is not in stock, and which is so technical that you (Mr. Dubs) know that you would never be able to sell it to the general public. Then the customer says that he really wants that particular book, and asks about the possibility of you (Mr. Dubs) ordering it for him from the United States. Tell the customer about the problems with that idea, arising from*

- a) *The time that is required for the book to arrive from the U. S.*
- b) *The possibility of the book's being lost or stolen.*



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- c) *The difficulty of getting the book out of customs.*
- d) *The problem that you (Mr. Dubs) will have getting rid of that book, in case this customer doesn't come in to get it.*

### **Student B:**

*Tell Mr. Dubs that you not only want the book, but you really need it, for a project you are doing in the University. Answer all Mr. Dubs' doubts by saying*

- a) *That you are willing to wait as long as it takes, to get the book.*
- b) *That if the book is lost or stolen you will pay for it willingly, and order it again.*
- c) *That you will help him with the **red tape**\* involved in getting the book out of customs.*
- d) *That you will leave a deposit of more than the value of the book.*

**\*("red tape" means bureaucratic technicalities)**



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## ANNEX 33

### IN THE AIRPORT

#### Pre-listening

1. **Pair work:** *Some of the phrases and sentences in the conversation have been “jumbled.” Can you “unjumbled” them.*

(Rodney and Sally Royce are in the airport in Guayaquil. They are next in line at the Copa Airlines counter.)

**CLERK:** Next!

(Rodney and Sally approach the counter and hand the clerk their papers.)

**CLERK:** Buenas noches.

**SALLY:** Buenas noches. Uh ... do you speak English?

**CLERK:** Yes, of course. Good evening.

**RODNEY & SALLY:** Good evening.

**CLERK:** **us to glad copa you on with have**(Looks more closely at the papers) Uh ... this plane left already. Nine hours ago.

**RODNEY & SALLY:** What?

**CLERK:** You see, the departure here is entered as twelve-oh-one (12:01) on July twelfth (12<sup>th</sup>).

**RODNEY:** Yeah, that's right. And today's July twelfth. So doesn't the plane leave at midnight?



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**CLERK:** It already **left** at midnight ... this morning. Or rather at one minute after Midnight ... the first minute of today. Don't you see that it says "a.m." here? Right now it's 8:45 **p.m.**, of the twelfth. **this new plane to morning early got yor**  
**your**

**RODNEY & SALLY:** Oh no!

**CLERK:** Unfortunately, it's true.

**SALLY:** So what can we do?

**CLERK:** Well, obviously I can't put you on this airplane, because all the seats are full. **wait while office just call you'll to I few central the a minutes have** and see if there are any seats available on tomorrow night's flight...or rather the next day's early-morning flight, I should say. And there'll be a fine.

**SALLY:** Oh, that's horrible! So we're stuck here in Guayaquil for at least twenty-four hours? And we have to **pay** for it?

**CLERK:** I'm afraid so. But Guayaquil is a nice city.

**RODNEY:** Oh, I'm sure. Why don't they use the military system – the twenty-four hour system? **Left one morning way at this minute would've our zero that hours plane** Not "midnight." And right now it would be twenty hours forty-five minutes. And there wouldn't be any confusion about all this twelve-oh-one stuff.

**CLERK:** Yeah, I suppose that might be a good idea. **Is you change but it old how to know customs hard** You know, here in Ecuador we **use** the military system, for schedules, and classes, and invitations, and everything. You see the clock over there. It says "twenty forty-eight."



## UNIVERSIDAD DE CUENCA

- RODNEY:** Oh yeah. Well, at least that's good.
- SALLY:** And now... how much is this fine gonna be?
- CLERK:** Well, let me call, and see. (Clerk makes a call and speaks in Spanish for a few minutes. Then she hangs up.)
- CLERK:** **Some have news and I well news bad some good** So which do you want first?
- RODNEY:** Oh, the good news, I guess.
- SALLY:** No, no, the bad news! the bad news!
- CLERK:** The bad news is that the fine is three hundred and two dollars (\$302).
- SALLY:** Yikes! You people really know how to punish a person, huh?(to Rodney) So that's a hundred and fifty-one bucks each, right?
- CLERK:** No, no... it's three hundred and two dollars **each**. Six hundred and four dollars for the two of you.
- RODNEY:** Man, that's disgusting. **Much innocent how an someone mistake you for so penalize can such?**
- CLERK:** Well, that's the company policy. **do for can't I something you I wish could but I**
- RODNEY:** Well, I guess we're stuck... again. Do you take American Express, at least?
- CLERK:** Yes. At least I can help you with that.
- RODNEY:** Okay. **bite guess the I to we'll bullet have just** Oh... and what's the good news?
- SALLY:** Yeah, what's the good news?





## UNIVERSIDAD DE CUENCA

- CLERK:** Oh... **are good you that news available the for there is places** on tomorrow night's – excuse me – on Wednesday morning's flight.
- RODNEY:** Well, that at least **is** good news. Well, Sally, let's head back to the city. I've heard that the Oro Verde hotel is a good place to stay.
- SALLY** (dejectedly): Okay. Yeah, let's go.
- RODNEY:** All in all, I'd say this was the unluckiest day of our lives, wouldn't you?
- SALLY:** Yeah, I guess I'd have to agree.
- CLERK:** Cheer up. Guayaquil is a beautiful city. Tomorrow go to the "Malecon dos mil." You'll feel better.
- RODNEY:** Okay. And thank you... I – I guess.
- SALLY:** Yeah. Good night.

**2. *Pair work* Ask each other the following questions. Then share your answers with the class.**

- How often do you travel by plane? Where do you usually go?
- Have you ever lost a flight? If yes, what did you do? Did you have to pay a fine? Did you have to stay in a hotel in another city? How did you feel?
- Have you ever been stuck in an airport? What did you do?
- Do you think one of the reasons for losing a flight is because they do not use the military system – the twenty-four hour system in airports? Explain it?

### Listening



## UNIVERSIDAD DE CUENCA

**3. *Pair work* Listen to a conversation between Rodney and Sally Royce and the clerk in the airport. Match the questions with the answers. Then compare with another pair of classmates.**

- |    |  |    |   |
|----|--|----|---|
| 1. | Do you speak English?  | a) | The fine is three hundred and two dollars (\$302).  |
| 2. | Doesn't the plane leave at midnight?   | b) | Yeah, I suppose that might be a good idea. But you know how hard it is to change old customs                                    |
| 3. | So what can we do?   | c) | Well, that's the company policy.  |
| 4. | So we're stuck here in Guayaquil for at least twenty-four hours?<br><br>And we have to pay for it? | d) | Oh... the good news is that there are places available for you on tomorrow night's – excuse me – on Wednesday morning's flight. |
| 5. | Why don't they use the military system – the twenty-four hour system?                              | e) | You'll just have to wait a few minutes while I call the central office and ...  |
| 6. | How much is this fine gonna be?  | f) | Yes. At least I can help you with that.   |
| 7. | How can you penalize someone so much for such an innocent mistake?                                 | g) | It already left at midnight... this morning.  |



## UNIVERSIDAD DE CUENCA

8. Do you take American Express,  
at least? h) I'm afraid so.
9. Oh... and what's the good news? i) Yes, of course.

### 4. **Pair work** Listen again, say Yes / No to the following statements.

- |   |     |    |
|---|-----|----|
| A) The clerk speaks only Spanish.   | Yes | No |
| B) Rodney and Sally lost their flight.  | Yes | No |
| C) The plane left at 12:01 on July 12th.  | Yes | No |
| D) Their plane got to New York late this morning.                                 | Yes | No |
| E) Sally and Rodney are stuck in Guayaquil.                                       | Yes | No |
| F) They will have to pay a fine of \$604 for the two of them.                     | Yes | No |
| G) They use the military system (the twenty-four hour system) in the airport.     | Yes | No |
| H) They do not take American Express in the airport.                              | Yes | No |
| I) There are places available for Rodney and Sally on Wednesday morning's flight. | Yes | No |
| J) Rodney and Sally will probably stay in Oro Verde Hotel.                        | Yes | No |

### Post-listening

### 5. **Group work** Work in groups of three. Decide what you would in the following situations. Role play a conversation.

- You are tourists traveling from Cuenca to Guayaquil. The plane leaves at 7:00 p.m. You arrive a little bit late for checking in, there are no people in the line waiting to be checked; however, the clerk is in the counter, he / she is talking on the phone, but he / she does not want to help you.



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- *You are tourists coming back to your country. You are traveling from Cuenca to Quito, the plane leaves at 6:00 p.m., but the clerk tells you that it cannot leave because of the bad weather conditions. You have to be in Quito at 8:00 p.m. because you have to check in for the other flight.*
- 6. **Pair work** *Talk about other typical problems that people have in airports and about the things they do in order to solve these problems or the possible solutions that airports find to help them. (Tell the class).*



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## ANNEX 34

### SUMMARY OF EXPRESSIONS

**Group work** Play the game in groups of three. Fill in the lines with the expression that matches the one under the line. The group which has the most correct sentences is the winner.

suffer the pain      the decision has been made      do-it-by-yourself  
leave now      suggest something  
study it a little      waiting with happiness for  
trust you      continue to enjoy  
fluently speaking  
investigate it  
proceed without a plan  
find it easy to speak      overcome      attended to  
welcome you as a customer  
this is what you wanted      return      have the experience  
trained and prepared

1. I heard about this place, and I thought I'd \_\_\_\_\_ . (check it out)
2. Well... I'll \_\_\_\_\_ . Let's do something. (tell you what)
3. We really don't \_\_\_\_\_ in Spanish. (get along so well)
4. Well, I guess we'll \_\_\_\_\_ . (be on our way)
5. (Clerk gives the ticket) \_\_\_\_\_ . (There you are)



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6. ...just fly out there and then just look for a hotel and \_\_\_\_\_ . (take it from there)
7. ...we usually advise our clients against that \_\_\_\_\_ idea. ("free-lance")
8. So you take it with you and \_\_\_\_\_ , (look it over)
9. So you decided to \_\_\_\_\_ ? (give it a try)
10. They certainly \_\_\_\_\_ you! (did a good job on)
11. I'm sure you're \_\_\_\_\_ that. (looking forward to)
12. So I guess \_\_\_\_\_ . (that's that)
13. Pretty soon I'll be \_\_\_\_\_ the Spanish... (rattling off)
14. Once you \_\_\_\_\_ your initial repulsion, (get over)
15. I think I'll \_\_\_\_\_ the more traditional stuff. (stick with)
16. Okay, I'll \_\_\_\_\_ for it. (take your word)
17. Glad to \_\_\_\_\_ on Copa. (have you with us)
18. I guess we'll just have to \_\_\_\_\_ . (bite the bullet)
19. Well, let's \_\_\_\_\_ to the city. (head back)



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20. The owner of the bookstore \_\_\_\_\_ the customer himself. (waited on)



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## ANNEX 35

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### Questionnaire

This questionnaire was designed in order to gain a perspective of the people I am going to be dealing with in the School of Hospitality – both teachers and students. The object is to determine if the programs, material, and methodology currently in use are adequate, and if they can be improved.

*Please read the questions carefully and then circle the corresponding option according to your experience.*

Thank you for your cooperation

1. How long have you been teaching English in the Area of Tourism?
  - a. Less than one year
  - b. 1-2 years
  - c. 2-4 years
  - d. More than 4 years
  
2. What level of English do you usually teach?
  - a. Beginners
  - b. Intermediate





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- c. Advanced
  - d. All of the above
3. What size are your classes, usually?
- a. Fewer than 10 students
  - b. 10-20 students
  - c. 20-40 students
  - d. More than 40 students
4. What is your students' purpose in taking your tourism classes?
- a. To be future tourist guides
  - b. To open a travel agency
  - c. To work in a tourist-related industry (hotel, tourist transport, etc.)
  - d. Undecided – no specific purpose
5. How would you rate the textbook you are currently using in your tourism classes?
- a. Excellent
  - b. Good
  - c. Fair



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- d. Poor
6. How could your classes be improved?
- a. Better textual material
  - b. More “live” contact with tourists
  - c. More virtual material
  - d. All of the above
  - e. Other \_\_\_\_\_
7. In what areas do your students seem to be more interested?
- a. Local history and culture
  - b. Museums and archeological sites
  - c. Nature
  - d. Nightlife
  - e. Other (please explain) \_\_\_\_\_
8. What kind of supplemental instruction would you be interested in adding to your teaching methods?
- a. Printed materials



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- b. Technology
- c. On the job experiences
- d. Visiting lecturers
- e. Other (specify) \_\_\_\_\_

9. Do you think that teachers need to continue their professional development in order to fulfill the needs of students?

- a. yes, monthly
- b. yes, at the start of each semester
- c. every teacher should be responsible for his/her own professional development
- d. it is not necessary

10. What do you think primarily motivates students to study in the field of tourism?

- a. possibilities of travel
- b. meeting people from other countries
- c. economic reasons
- d. pride in your country
- e. Other (specify) \_\_\_\_\_



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11. Do you think that your students entered the career of tourism as a first choice or did they change from a previous field?

- a. yes
- b. no
- c. not sure

12. If you know that students began (or have interest in) another field, do you think that these interests can be channeled towards or combined with tourism to provide a more enriching education?

- a. yes
- b. no
- c. with effort
- d. not sure

13. If you think that students in tourism have other interests, how can their needs be best served?

- a. add specializations (e.g. nature-, history-, culture-tourism, etc.)
- b. faculty should have wide background knowledge and diverse interests
- c. allow students to take the initiative to explore their interests
- d. establish inter-departmental collaborations to suit the needs of students



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e. Other (specify) \_\_\_\_\_

14. How do you think the preparation of students in tourism can be best improved?

- a. internships
- b. minimum proficiency in a third language
- c. deeper historical and geographical preparation
- d. stronger foundation in cultural sensitivity and etiquette when dealing with foreign cultures



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## **ANNEX 36**

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### **INTERVIEW**

**The purpose of this interview is to analyze the teachers' points of view concerning the programs, materials, and methodologies currently in use in the School of Hospitality Sciences of the University of Cuenca in order to acquire a better perspective of the teaching-learning process and to look for ways it can be improved.**

**Please answer these questions according to your experience.**

**Thank you for your cooperation**

1. Will the students of the School of Hospitality Sciences of the University of Cuenca perform much better in their English classes if the teacher uses authentic and relevant material?

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2. Will the use of authentic and relevant material improve the students' communicative competence by reinforcing listening and speaking skills?

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3. Will students' confidence be increased if they make decisions and choices in the teaching-learning process?

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4. Will the methodology used involve interesting real-life situations?

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5. In your opinion, should the material currently in use in the School of Hospitality Sciences be made more relevant to the students' needs?
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## ANNEX 37

### RECOMMENDED WEB SITES FOR STUDENTS OF ENGLISH

<http://www.englishformyjob.com/index.html>

This web site offers English vocabulary and grammar quizzes for the hospitality industry.

<http://drewsesfluencylessons.com/Travel/vocabulary.html>

Students can practice the English of tourism for communication in real life situations.

<http://www.esolcourses.com/content/topicsmenu/listening.html>

This web site offers video listening comprehension activities for tourism students.

<http://www.englishfortourismstudies.blogspot.com/>

This web site offers interesting activities for teachers and students

[http://video.nationalgeographic.com/video/player/places/cities-places/us\\_rhythmsofnyc.html](http://video.nationalgeographic.com/video/player/places/cities-places/us_rhythmsofnyc.html)

This web site is very interesting because it offers a great variety of videos of different tourist places.

<http://www.theus50.com/>

This web site is a good tool for students. It provides information about each state of the U.S. concerning geography, tourism, history. There are also fun games.

<http://www.englishclub.com/english-for-work/hotel-vocabulary.htm>

This is an interesting web site for students; they can learn vocabulary and expression for tourism through interactive exercises.

<http://www.holidays.net/>

This website includes information about the holidays, including its history and related activities.

<http://plaza.ufl.edu/ikyang/transportation.htm#home>

This web site offers materials for use in teaching the English of tourism. Teachers can find not only online activities but also teaching ideas.

<http://www.eslflow.com/Tourismlessons.html>





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This web site offers tourism/hospitality lessons for ESL students.

<http://www.englishfortourismstudies.blogspot.com/>