

Ministerio de Turismo

MANUAL VIRTUAL COURSE OF TECHNICAL ENGLISH FOR TOURISM

(English Version)



Participant's Document

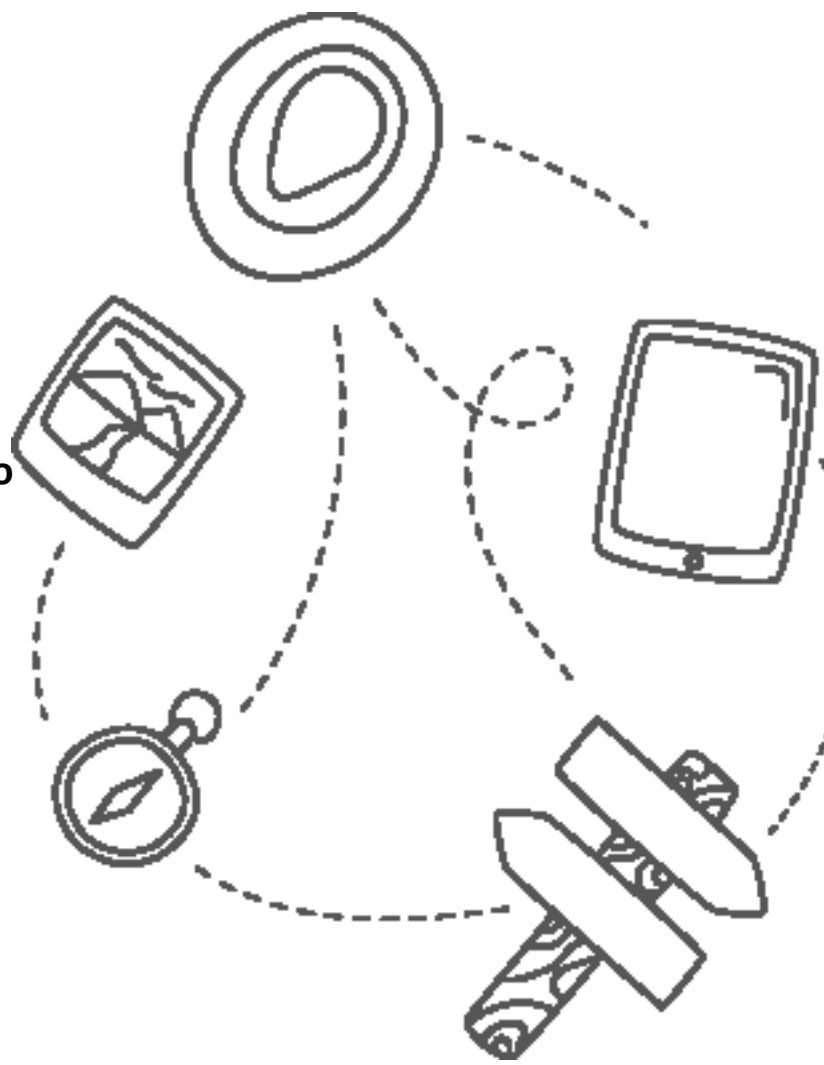


CREDITS

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ICONOGRAPHY

Evaluation



Practice



Grammar review



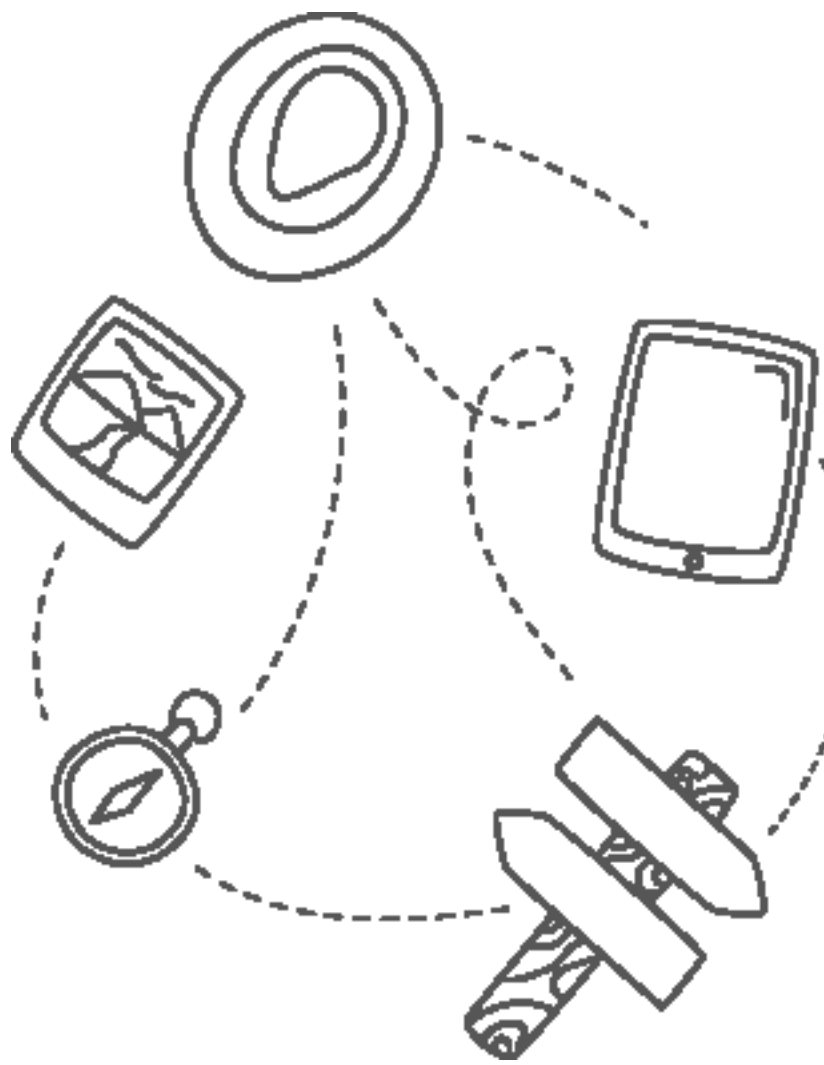
Glossary



Website



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OBJECTIVES

And learning outcomes

General Objective

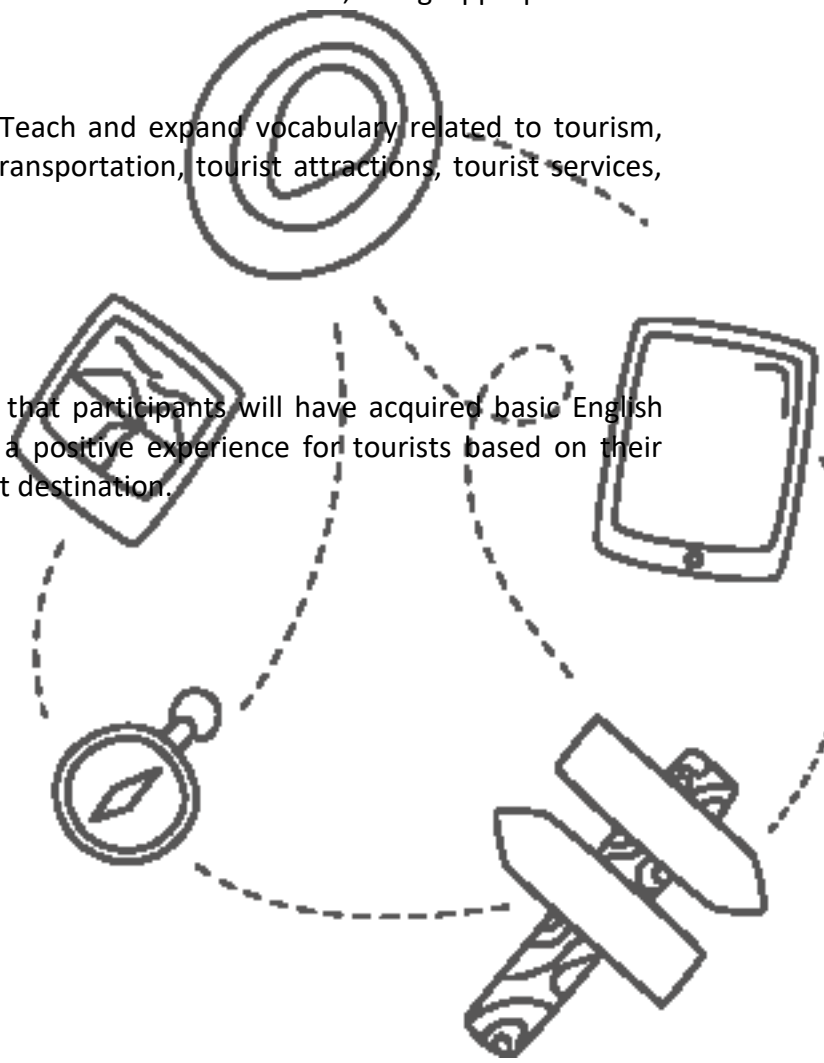
To develop the English language skills necessary for basic yet effective communication in professional situations within the tourism sector, enabling students to interact confidently and fluently in tourism-related contexts.

Specific Objectives

1. Listening comprehension: Improve students' ability to understand conversations and dialogues related to tourism in English.
2. Oral expression: Develop students' ability to communicate basic yet effectively in English in situations such as welcoming tourists, providing information about tourist destinations, offering recommendations, and resolving problems or complaints.
3. Written expression: Develop students' ability to write emails, reports, and other written documents in English with basic information in the tourism field, using appropriate and accurate language.
4. Specific vocabulary and terminology: Teach and expand vocabulary related to tourism, including specific terms for hospitality, transportation, tourist attractions, tourist services, etc.

Learning Outcomes

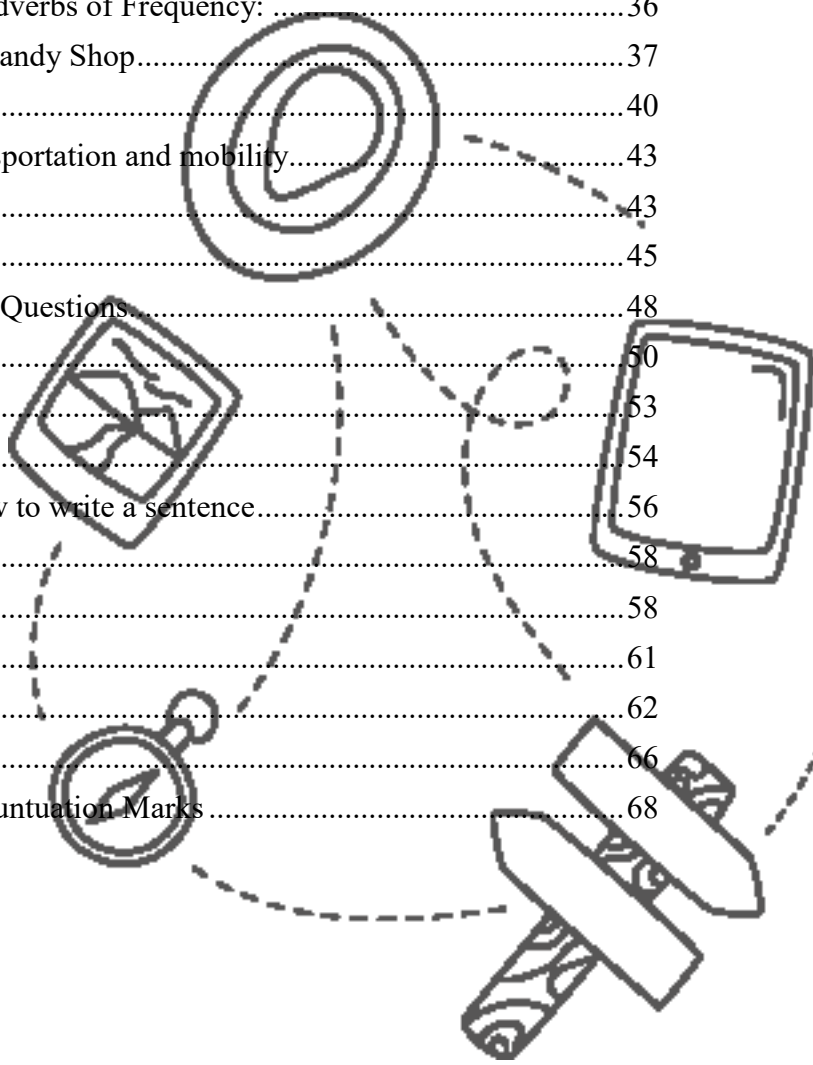
At the end of the course, it is expected that participants will have acquired basic English communication skills in order to create a positive experience for tourists based on their knowledge of a product, service, or tourist destination.





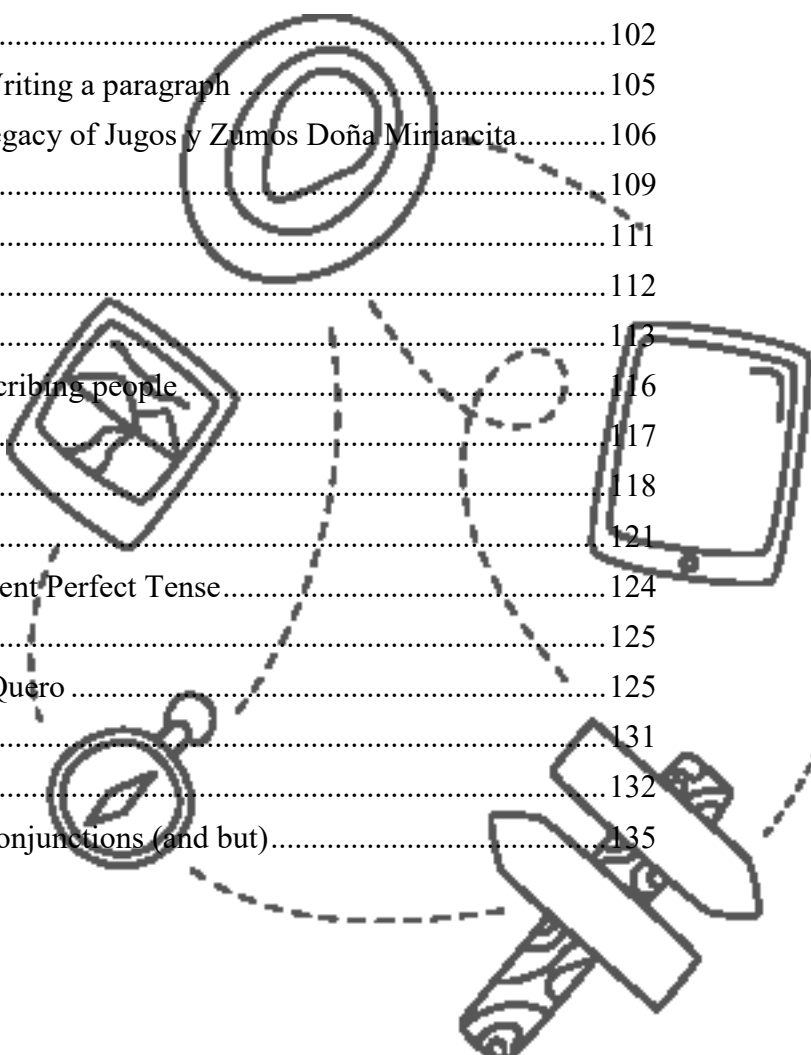
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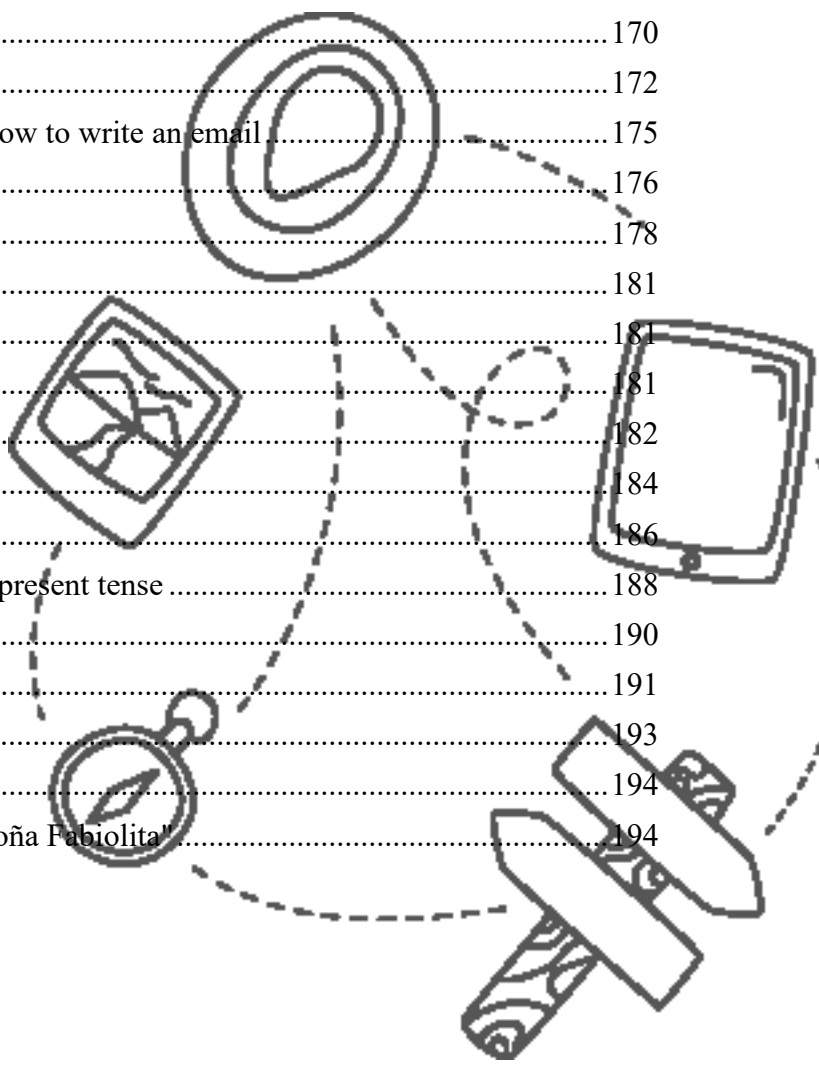


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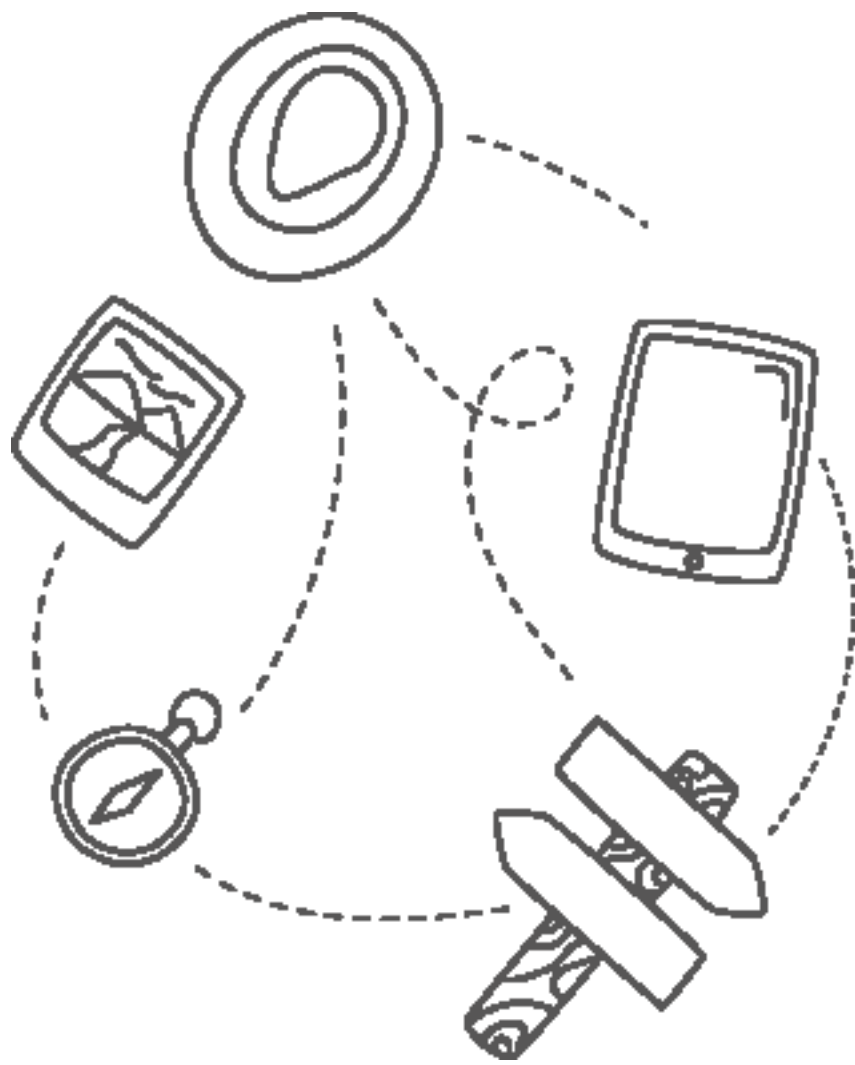


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VIRTUAL ACTIVITIES WORKBOOK GUIDELINE

1. UNIT 1 – Speaking with someone for the first time

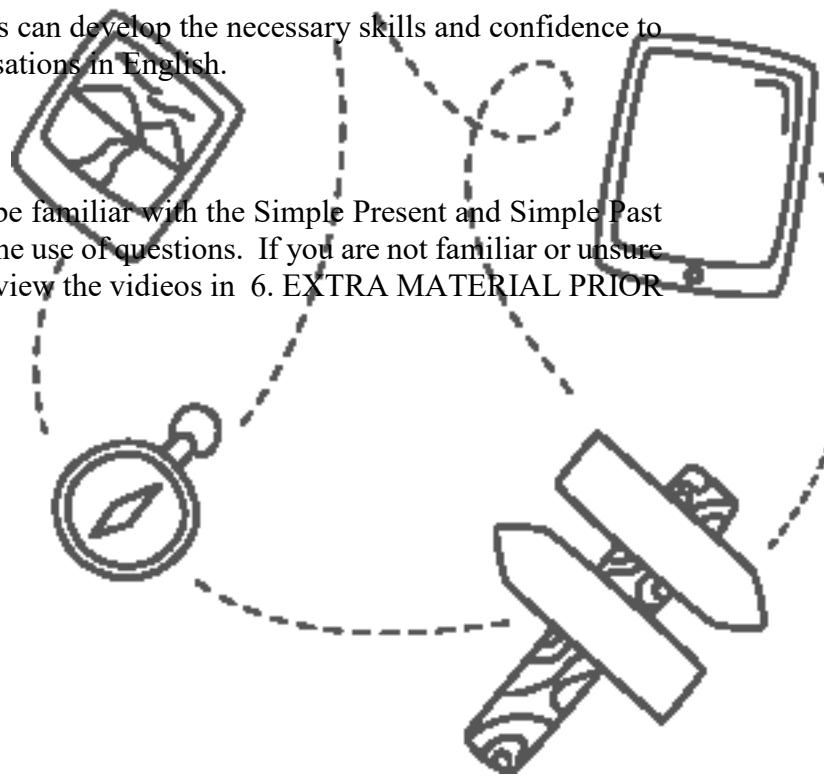
UNIT OBJECTIVES

1. Introducing oneself confidently: Students should be able to introduce themselves with clarity and confidence, sharing basic personal information such as name, nationality, and occupation.
2. Greeting and responding to greetings: Students should learn different ways to greet someone for the first time (e.g., "Hello," "Hi," "Nice to meet you") and practice appropriate responses.
3. Initiating and maintaining small talk: Students should be able to engage in small talk to establish rapport and keep the conversation going.
4. Asking and answering basic personal questions: Students should learn and practice asking and answering questions about personal background, such as age, hometown, family, and studies or work.
5. Practicing active listening skills: Students should focus on actively listening to their conversation partner, demonstrating comprehension through appropriate responses and gestures.
6. Polite language and cultural awareness: Students should learn and use polite expressions, such as "Please," "Thank you," and "Excuse me," and develop an understanding of cultural norms and appropriate behavior during initial conversations.
7. Building confidence and overcoming communication barriers: Students should work on overcoming shyness, anxiety, and other barriers that may hinder effective communication in a first-time conversation. This includes practicing pronunciation, fluency, and effective communication strategies.
8. Using correct grammar and vocabulary: Students should strive to use grammatically correct sentences and appropriate vocabulary while speaking, focusing on using simple sentence structures and common words and phrases related to introductions and small talk.

By achieving these objectives, students can develop the necessary skills and confidence to engage in successful first-time conversations in English.

BEFORE STARTING

Before you start this unit, you should be familiar with the Simple Present and Simple Past Tenses. You also need to understand the use of questions. If you are not familiar or unsure about the use of these forms, please review the videos in 6. EXTRA MATERIAL PRIOR TO THIS UNIT.





1.1. My practice time!

Exercise 1: Present Simple - "be" (am, is, are)

Choose the correct form of "be" (am, is, or are) to complete each sentence.

1. I _____ a student.
2. She _____ a doctor.
3. They _____ my friends.
4. We _____ from Italy.
5. The cat _____ on the table.

Exercise 2: Past Simple - "was" or "were"

Complete each sentence with the appropriate form of "be" (was or were).

1. Last night, I _____ at home.
2. They _____ excited about the trip.
3. She _____ happy with the gift.
4. We _____ late for the meeting.
5. The flowers _____ beautiful.

Exercise 3: Future - "will be"

Complete each sentence with the correct form of "will be."

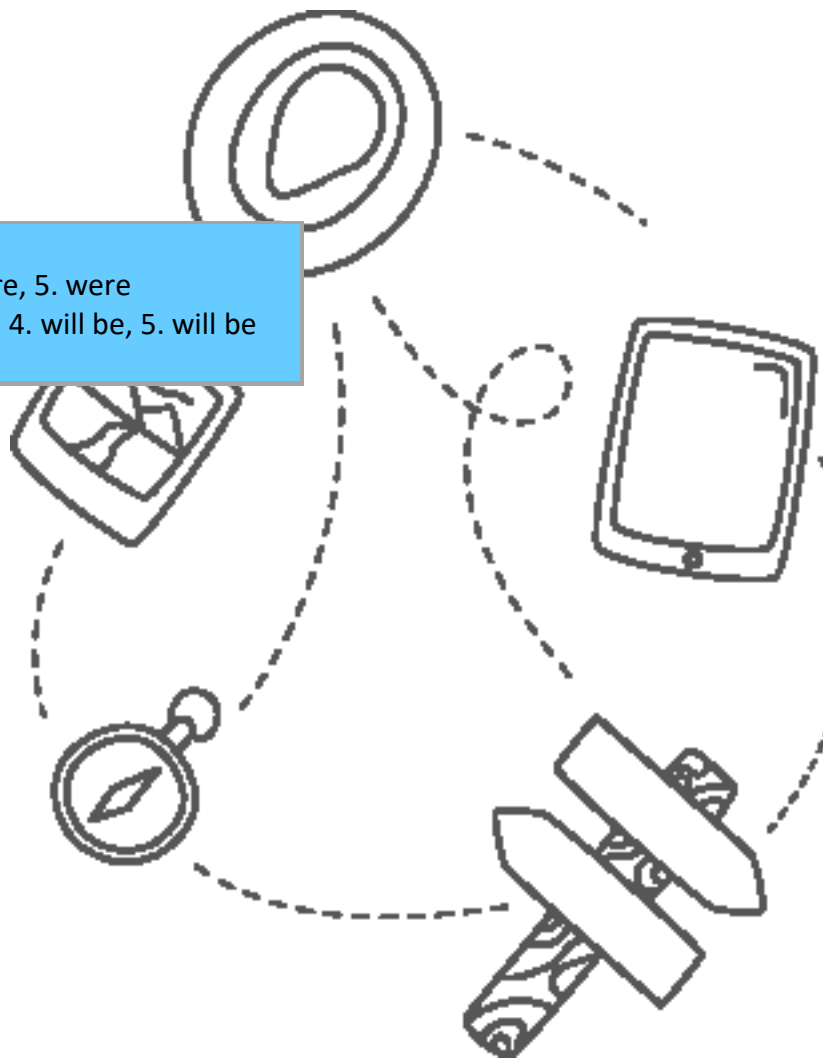
- Tomorrow, I _____ at work.
They _____ on vacation next month.
She _____ at the party tonight.
We _____ busy tomorrow morning.
The weather _____ sunny on Saturday.

ANSWER KEY

Exercise 1: 1. am, 2. is, 3. are, 4. are, 5. is

Exercise 2: 1. was, 2. were, 3. was, 4. were, 5. were

Exercise 3: 1. will be, 2. will be, 3. will be, 4. will be, 5. will be

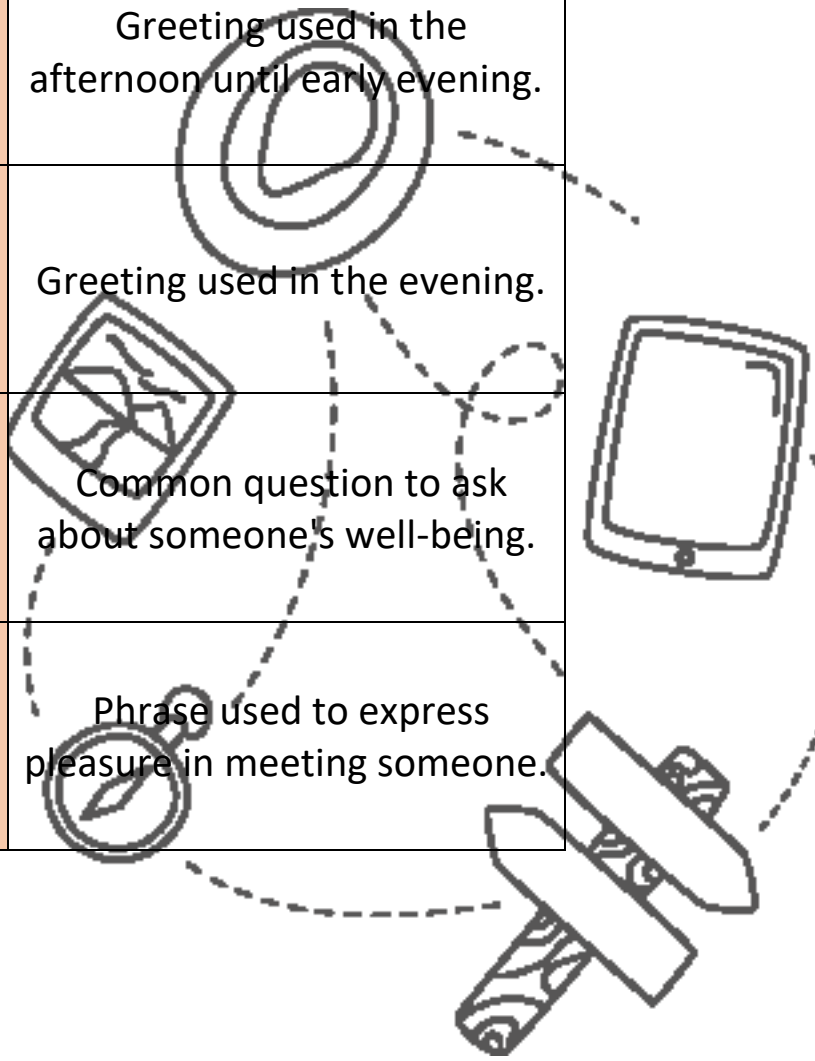




1.2. My new words (Flash cards)

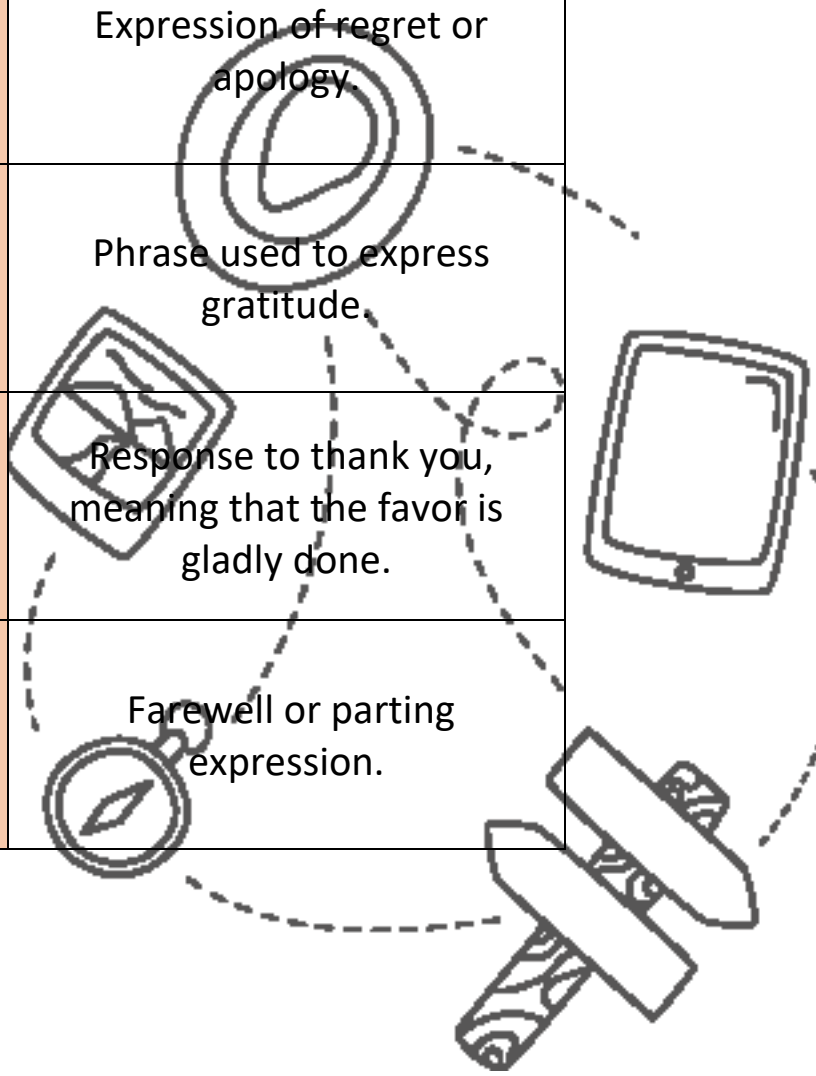


Hello	Used as a greeting or an expression of goodwill.
Hi	Informal greeting used to say hello.
Good morning	Greeting used in the morning until around noon.
Good afternoon	Greeting used in the afternoon until early evening.
Good evening	Greeting used in the evening.
How are you?	Common question to ask about someone's well-being.
Nice to meet you	Phrase used to express pleasure in meeting someone.





What's your name?	Question used to ask someone's name.
My name is...	Phrase used to introduce oneself.
Where are you from?	Question to inquire about someone's nationality or place of origin.
Excuse me	Polite phrase used to get someone's attention or apologize.
Sorry	Expression of regret or apology.
Thank you	Phrase used to express gratitude.
You're welcome	Response to thank you, meaning that the favor is gladly done.
Goodbye	Farewell or parting expression.





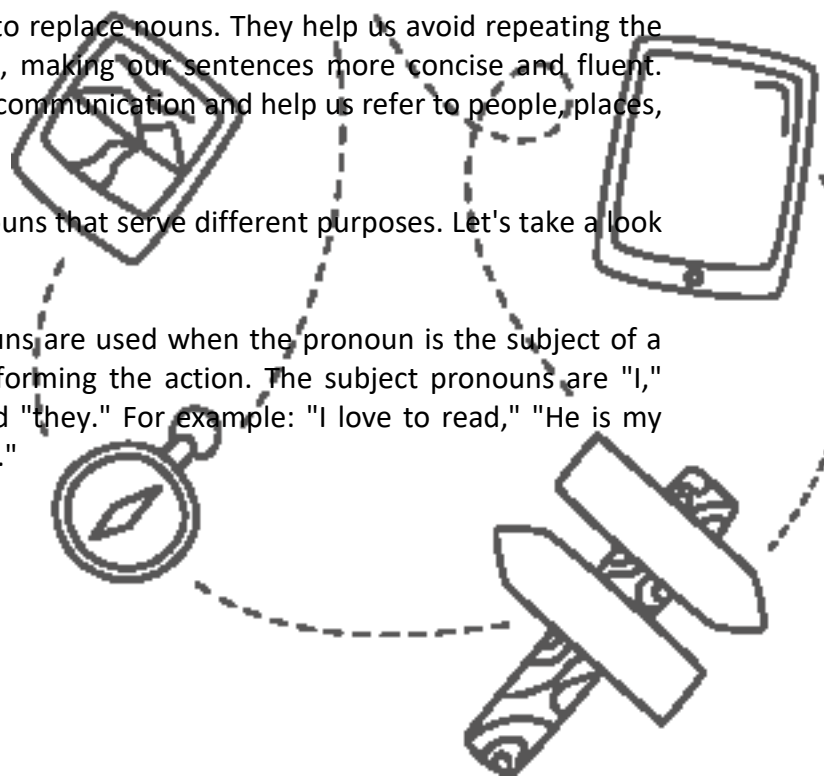
See you later	Phrase used to say goodbye with the intention of seeing the Andreagain.
Have a nice day	Wishing someone a pleasant day.
Please	Polite word used to make requests or give emphasis.
Could you please repeat that?	Polite request for someone to repeat what they said.
Thanks a lot	Informal expression of gratitude.

1.3. Expanding my grammar - Pronouns

Pronouns are words that we use to replace nouns. They help us avoid repeating the same nouns over and over again, making our sentences more concise and fluent. Pronouns are an essential part of communication and help us refer to people, places, things, and ideas.

There are different types of pronouns that serve different purposes. Let's take a look at a few common types:

Subject Pronouns: Subject pronouns are used when the pronoun is the subject of a sentence. They are the ones performing the action. The subject pronouns are "I," "you," "he," "she," "it," "we," and "they." For example: "I love to read," "He is my friend," "We are going to the park."





Object Pronouns: Object pronouns are used when the pronoun receives the action in a sentence. They are the objects of verbs or prepositions. The object pronouns are "me," "you," "him," "her," "it," "us," and "them." For example: "She gave me a book," "They invited us to the party."

Possessive adjectives: Possessive adjectives are used to indicate ownership or possession. They function as modifiers and come before a noun to show that the noun belongs to or is associated with someone or something. They agree with the noun they modify in terms of gender and number. The possessive pronouns are "my," "your," "his," "her," "our," and "their." For example: "This is my book," "Is this your pen?"

Possessive Pronouns: Possessive pronouns show ownership or possession. They indicate that something belongs to someone. The possessive pronouns are "mine," "yours," "his," "hers," "ours," and "theirs." For example: "The book is mine," "Is this pen yours?"

Reflexive Pronouns: Reflexive pronouns are used when the subject and object of a sentence are the same person or thing. They end in "-self" or "-selves." The reflexive pronouns are "myself," "yourself," "himself," "herself," "itself," "ourselves," "yourselves," and "themselves." For example: "I hurt myself," "She enjoyed herself at the party."

Remember to use the appropriate pronouns according to the context and the role they play in the sentence. Practicing with pronouns will help you become more confident and effective in your communication.

1.4. I'm speaking

Script:

Andrea: Hi! Have you met my friend Lisa? She's visiting from out of town.

Robert: No, I haven't. Hi, Lisa! I'm Robert. Nice to meet you.

Lisa: Hi, Robert! Nice to meet you too.

Andrea: Lisa, Robert is my colleague. We work together in the tourism industry.

Lisa: Oh, that's interesting. I'm also interested in tourism. What do you do, Robert?

Robert: I work as a tour guide, showcasing the city's attractions. How about you, Lisa?

Lisa: I work for a travel agency, helping people plan their trips. It's exciting.

Andrea: That's great! Lisa, Robert is quite knowledgeable about local landmarks and history. **Lisa:** Really? That's fascinating! I love exploring new places. Do you have any favorite tourist spots, Robert?

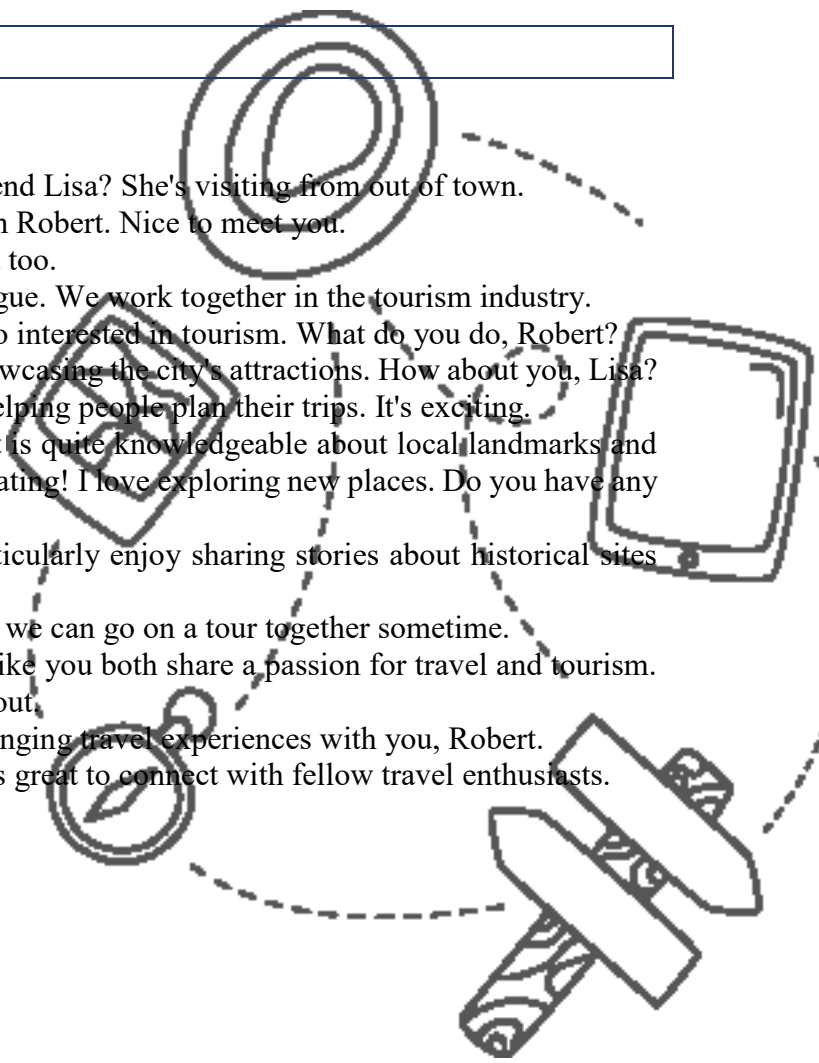
Robert: There are so many! I particularly enjoy sharing stories about historical sites and cultural events.

Lisa: I'd love to hear more. Maybe we can go on a tour together sometime.

Andrea: Excellent idea! It seems like you both share a passion for travel and tourism. I'm sure you'll have a lot to talk about.

Lisa: I'm looking forward to exchanging travel experiences with you, Robert.

Robert: Likewise, Lisa! It's always great to connect with fellow travel enthusiasts.





Questions:

Exercise: Read the following questions and choose the best answer based on the dialogue:

- 1) Who is Lisa?
 - a) Andrea's friend
 - b) Robert's colleague
 - c) Both a) and b)

- 2) What is Robert's occupation?
 - a) Tour guide
 - b) Travel agent
 - c) Business administrator

- 3) What is Lisa studying?
 - a) English literature
 - b) Business administration
 - c) Tourism

- 4) What common interest do Lisa and Robert share?
 - a) Tourism
 - b) Photography
 - c) Cooking

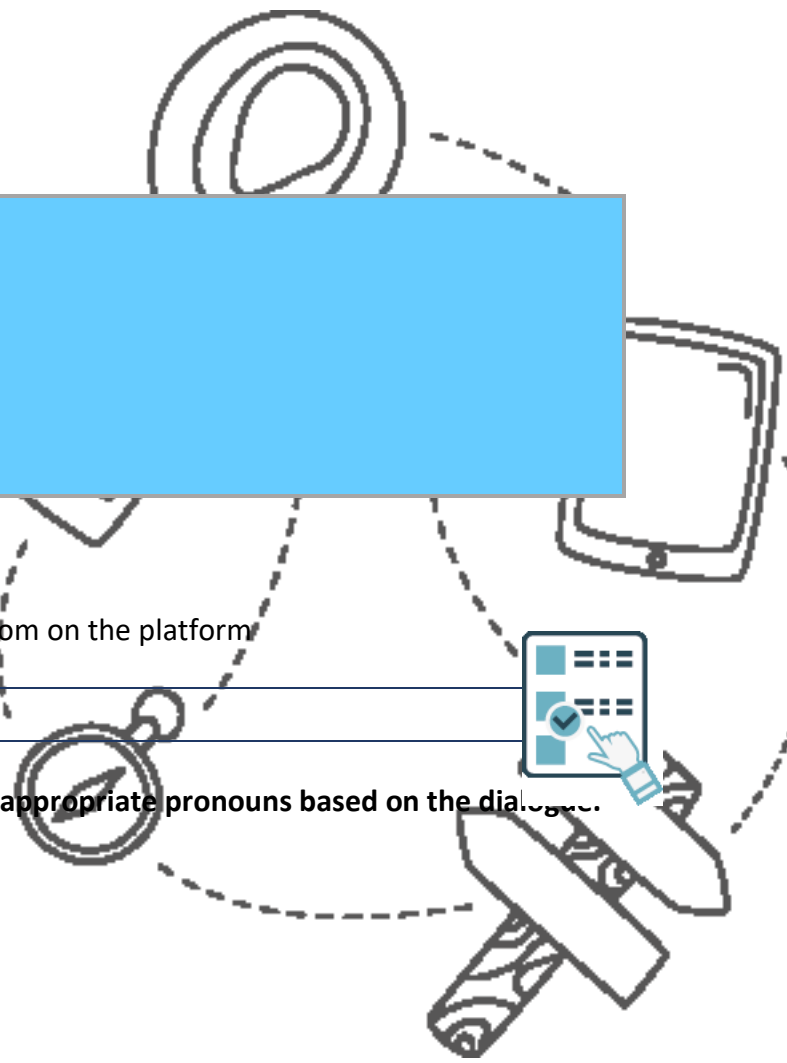
ANSWER KEY

1. a) Andrea's friend
2. a) Tour guide
3. b) Business administration
4. a) Tourism

Note: The answers should be set to random on the platform

1.5. My practice time!

Exercise1: Fill in the blanks with the appropriate pronouns based on the dialogue.





Andrea: Hi! Have you met my friend Lisa? She's visiting from out of town.

Robert: No, I haven't. Hi, Lisa! I'm Robert. Nice to meet ____.

Lisa: Hi, Robert! Nice to meet you too.

Andrea: Lisa, Robert is my colleague. ____ work together in the tourism industry.

Lisa: Oh, that's interesting. I'm also interested in tourism. What do you do, Robert?

Robert: I work as a tour guide, showcasing the city's attractions. How about you, Lisa?

Lisa: I work for a travel agency, helping people plan their trips. ____'s exciting.

Andrea: That's great! Lisa, Robert is quite knowledgeable about local landmarks and history.

Lisa: Really? That's fascinating! ____ love exploring new places. Do you have any favorite tourist spots, Robert?

Robert: There are so many! I particularly enjoy sharing stories about historical sites and cultural events.

Lisa: I'd love to hear more. Maybe we can go on a tour together sometime.

Andrea: Excellent idea! It seems like you both share a passion for travel and tourism. I'm sure you'll have a lot to talk about.

Lisa: I'm looking forward to exchanging travel experiences with ____, Robert.

Robert: Likewise, Lisa! It's always great to connect with fellow travel enthusiasts.

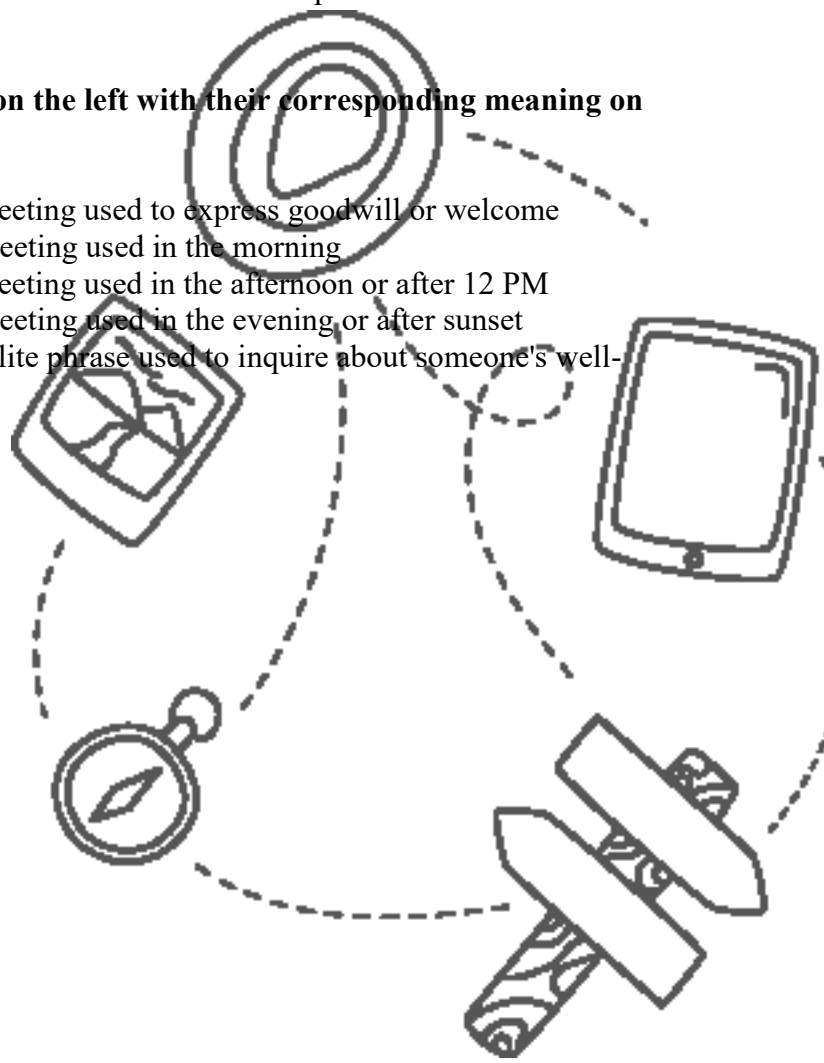
Exercise 2: Fill in the Blanks Fill in the blanks with the appropriate phrase from the given vocabulary:

1. _____! How are you today?
2. _____! It's nice to see you again.
3. _____ is Lisa. She's from Australia.
4. _____ for the inconvenience. I didn't mean to interrupt.
5. _____ your name?

Exercise 3: Match the phrases on the left with their corresponding meaning on the right:

2. Hello
3. Good morning
4. Good afternoon
5. Good evening
6. How are you?
being

- a) Greeting used to express goodwill or welcome
- b) Greeting used in the morning
- c) Greeting used in the afternoon or after 12 PM
- d) Greeting used in the evening or after sunset
- e) Polite phrase used to inquire about someone's well-being





ANSWER KEY

Exercise 1:

1. you
2. we
3. it
4. I
5. you

Exercise 2:

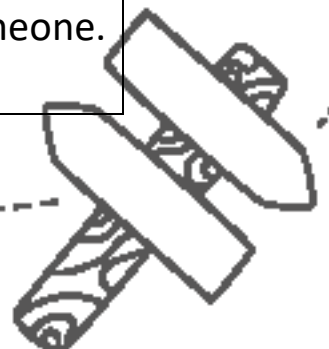
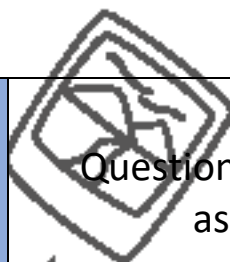
1. Hi
2. Hello
3. My name
4. Sorry
5. What's

Exercise 3:

They are matched accordingly to the current order, the answers should be randomized in Moodle.

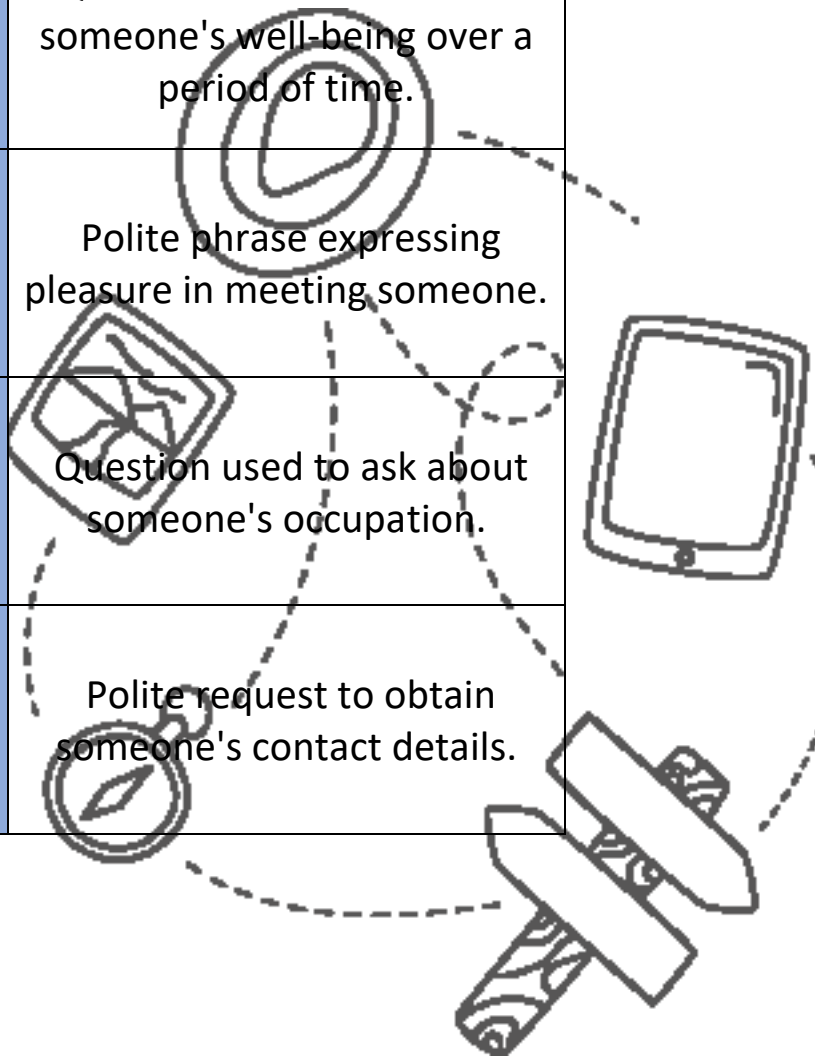
1.6. My new words (Flash cards)

Can you help me?	Question used to ask for assistance.
Pleased to meet you	Phrase used to express pleasure in meeting someone.



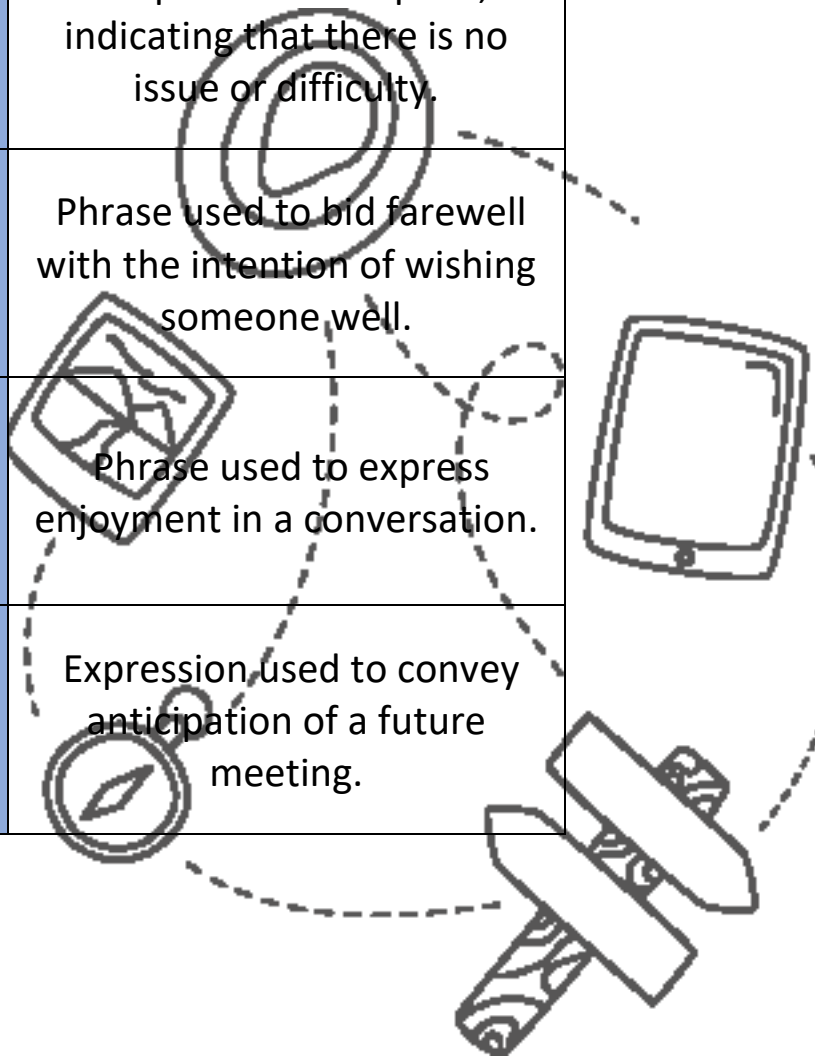


How do you do?	Formal greeting used in some English-speaking countries.
Nice to see you again	Phrase used when meeting someone after a period of time.
Where have you been?	Question used to inquire about someone's whereabouts.
Let me introduce myself	Phrase used to initiate self-introduction.
How have you been?	Question used to ask about someone's well-being over a period of time.
It's a pleasure to meet you	Polite phrase expressing pleasure in meeting someone.
What do you do for a living?	Question used to ask about someone's occupation.
May I have your contact information?	Polite request to obtain someone's contact details.





I'm sorry, I didn't catch your name	Phrase used to ask someone to repeat their name.
It's been a while	Phrase used to acknowledge a long time has passed since the last meeting.
It's nice to make your acquaintance	Formal expression used when meeting someone for the first time.
I hope we can stay in touch	Expression used to express the desire to maintain contact with someone.
No problem	Response to a request, indicating that there is no issue or difficulty.
Take care	Phrase used to bid farewell with the intention of wishing someone well.
It was a pleasure talking to you	Phrase used to express enjoyment in a conversation.
I look forward to seeing you again	Expression used to convey anticipation of a future meeting.





What brings you here?	Question used to ask why someone is present or attending an event.
I'm delighted to meet you	Polite phrase expressing delight in meeting someone.

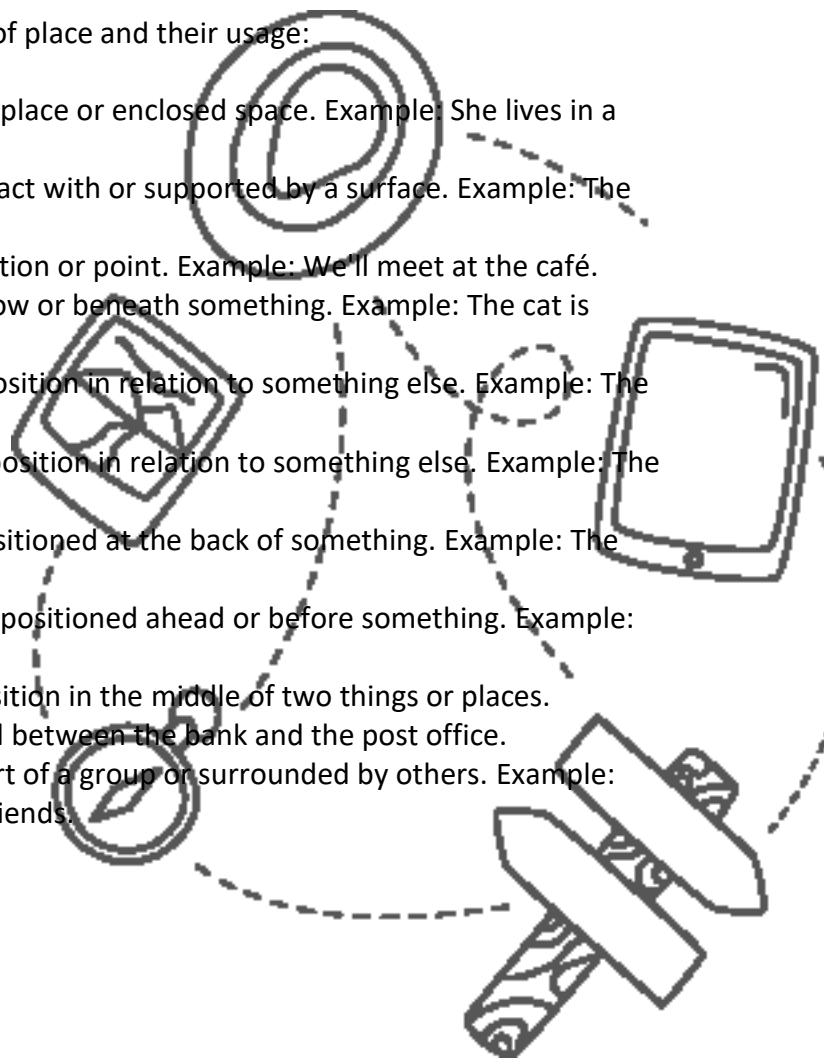
1.7. Expanding my grammar – Prepositions of place



Prepositions of Place: Prepositions of place are words that help us describe the position, location, or direction of people, objects, or places in relation to other things. They provide information about where something or someone is located or the movement from one place to another. Common prepositions of place include "in," "on," "at," "under," "below," "above," "behind," "in front of," "between," "among," and "alongside," among others.

Here are some examples of prepositions of place and their usage:

1. **In:** Used to indicate being inside a place or enclosed space. Example: She lives in a beautiful house.
2. **On:** Used to indicate being in contact with or supported by a surface. Example: The book is on the shelf.
3. **At:** Used to indicate a specific location or point. Example: We'll meet at the café.
4. **Under:** Used to indicate being below or beneath something. Example: The cat is sleeping under the table.
5. **Below:** Used to indicate a lower position in relation to something else. Example: The temperature is below freezing.
6. **Above:** Used to indicate a higher position in relation to something else. Example: The plane is flying above the clouds.
7. **Behind:** Used to indicate being positioned at the back of something. Example: The car is parked behind the building.
8. **In front of:** Used to indicate being positioned ahead or before something. Example: She stood in front of the mirror.
9. **Between:** Used to indicate the position in the middle of two things or places. Example: The restaurant is located between the bank and the post office.
10. **Among:** Used to indicate being part of a group or surrounded by others. Example: She felt comfortable among her friends.





1.8. Reading – Knowing Ecuador

Handmade Straw Hats from Toquilla Straw

Source: www.goraymi.com



The renowned "Panama Hat" or "Toquilla Straw Hats" are produced in Ecuador in the provinces of Manabí and Azuay. Their quality and design transcend Ecuadorian borders, reaching stores in Boston, New York, and Paris.

What you should know:

Toquilla straw is used to weave hats and a variety of crafts that also involve wicker weaving.

Mocora hats, cabuya hammocks, bags, baskets, replicas of pre-Columbian clay objects, and beautiful carvings made of tagua, vegetable ivory, seashells, or other naturally sourced materials are part of this tradition in the southern region of Ecuador and the province of Manabí.

Toquilla straw comes from the "Carludovica Palmata" palm, which is also found in Andean countries like Colombia, Peru, and Bolivia. However, it is in Ecuador where the work of these artisans has become an industry that exports this product and serves as an economic boost for several families involved.

The traditional weaving of the Ecuadorian toquilla straw hat (2012), along with the Historic Center of Quito (1978), the Galapagos Islands (1979), Sangay National Park (1983), the Historic Center of Cuenca (1999), the Oral Heritage and Cultural Manifestations of the Zápara people (2001), the Qhapaq Ñan or Inca Trail (2014), and Marimba Music (2015), are part of the 8 World Heritages under the custody of Ecuador, declared by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

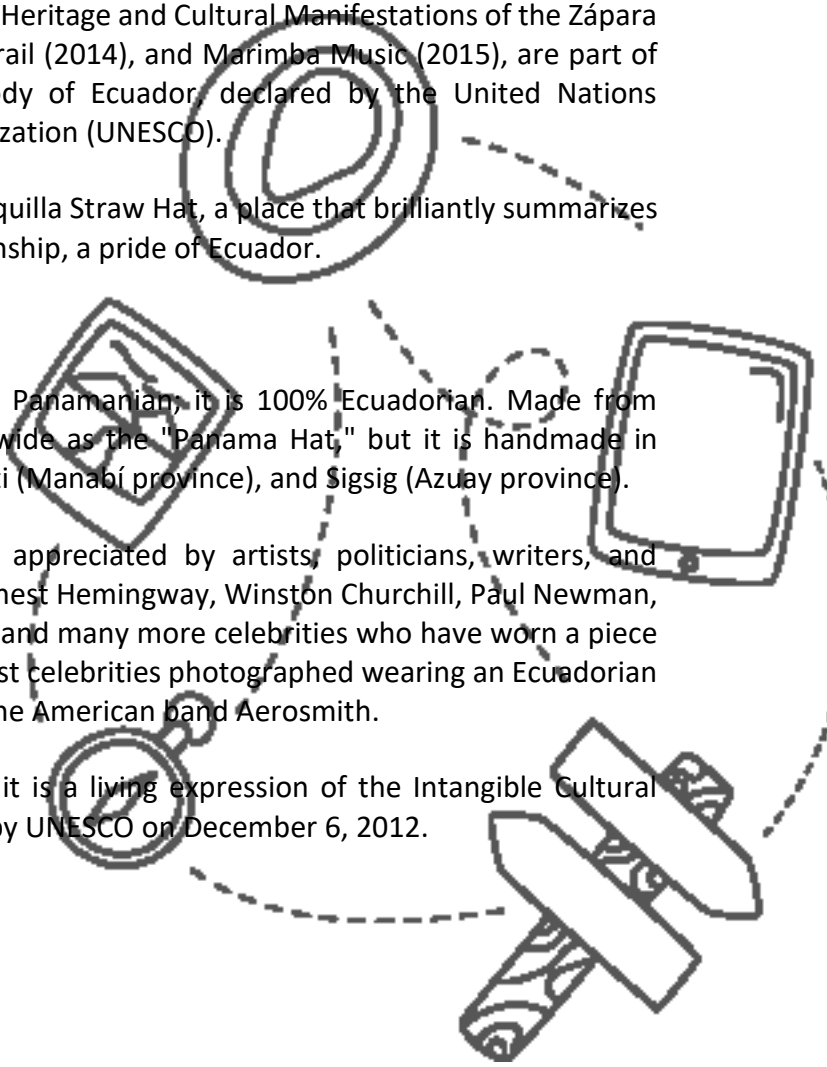
Cuenca is home to the Museum of the Toquilla Straw Hat, a place that brilliantly summarizes the history and evolution of this craftsmanship, a pride of Ecuador.

Toquilla Straw Hats:

The hat loved by Hollywood stars is not Panamanian; it is 100% Ecuadorian. Made from toquilla straw, it has been known worldwide as the "Panama Hat," but it is handmade in Ecuadorian towns like Jipijapa, Montecristi (Manabí province), and Sigsig (Azuay province).

Its quality is undeniable and has been appreciated by artists, politicians, writers, and musicians such as Theodore Roosevelt, Ernest Hemingway, Winston Churchill, Paul Newman, Charlie Sheen, Johnny Depp, Bruno Mars, and many more celebrities who have worn a piece of Ecuador on their heads. One of the latest celebrities photographed wearing an Ecuadorian toquilla straw hat was the lead singer of the American band Aerosmith.

More than a garment made in Ecuador, it is a living expression of the Intangible Cultural Heritage of Humanity. This was declared by UNESCO on December 6, 2012.





It is made by braiding and shaping the fibers of the toquilla palm. The higher the number of fibers per square inch, the higher the quality.

Hats are an essential piece when going to the beach, for health and aesthetics. In the past, they were more discreet and smaller. Times have changed, and the models have grown. Originally, the toquilla straw hat was only worn by men, but over the years, it has reached women's fashion. Additionally, there are different options in accessories such as earrings, handbags, berets, baskets, and bags that incorporate it into their designs. One of the favorites for this summer is the Malakita handbags, perfect for use at the beach or for any fresh and fun look.

Museum of the Toquilla Straw Hat:

Located in the Paredes Roldán house, an interesting historical building with over 150 years of history, the Museum of the Toquilla Straw Hat is an ideal space for those who want to thoroughly understand the history and reality of one of the most fascinating activities in the country.

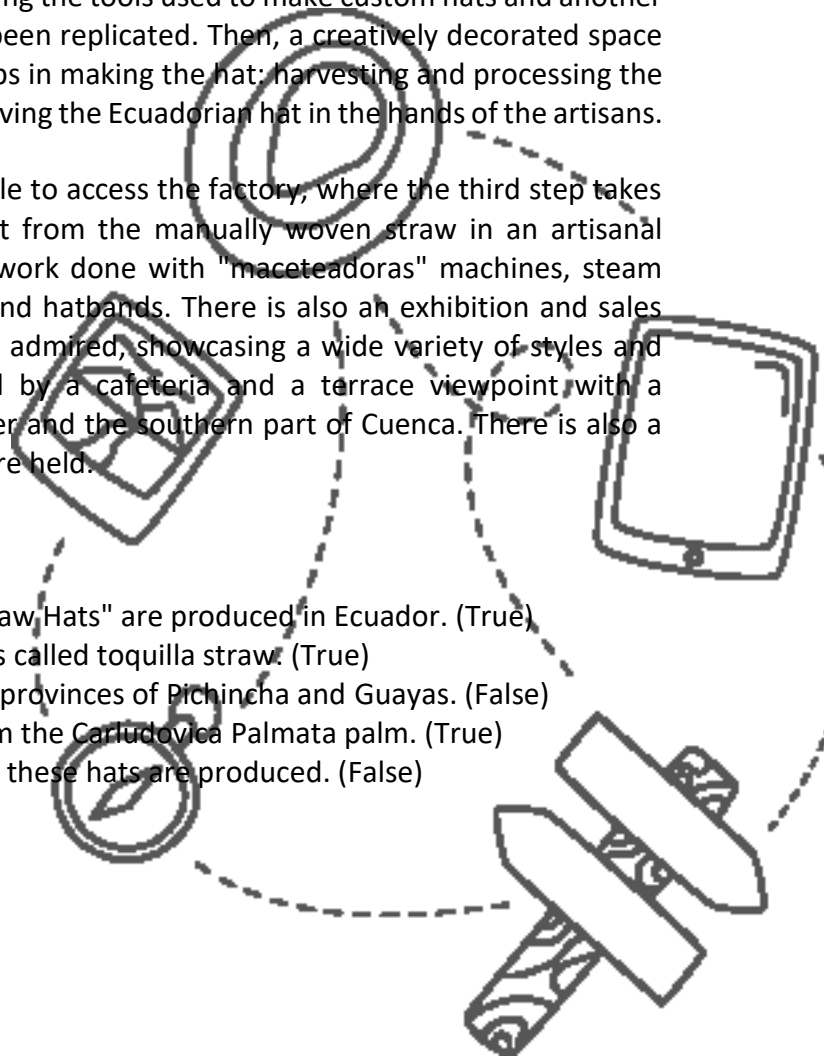
The museum was born as an initiative of the Paredes Roldán family, which has been dedicated to the production of toquilla straw hats in Cuenca since the mid-20th century. The possibility of valuing this activity for tourism led to the creation of a space in 2007 that aimed to teach, in a didactic and experiential way, the reality of the toquilla straw hat in Ecuador.

In the first room of the museum, visitors will find an entertaining display of three-dimensional paintings where they can take photos and achieve interesting effects with landscapes in the background. Next, there is a room displaying the tools used to make custom hats and another room where a traditional workshop has been replicated. Then, a creatively decorated space allows visitors to understand the first steps in making the hat: harvesting and processing the fibers of the Carludovica Palmata and weaving the Ecuadorian hat in the hands of the artisans.

After visiting the initial rooms, it is possible to access the factory, where the third step takes place: the actual making of the garment from the manually woven straw in an artisanal manner. Here, visitors can observe the work done with "maceteadoras" machines, steam presses, and the assembly of hatbands and hatbands. There is also an exhibition and sales area where the finished products can be admired, showcasing a wide variety of styles and designs. The museum is complemented by a cafeteria and a terrace viewpoint with a magnificent view of the Tomebamba River and the southern part of Cuenca. There is also a gallery where occasional art exhibitions are held.

True or False Questions:

1. The "Panama Hat" or "Toquilla Straw Hats" are produced in Ecuador. (True)
2. The straw used to make the hats is called toquilla straw. (True)
3. The hats are only produced in the provinces of Pichincha and Guayas. (False)
4. The paja toquilla straw comes from the Carludovica Palmata palm. (True)
5. Ecuador is the only country where these hats are produced. (False)





6. The UNESCO declared the toquilla straw hat as an Intangible Cultural Heritage of Humanity in 2012. (True)
7. Toquilla straw hats were originally worn by women. (False)
8. The Museum of the Toquilla Straw Hat is located in Jipijapa. (False)
9. The museum showcases the entire process of making the hats, from fiber processing to the final product. (True)
10. The museum also includes a cafeteria and a terrace with a scenic view. (True)

1.9. My practice time!



Exercise1 : Vocabulary Questions

Instructions: Choose the appropriate question or response to complete each conversation.

1. A: _____ ? B: Yes, of course. How can I assist you?
2. A: _____ ? B: Pleased to meet you too.
3. A: _____ ? B: How do you do?
4. A: _____ ? B: Nice to see you again as well.
5. A: _____ ? B: I've been traveling. Just got back.
6. A: _____ ? B: Allow me to introduce myself. I'm Sarah.
7. A: _____ ? B: I've been well. How about you?
8. A: _____ ? B: It's a pleasure to meet you too.
9. A: _____ ? B: I work as a teacher.
10. A: _____ ? B: Sure, here's my phone number and email.
11. A: _____ ? B: I'm sorry, I didn't catch your name.
12. A: _____ ? B: Yes, it has. We haven't seen each other in a long time.
13. A: _____ ? B: It's nice to make your acquaintance too.
14. A: _____ ? B: I hope we can. Let's exchange contact details.
15. A: _____ . B: No problem at all.

Exercise 2: Conversation Practice -Use the given vocabulary to complete the following dialogues. Choose the most appropriate response for each situation.

1. Andrea: _____

Robert: Good morning. How are you?

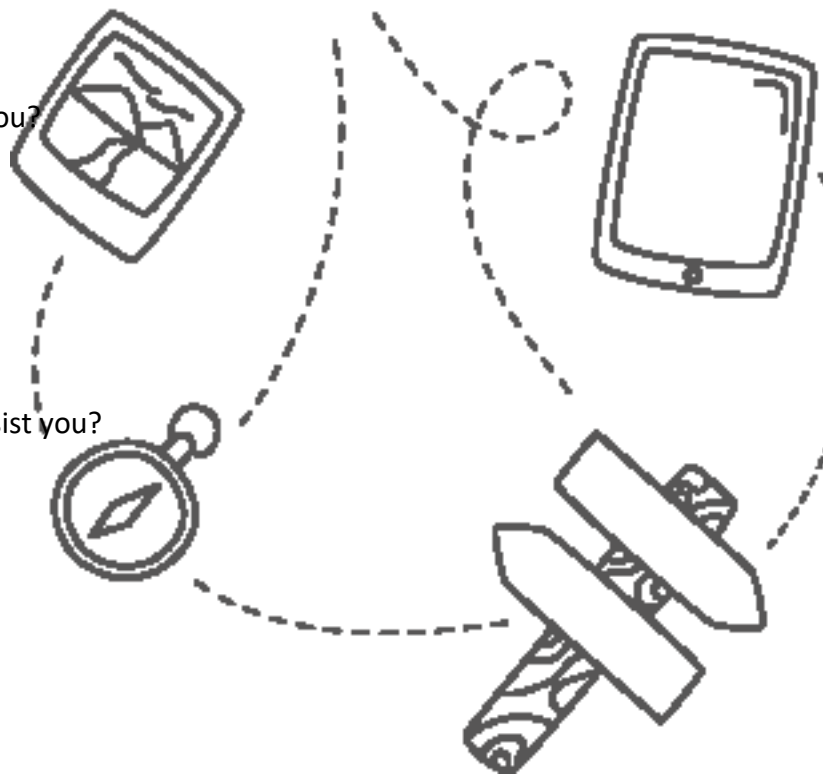
2. Andrea: _____

Robert: Nice to meet you too!

3. Andrea: _____

Robert: No problem, how can I assist you?

4. Andrea: _____





Robert: You're welcome! Let me know if you need anything else.

5. Andrea: _____

Robert: Take care. It was a pleasure talking to you.

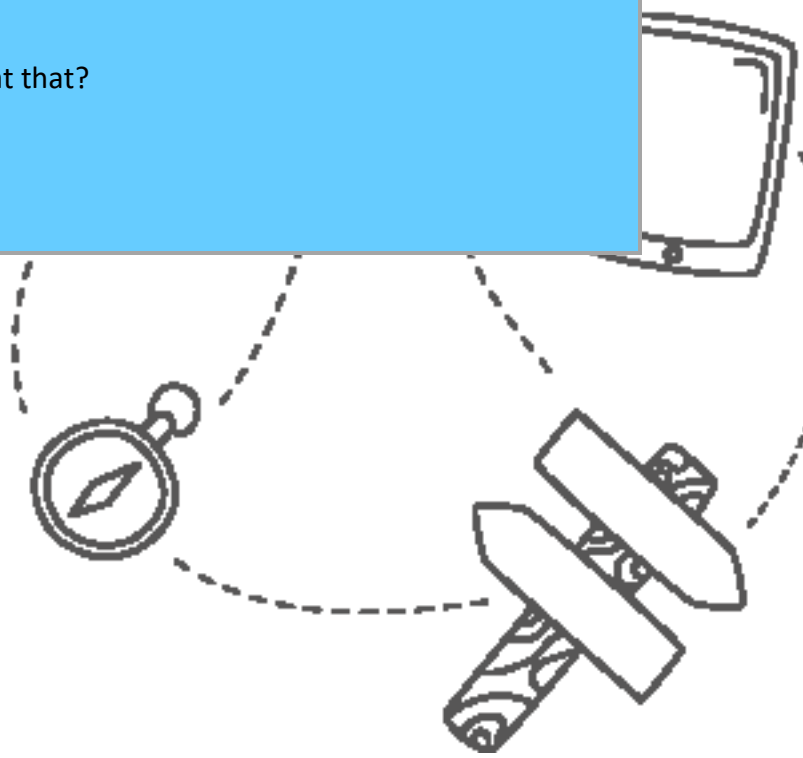
ANSWER KEY

Exercise 1:

1. Can you help me?
2. Pleased to meet you too.
3. How do you do?
4. Nice to see you again as well.
5. Where have you been?
6. Let me introduce myself.
7. How have you been?
8. It's a pleasure to meet you too.
9. What do you do for a living?
10. May I have your contact information?
11. I'm sorry, I didn't catch your name.
12. It's been a while.
13. It's nice to make your acquaintance.
14. I hope we can stay in touch.
15. No problem.
16. Exercise 2

Exercise 2:

1. Good morning!
2. Nice to meet you!
3. Excuse me, could you please repeat that?
4. Thank you for your help.
5. Goodbye!



1.10. My new words (Flash cards)



Nice to meet you too!	This phrase is a polite response when someone expresses that they are pleased to meet you or have already said "Nice to meet you."	¡Mucho gusto también!
Where are you headed?	This phrase is asking about the destination or direction someone is going to, usually referring to their current or future location.	¿Hacia dónde te diriges?
I hope you're having a good day!	This phrase is a kind expression of well wishes, hoping that the person is currently experiencing or will experience a pleasant day.	¡Espero que estés teniendo un buen día!
How long are you staying?	This phrase is asking about the duration or length of time someone plans to stay in a particular location or accommodation.	¿Cuánto tiempo te quedarás?
Are you enjoying your visit?	This phrase is inquiring whether someone is finding their visit enjoyable, typically referring to their experience in a specific place or during a particular event.	¿Estás disfrutando tu visita?



Do you need any recommendations?	This phrase is offering assistance or suggestions to someone, asking if they require recommendations for places to visit, things to do, or any other relevant suggestions.	¿Necesitas alguna recomendación?
Let me know if you need anything!	This phrase is an open invitation to communicate any needs or requests, indicating a willingness to provide assistance or support.	Avísame si necesitas algo.
Are you here on vacation?	This phrase is asking if someone is currently present in a particular location for the purpose of enjoying leisure time or taking a break from their usual routine.	¿Estás aquí de vacaciones?
How was your journey?	This phrase is inquiring about the quality or experience of someone's travel, usually referring to their trip or voyage to a specific destination.	¿Cómo fue tu viaje?
What brings you to this part of the world?	This phrase is asking about the reason or purpose behind someone's presence in a particular region or location.	¿Qué te trae a esta parte del mundo?
I hope you have a pleasant stay!	This phrase is expressing well wishes, hoping that the person will have a comfortable and enjoyable	¡Espero que tengas una estancia agradable!



	experience during their stay in a specific place.	
What's your hometown like?	This phrase is asking for a description or information about someone's place of origin, their birthplace, or the town or city they consider their hometown.	¿Cómo es tu ciudad natal?
Welcome aboard!	This phrase is used to greet and welcome someone who has just joined a group or embarked on a journey, particularly in transportation contexts like airplanes, ships, or trains.	¡Bienvenido a bordo!
Are you enjoying your time here so far?	This phrase is asking if someone is currently finding their experience or time spent in a particular location enjoyable up to this point.	¿Estás disfrutando tu tiempo aquí hasta ahora?
It's a pleasure to meet you in person!	This phrase is expressing satisfaction or delight upon meeting someone face-to-face, indicating that meeting them in person is a positive experience.	¡Es un placer conocerte en persona!





Are you here for business or pleasure?	This phrase is asking whether someone's reason for being in a particular location is related to work or personal enjoyment.	¿Estás aquí por negocios o por placer?
Enjoy your stay!	This phrase is expressing a wish for the person to have a pleasant and enjoyable experience during their time in a specific place or accommodation.	¡Disfruta tu estancia!
I hope you find everything you need!	This phrase is a well-wishing statement, expressing a desire for the person to locate or obtain all the necessary things or services they require.	¡Espero que encuentres todo lo que necesitas!
Have you visited any other places nearby?	This phrase is asking if someone has explored or been to any other nearby locations, usually in reference to places of interest or significance.	¿Has visitado otros lugares cercanos?
Safe travels!	This phrase is a common farewell or parting expression, conveying a wish for someone to have a safe and uneventful journey or trip.	¡Buen viaje!





1.11. Expanding my grammar – HabitsMy practice time!



Talking About Habits:

When we want to discuss our habits or the habits of others, we can use different verb tenses and adverbs of frequency to convey information about how often something occurs. Here are some key points to remember:

1. **Adverbs of Frequency:** Adverbs of frequency, such as "always," "often," "sometimes," "rarely," and "never," help us describe the regularity or frequency of an action or habit. They can be used in combination with different verb tenses to provide specific information about how often something happens.
2. **Simple Present Tense:** The simple present tense is commonly used to talk about habits or repeated actions. We use the base form of the verb (infinitive) without any conjugation for the third-person singular (he/she/it). Adverbs of frequency are often placed before the main verb in the sentence.

Example: I always brush my teeth before bed. She rarely watches television.

3. **Present Continuous Tense:** The present continuous tense can also be used to talk about habits that are happening at the present moment or for a limited period of time. However, we typically use the simple present tense for general or long-term habits.

Example: I'm usually studying in the evenings, but tonight I'm going to a concert.

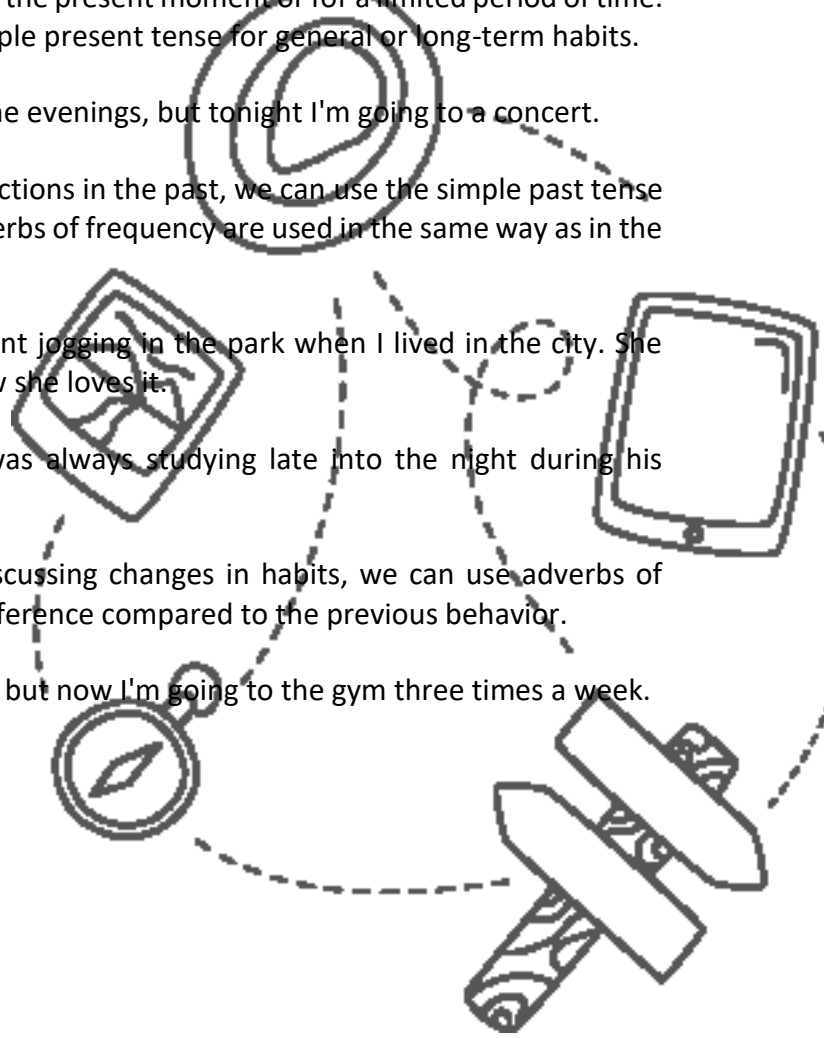
4. **Past Tenses:** To discuss habits or actions in the past, we can use the simple past tense or past continuous tense. The adverbs of frequency are used in the same way as in the present tense.

Example (Simple Past): I often went jogging in the park when I lived in the city. She never ate seafood before, but now she loves it.

Example (Past Continuous): He was always studying late into the night during his exams.

5. **Talking About Changes:** When discussing changes in habits, we can use adverbs of frequency to indicate a shift or difference compared to the previous behavior.

Example: I used to rarely exercise, but now I'm going to the gym three times a week.





Remember to use appropriate adverbs of frequency to accurately describe the frequency of habits. Practice constructing sentences about your own habits and those of others to become more comfortable using the appropriate verb tenses and adverbs of frequency.

Additional Tip: Keep in mind that cultural differences and individual preferences may affect habits, so it's essential to consider the context when discussing habits in different situations.

1.12. In action! Introducing to someone.

(This is the script of one of the videos that will be made to explain the main topic)

Title: Introducing Yourself to a Tourist - A Warm Welcome!

[Background music playing]

[Scene: A sunny and vibrant tourist location]

Host (Touristic Actor): [Smiling and engaging tone] Welcome, fellow traveler! Are you ready to embark on an exciting journey? Today, I'll guide you on how to introduce yourself to a tourist and create a warm and memorable experience. Let's get started!

[Scene: The touristic actor walks towards the camera]

Host: Step one, greet with enthusiasm! Approach the tourist with a friendly smile and say, "Hello! Welcome to our beautiful city." Remember, positivity is infectious, so let your genuine excitement shine through.

[Scene: The host demonstrates a warm greeting to a tourist]

Host: Step two, offer assistance. Ask, "How may I assist you today?" This simple question shows your willingness to help and sets the stage for a fantastic experience.

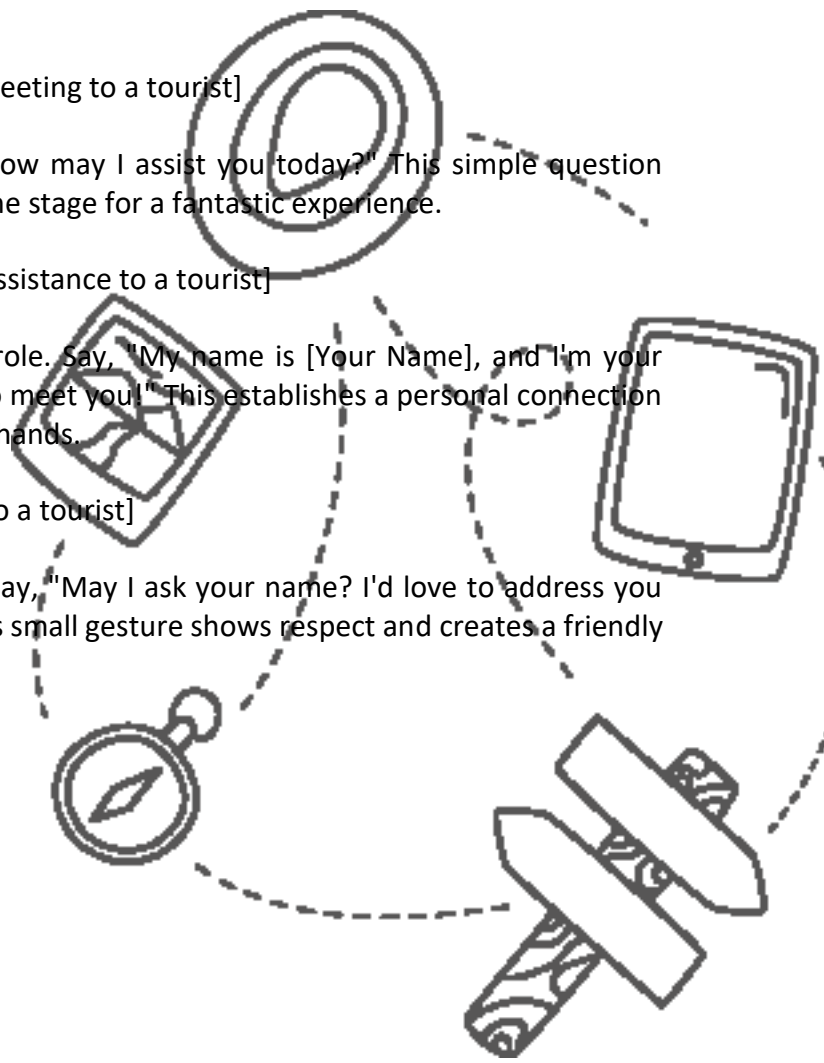
[Scene: The host demonstrates offering assistance to a tourist]

Host: Step three, share your name and role. Say, "My name is [Your Name], and I'm your touristic guide for today. It's a pleasure to meet you!" This establishes a personal connection and lets the tourist know they're in good hands.

[Scene: The host introduces themselves to a tourist]

Host: Step four, ask the tourist's name. Say, "May I ask your name? I'd love to address you personally during our time together." This small gesture shows respect and creates a friendly atmosphere.

[Scene: The host asks the tourist's name]





Host: Step five, show genuine interest. Ask, "Where are you visiting from?" This question helps you understand their background and fosters a sense of cultural exchange.

[Scene: The host engages in a conversation about the tourist's origin]

Host: Step six, provide relevant information. Share interesting facts or highlight must-visit places, saying, "Our city is known for its stunning landmarks, delicious cuisine, and vibrant cultural festivals. You're in for a treat!"

[Scene: The host shares exciting information about the city]

Host: Finally, step seven, offer a warm farewell. Say, "Thank you for choosing our city. Enjoy your stay and have a fantastic day!" Remember, a heartfelt goodbye leaves a lasting impression.

[Scene: The host bids farewell to the tourist]

Host: And there you have it! By following these simple steps, you can create a welcoming and unforgettable experience when introducing yourself to a tourist.

[Scene: The host smiles and waves goodbye]

Host: Now, go out there and embrace the joy of connecting with travelers from all around the world. Safe travels and happy exploring!

[Scene: The host walks away as the background music fades out]

[End of video]

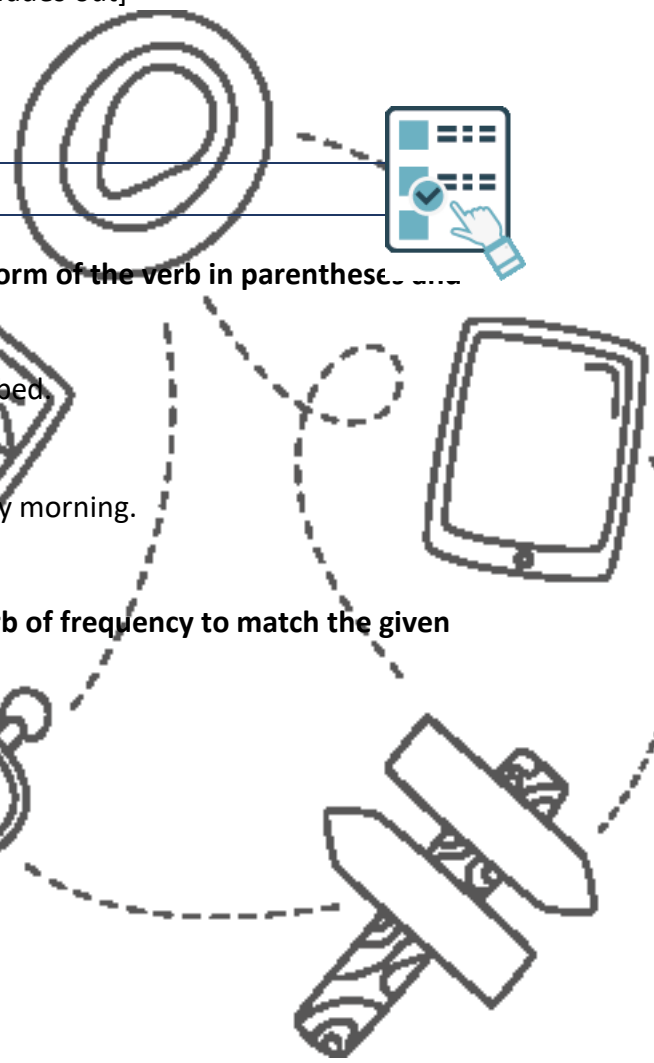
1.13. My practice time!

Exercise 1: Complete the sentences with the correct form of the verb in parentheses and the appropriate adverb of frequency.

1. I _____ (read) a book every night before bed.
2. She _____ (go) to the gym twice a week.
3. We _____ (watch) movies on weekends.
4. They _____ (eat) breakfast together every morning.
5. He _____ (play) the guitar rarely.

Exercise 2: Rewrite the sentences, changing the adverb of frequency to match the given information.

1. I usually go jogging in the park. (never)
2. She frequently visits her grandparents. (rarely)
3. We often travel during the summer. (seldom)

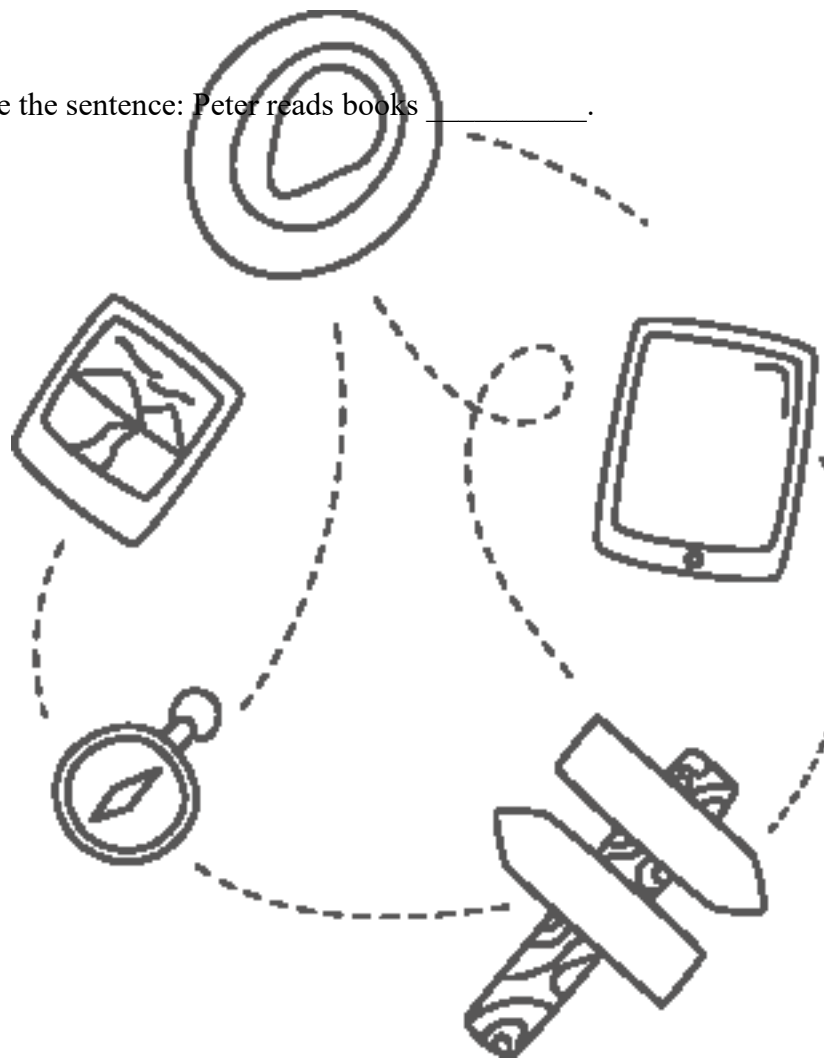




4. They always have dinner together as a family. (sometimes)
5. He occasionally takes a day off from work. (usually)

Exercise 3: 1. Choose the correct adverb to complete the sentence.

- 1) Maria sings _____ in the choir.
 - a) beautifully
 - b) quick
 - c) calmly
 - d) good
- 2) The teacher spoke _____ during the lecture.
 - a) Loudly
 - b) Slowly
 - c) Angry
 - d) Big
- 3) They arrived at the party _____ than expected.
 - a) earlier
 - b) yesterday
 - c) fast
 - d) never
- 4) The team played _____ in the championship game.
 - a) Well
 - b) Often
 - c) Early
 - d) Few
- 5) Choose the suitable adverb to complete the sentence: Peter reads books _____.
 - a) Frequently
 - b) Late
 - c) Beautiful
 - d) Nice





ANSWER KEY

Exercise 1:

1. read
2. goes
3. watch
4. eat
5. plays

Exercise 2:

1. I never go jogging in the park.
2. She rarely visits her grandparents.
3. We seldom travel during the summer.
4. They sometimes have dinner together as a family.
5. He usually takes a day off from work.

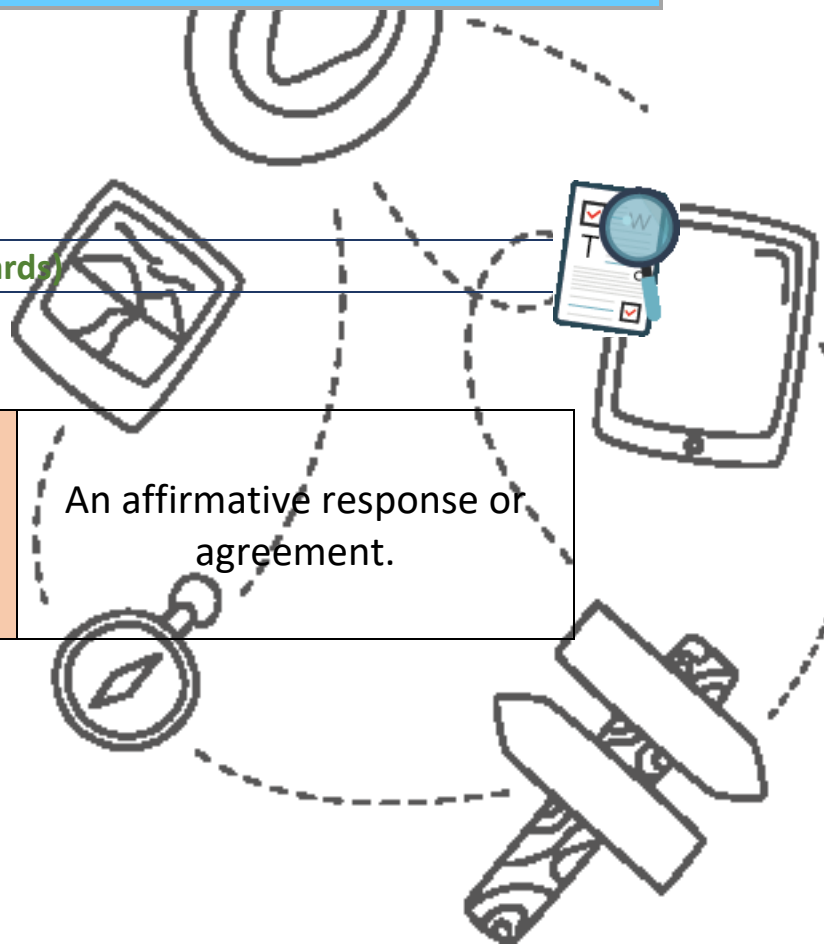
Exercise 3:

1. a) beautifully
2. b) slowly
3. a) earlier
4. a) well
5. a) frequently

1.14. My new words (Flash cards)

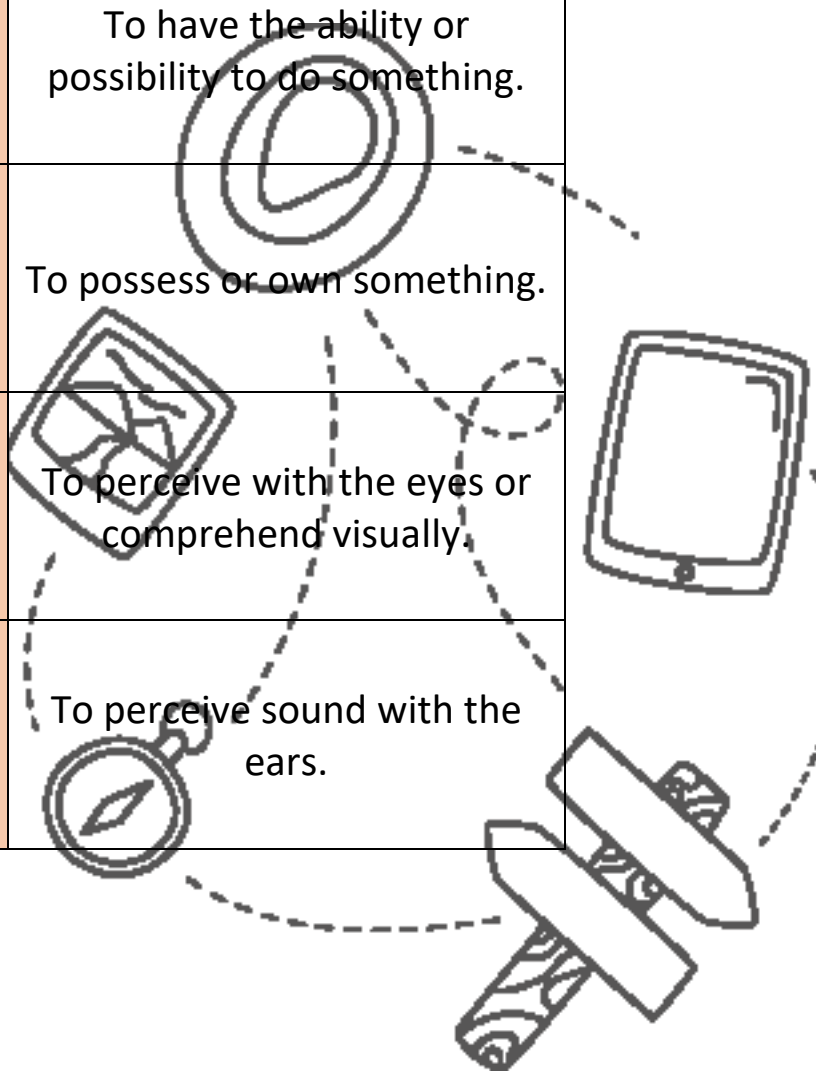
Yes

An affirmative response or agreement.



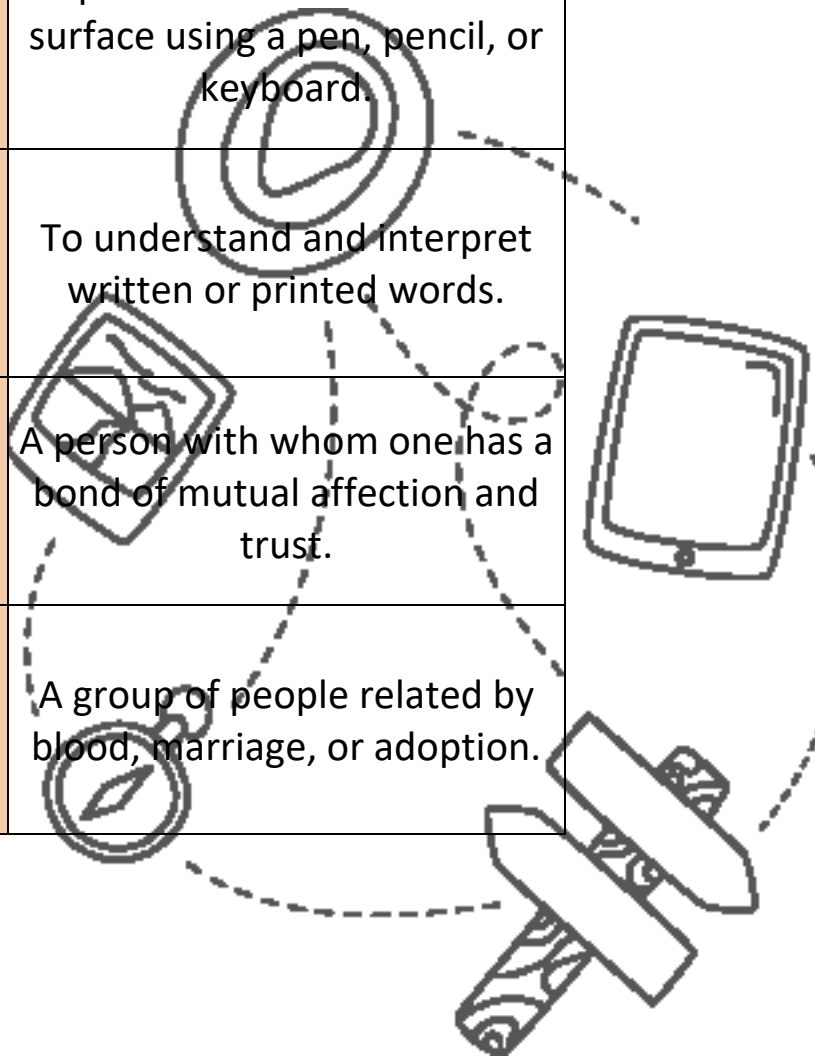


No	A negative response or denial.
Like	To find something enjoyable or have a positive opinion about it.
Want	To have a desire or wish for something.
Need	To require something essential or important.
Can	To have the ability or possibility to do something.
Have	To possess or own something.
See	To perceive with the eyes or comprehend visually.
Hear	To perceive sound with the ears.





Understand	To comprehend or grasp the meaning of something.
Know	To have information or awareness about something.
Learn	To acquire knowledge or skill through study or experience.
Speak	To communicate using spoken words.
Write	To produce words or text on a surface using a pen, pencil, or keyboard.
Read	To understand and interpret written or printed words.
Friend	A person with whom one has a bond of mutual affection and trust.
Family	A group of people related by blood, marriage, or adoption.





City	A large human settlement with extensive infrastructure and population.
Time	The indefinite continued progress of existence and events.
Day	A period of 24 hours, typically from midnight to the next midnight, constituting one rotation of the Earth on its axis.

1.15. Expanding my grammar - Adverbs of Frequency:



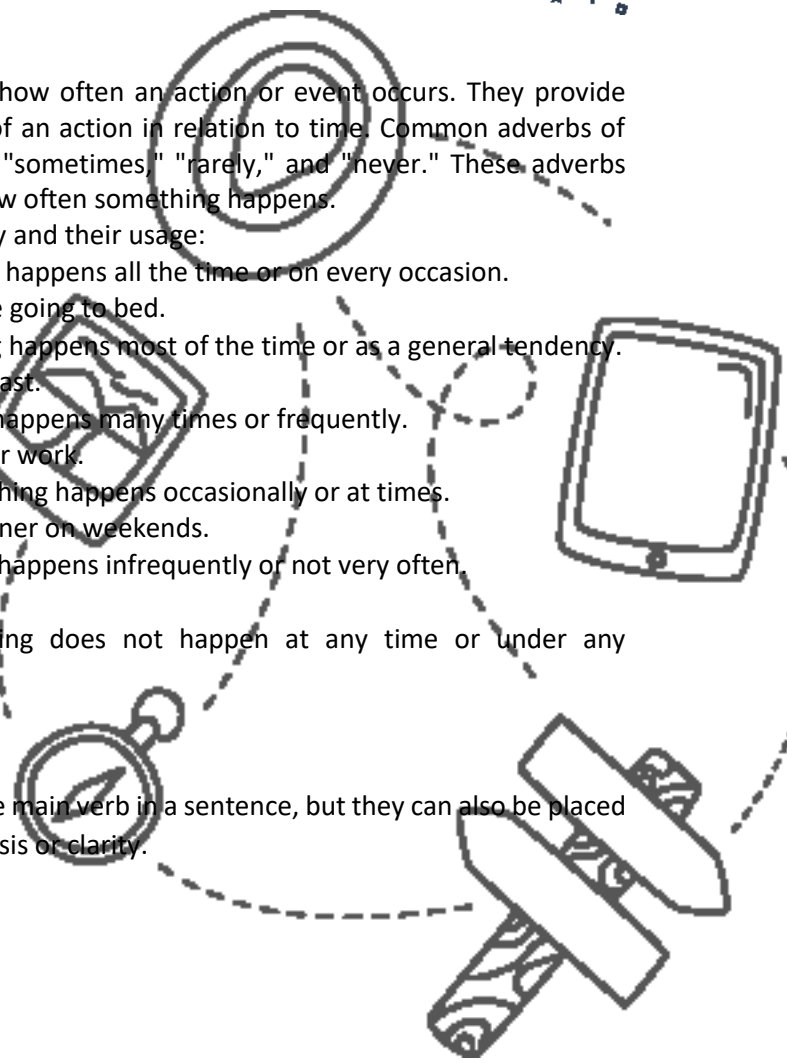
Adverbs of frequency are words that describe how often an action or event occurs. They provide information about the frequency or regularity of an action in relation to time. Common adverbs of frequency include "always," "usually," "often," "sometimes," "rarely," and "never." These adverbs help us express the frequency of an action or how often something happens.

Here are some examples of adverbs of frequency and their usage:

- **Always:** Used to indicate that something happens all the time or on every occasion.
Example: I always brush my teeth before going to bed.
- **Usually:** Used to indicate that something happens most of the time or as a general tendency.
Example: I usually have cereal for breakfast.
- **Often:** Used to indicate that something happens many times or frequently.
Example: She often goes to the gym after work.
- **Sometimes:** Used to indicate that something happens occasionally or at times.
Example: They sometimes go out for dinner on weekends.
- **Rarely:** Used to indicate that something happens infrequently or not very often.
Example: He rarely watches television.
- **Never:** Used to indicate that something does not happen at any time or under any circumstances.

Example: I never eat seafood.

Adverbs of frequency are often placed before the main verb in a sentence, but they can also be placed at the beginning or end of a sentence for emphasis or clarity.





It's important to note that the position of the adverb can vary depending on the sentence structure and context. Additionally, adverbs of frequency can be used in various tenses to express how often an action occurred in the past, happens in the present, or is expected to happen in the future.

Practice Tip: Practice using adverbs of frequency by creating sentences that describe your own habits or routines. This will help you become more familiar with their usage and improve your ability to express the frequency of actions in conversations and written communication.

1.16. Storytelling 1 Manuelito's Candy Shop

Title: The Sweet Legacy of Don Manuelito

INT. DON MANUELITO'S CANDY SHOP - DAY

A bustling candy shop in Cevallos, filled with vibrant colors and delicious treats. The walls are adorned with photos depicting the rich history of the family business.

NARRATOR (V.O) Since 1890, in the small town of Cevallos, the family of Don Manuelito has been creating sweets and taffies that bring joy to the popular festivals of Mocha, Quero, and Tisaleo.

INT. CANDY SHOP - DISPLAY COUNTER - DAY

The display counter is filled with an array of candies and treats, carefully arranged to entice customers.

NARRATOR (V.O) Don Manuelito offers a variety of delectable treats, such as peanuts, snacks, chocolate bars, colorful lollipops, "gallitos," baskets, candy canes for Christmas trees, and caramel spoons for the Day of the Dead.

INT. CANDY SHOP - SHELVES - DAY

The shelves are stocked with neatly packaged bags of candies and taffies, each representing a family recipe passed down through generations.

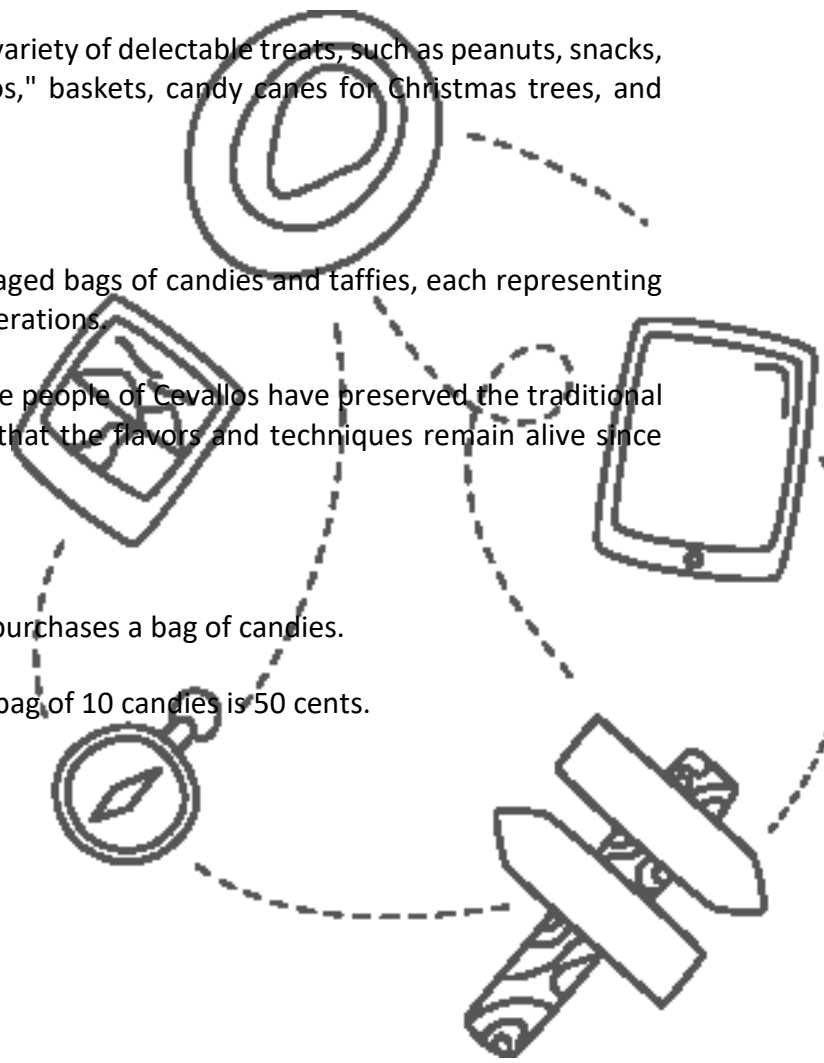
NARRATOR (V.O) For four generations, the people of Cevallos have preserved the traditional recipes of Tungurahua sweets, ensuring that the flavors and techniques remain alive since 1890.

INT. CANDY SHOP - COUNTER - DAY

A customer approaches the counter and purchases a bag of candies.

NARRATOR (V.O) The average price for a bag of 10 candies is 50 cents.

INT. CANDY SHOP - ENTRANCE - DAY





Customers come and go, as the candy shop buzzes with activity.

NARRATOR (V.O) The candy shop is located on 24 de Mayo and Juan Abel Guevara Avenue and is open on Thursdays, Fridays, Saturdays, and Sundays, welcoming visitors with open arms.

EXT. TOWN FESTIVAL - DAY

The vibrant atmosphere of a local town festival, filled with music, laughter, and fireworks. Don Manuelito stands proudly behind a stall, offering his delightful treats.

NARRATOR (V.O) Don Manuel continues to sell his candies at the town festivals of Mocha, Quero, and Tisaleo. Wherever a firework goes off, there you'll find Don Manuel.

INT. CANDY SHOP - TASTING TABLE - DAY

A group of visitors gather around a tasting table, eager to sample the sweet delights.

NARRATOR (V.O) For a mere 50 cents, visitors can experience the flavors and textures of the candy shop through a delightful tasting session.

INT. CANDY SHOP - FAMILY PHOTOGRAPHS - DAY

Framed photographs of the family adorn the walls, showcasing the legacy and traditions of Don Manuelito.

NARRATOR (V.O) This story began with Doña Manuelita, a talented taffy maker from Pelileo. She traveled from fair to fair, selling her sweets, often accompanied by a small donkey. It was during those years when Cevallos was called Capote Bajo.

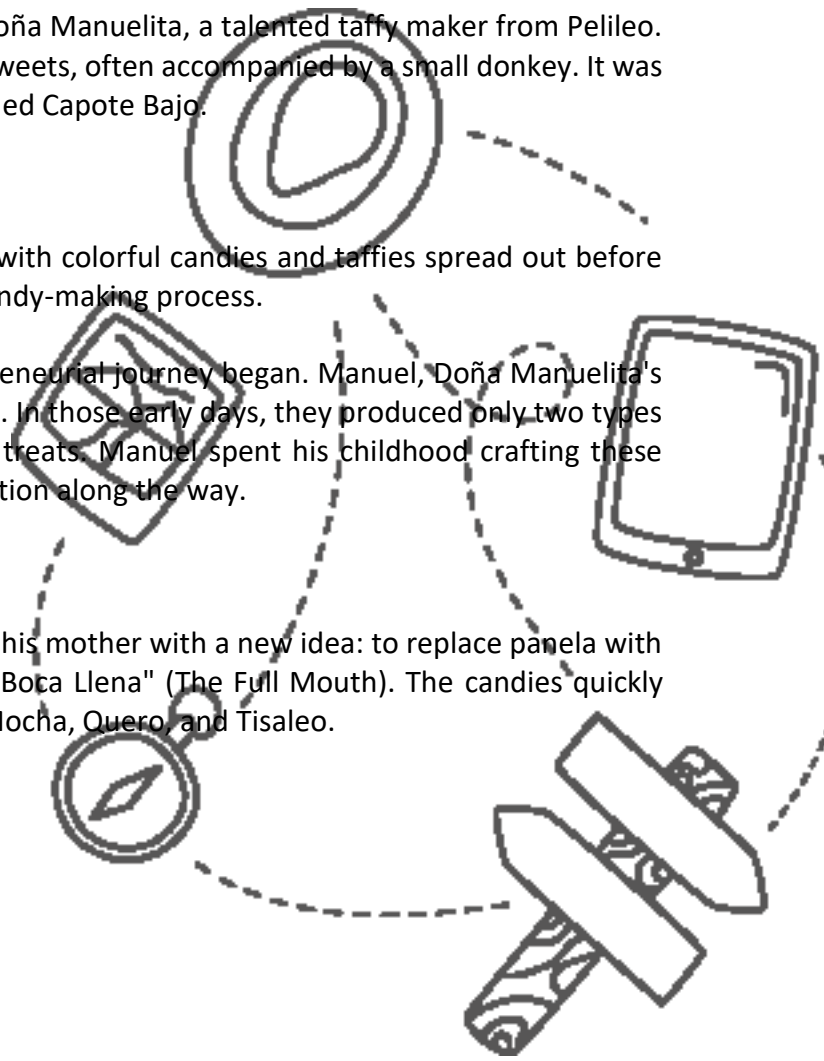
INT. CANDY SHOP - WORK AREA - DAY

The family gathers around a large table, with colorful candies and taffies spread out before them. Each member plays a role in the candy-making process.

NARRATOR (V.O) In Cevallos, this entrepreneurial journey began. Manuel, Doña Manuelita's son, inherited the sweet-making tradition. In those early days, they produced only two types of candies: taffy balls and straw-shaped treats. Manuel spent his childhood crafting these sweets and, of course, learning multiplication along the way.

EXT. COUNTRYSIDE - FESTIVAL - DAY

Young Manuel, now a teenager, presents his mother with a new idea: to replace panela with sugar and create a new candy called "El Boca Llena" (The Full Mouth). The candies quickly gain popularity at fairs and festivities in Mocha, Quero, and Tisaleo.





NARRATOR (V.O) This tradition persevered through various events, including revolutions and earthquakes like the one in 1949. It was the persistence of Don Manuel that allowed the sweet legacy to endure.

INT. CANDY SHOP - EXPANDED OFFERING DISPLAY - DAY

The candy shop expands its offerings, with a display showcasing an array of colorful candies, including fruit-flavored chocolates, lollipops, "gallitos," baskets, "cuezcós," and snacks.

NARRATOR (V.O) In 2015, Manuel took a leap and expanded the product line to include colorful candy balls, lollipops, "gallitos," baskets, "cuezcós," and a new invention—passion fruit chocolates. This healthy and preservative-free treat became a wild success, with orders increasing from individual candies to 400 or even 500 bags of chocolates.

EXT. CANDY SHOP - FRUIT DISPLAY - DAY

A display showcases the latest creations: fruit-flavored chocolates made from seasonal fruits like claudia, ginger, blueberries, blackberries, hibiscus, and grapes.

NARRATOR (V.O) By 2019, the chocolates evolved to feature seasonal fruits, offering a diverse range of flavors that delighted customers.

INT. CANDY SHOP - FAMILY MEMBER - DAY

A third generation family member, Patricia, takes the reins of the business. She works diligently to establish the candy shop as a prominent stop on the Tren del Hielo (Ice Train) tourist route.

NARRATOR (V.O) In 2019, Patricia, Don Manuel's daughter, became the torchbearer of the family tradition. She successfully included the candy shop as a featured attraction on the Tren del Hielo tourist route.

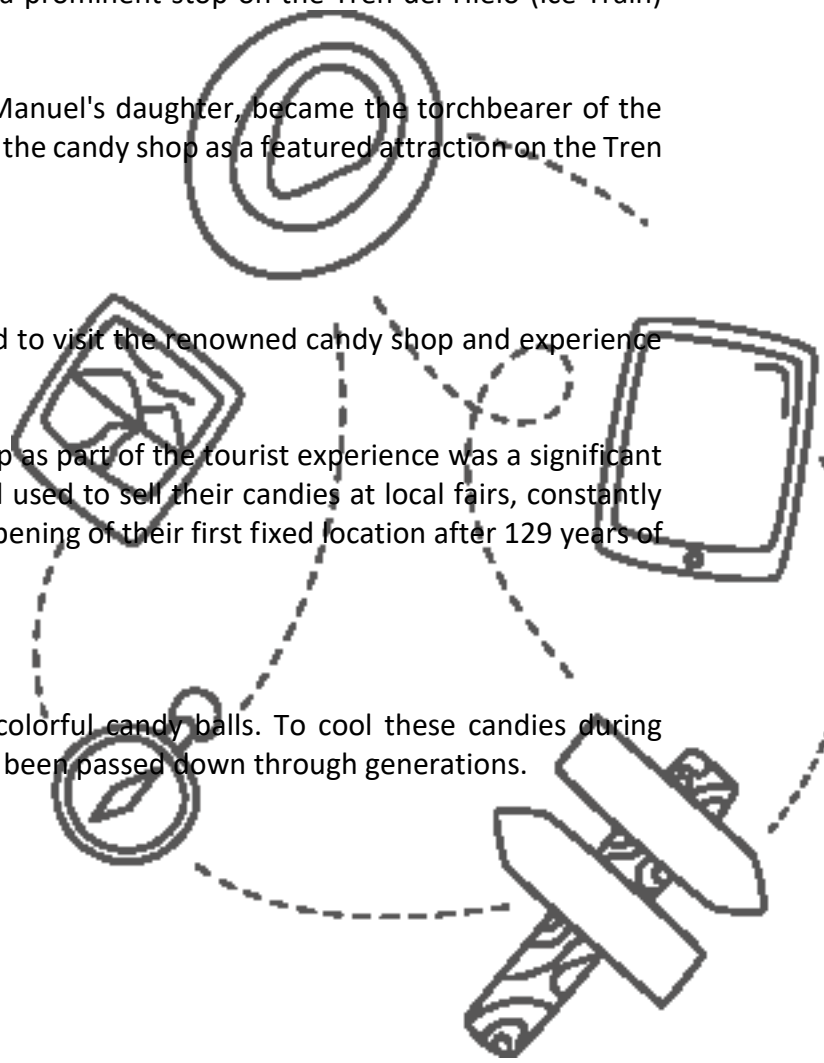
EXT. TRAIN STATION - ARRIVAL - DAY

Tourists disembark from the train, excited to visit the renowned candy shop and experience its sweet delights.

NARRATOR (V.O) Including the candy shop as part of the tourist experience was a significant milestone, as Don Manuelita and Manuel used to sell their candies at local fairs, constantly on the move. The train route led to the opening of their first fixed location after 129 years of history.

INT. CANDY SHOP - DISPLAY - DAY

The pride of the family business is the colorful candy balls. To cool these candies during production, they still use a stone that has been passed down through generations.





NARRATOR (V.O) The colorful candy balls hold a special place in the family's heart, as they continue to use a stone passed down through the generations to cool them. It's a symbol of their legacy.

INT. CANDY SHOP - PATRICIA - DAY

Patricia stands before the stone, speaking with reverence.

PATRICIA Oh, my little stone, how you endure the heat so that my family can find a better future. I'm grateful for your resilience.

NARRATOR (V.O) Patricia cherishes the stone, believing it holds the key to the family's success.

INT. CANDY SHOP - WORK AREA - DAY

The fourth generation, Patricia's children, gather around the old kitchen table. They eagerly respond to their grandfather's math problems, carrying on the tradition and preparing to inherit the candy-making legacy.

NARRATOR (V.O) Today, the fourth generation, Patricia's children, are preparing to inherit the sweet-making tradition. They gather around the old kitchen table, answering their grandfather's math problems with precision, ensuring that the legacy continues.

FADE OUT.

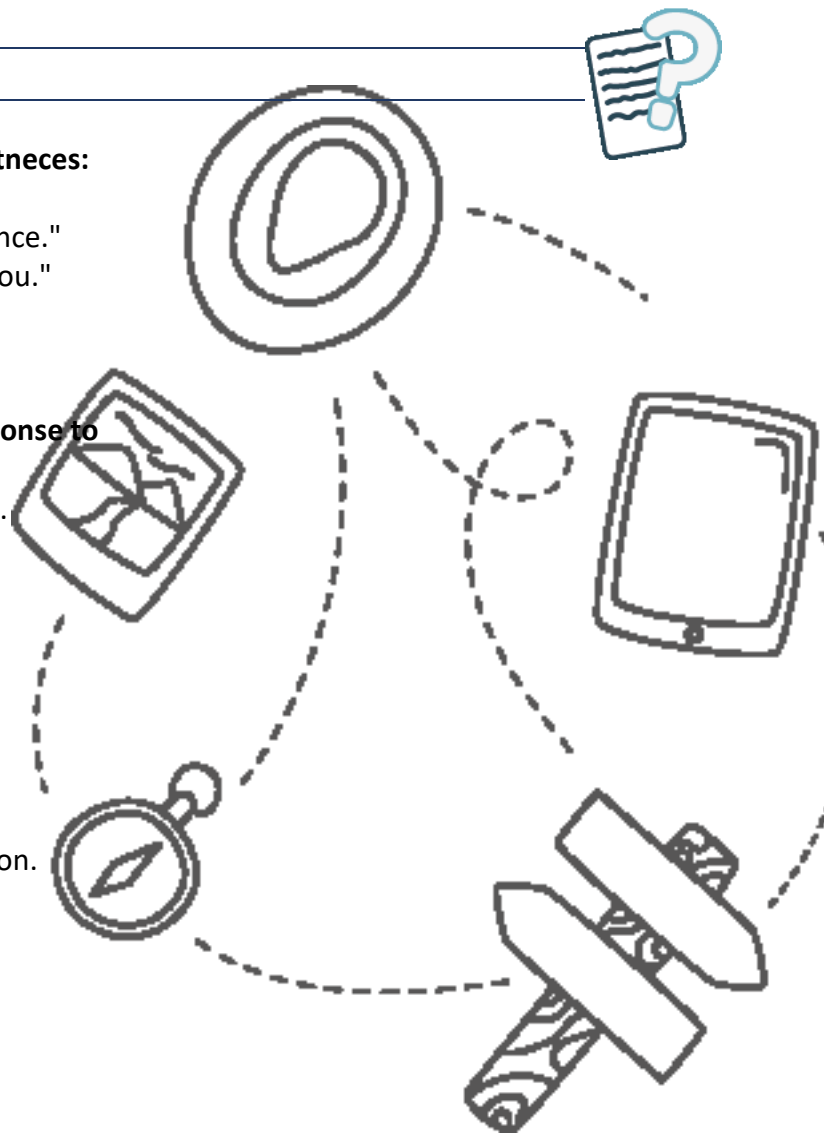
1.17. Unit Evaluation 1

Exercise 1: Complete the following sentences:

- 1) "_____! How are you?"
- 2) "_____ to make your acquaintance."
- 3) "_____, I'm delighted to meet you."
- 4) I hope you have a _____ stay!
- 5) _____, have a nice day at work!

Exercise 2: Choose the appropriate response to

- 1) "What's your name?"
 - a) I'm sorry, I didn't catch your name.
 - b) Thank you, my name is Sarah.
 - c) Yes, I am. How about you?
 - d) It's been a while.
- 2) "Thank you for your help!"
 - a) No problem.
 - b) You're welcome!
 - c) Nice to meet you too!
 - d) It's a pleasure to meet you in person.





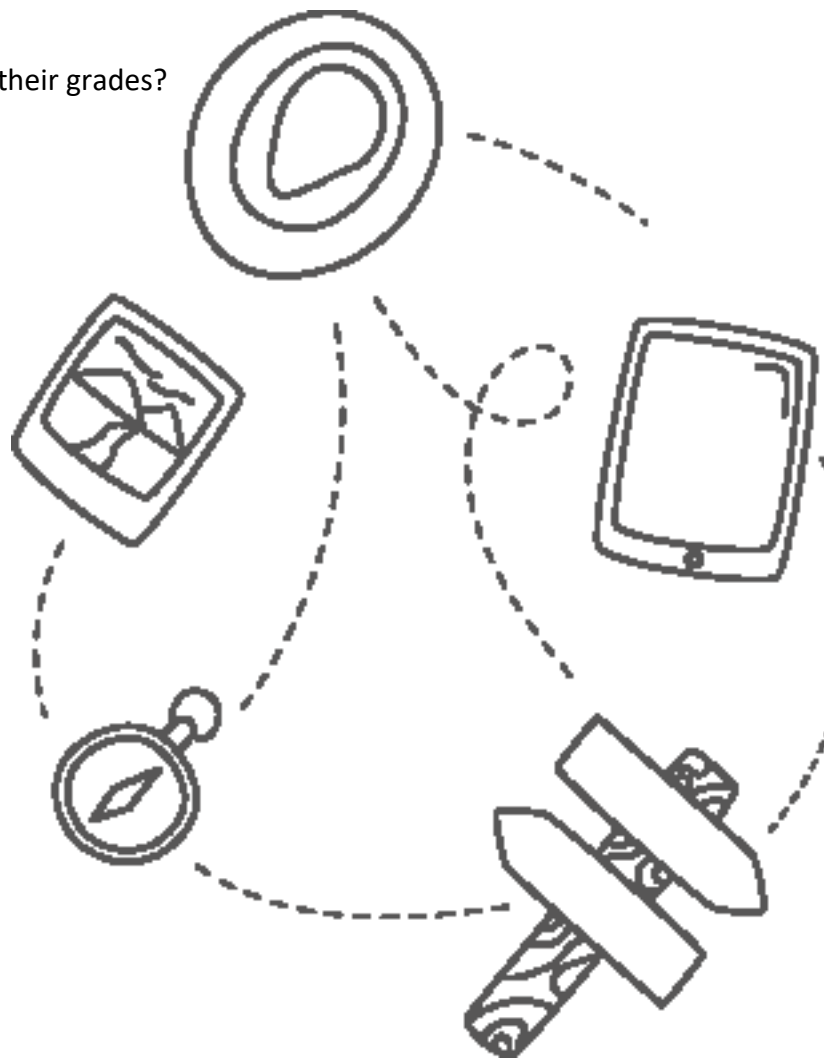
- 3) Where are you from?
- a) Where have you been?
 - b) How long are you staying?
 - c) Thank you, my name is Jack.
 - d) I'm from New York.

Exercise 3: Rearrange the words to form a sentence:

- 1) "visit / enjoying / you / your / Are?"
- 2) journey / your / was / How?
- 3) you / pleasure / meet / to / It's / a / me.
- 4) brings / What / here / you /?
- 5) you / a / day / good / have / I / hope!
- 6) in touch / stay / hope / can / I / we.
- 7) your / sorry / catch / I / didn't / It's / name.

Exercise 4: Fill in the blank with the appropriate pronoun or form of the verb "be" (am, is, are, was, were) to complete each sentence correctly.

- 1. _____ the cake delicious?
- 2. Sarah and I _____ good friends.
- 3. Where _____ your parents right now?
- 4. _____ it raining outside?
- 5. The book on the table _____ mine.
- 6. They _____ excited about the upcoming trip.
- 7. _____ you at the party last night?
- 8. He _____ a great singer.
- 9. We _____ ready to leave.
- 10. _____ the students happy with their grades?





ANSWER KEY

Exercise 1

1. Hi
2. It's nice
3. Hello
4. pleasant
5. Good bye!

Exercise 2

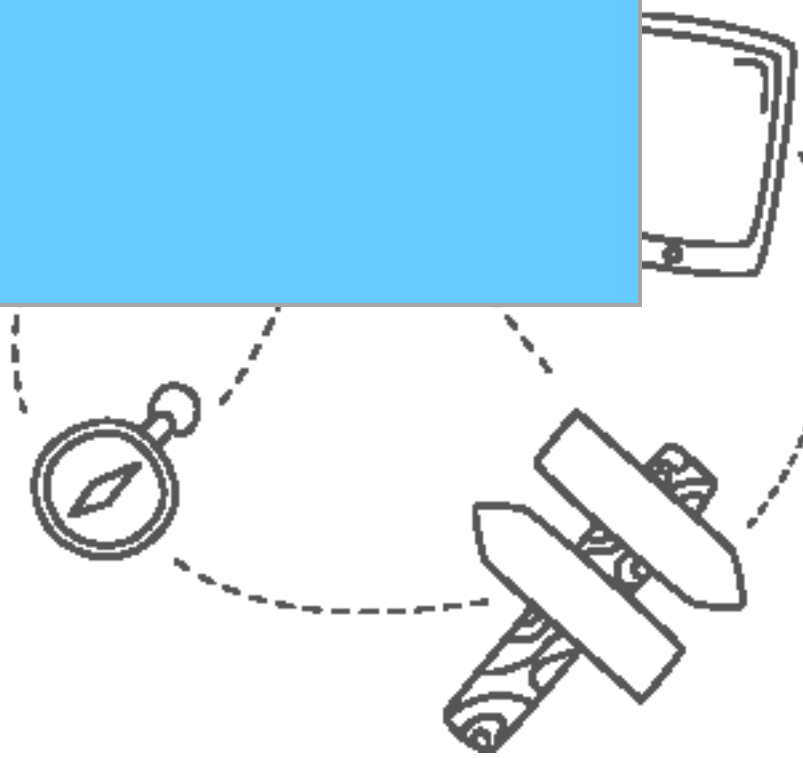
1. b) Thank you, my name is Sarah.
2. b) You're welcome!
3. d) I'm from New York.

Exercise 3

1. Are you enjoying your visit?
2. How was your journey?
3. It's a pleasure to meet you.
4. What brings you here?
5. I hope you have a good day!
6. I hope we can stay in touch.
7. I'm sorry, I didn't catch your name.

Exercise 4

1. Is
2. Are
3. Are
4. Is
5. Is
6. Are
7. Were
8. Is
9. Are
10. Were





2. UNIT 2 – Types of touristic transportation and mobility

UNIT OBJECTIVES

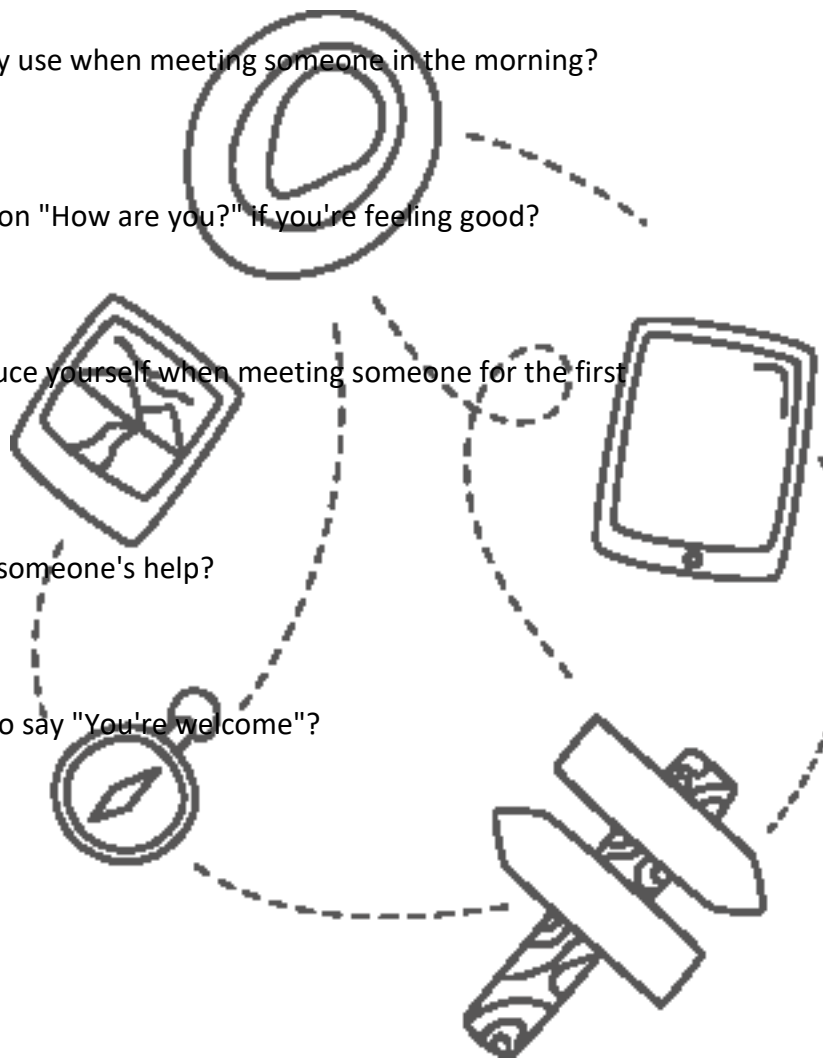
1. Students will learn and practice vocabulary words and phrases related to different modes of transportation, such as cars, buses, trains, planes, and bicycles.
2. Students will engage in listening activities that involve understanding and responding to conversations and instructions related to transportation.
3. Enhance reading comprehension by reading texts or passages about related to various transportation topics, such as public transportation systems, traffic congestion, or sustainable transportation. They will work on understanding the main ideas, details, and vocabulary in the texts.
4. Cultivate cultural awareness: Students will explore transportation systems and practices in different English-speaking countries or cultures. This can include discussions on transportation etiquette, public transportation norms, or the impact of transportation on the environment.
5. Promote language skills integration: The unit will provide opportunities for students to integrate their language skills by engaging in activities that combine listening, speaking, reading, and writing. For example, they may listen to a dialogue about public transportation, read a related text, discuss it in groups, and then write a short reflection on their own transportation preferences.

2.1. My practice time!



Exercise 1 - Multiple Choice

1. Which greeting would you typically use when meeting someone in the morning?
 - a) Hi
 - b) Good morning
 - c) Good afternoon
2. How do you respond to the question "How are you?" if you're feeling good?
 - a) Excuse me
 - b) Nice to meet you
 - c) I'm fine, thank you
3. What phrase do you use to introduce yourself when meeting someone for the first time?
 - a) What's your name?
 - b) My name is...
 - c) Sorry
4. How do you express gratitude for someone's help?
 - a) Excuse me
 - b) Goodbye
 - c) Thank you
5. Which expression would you use to say "You're welcome"?
 - a) You're welcome
 - b) Goodbye
 - c) Have a nice day

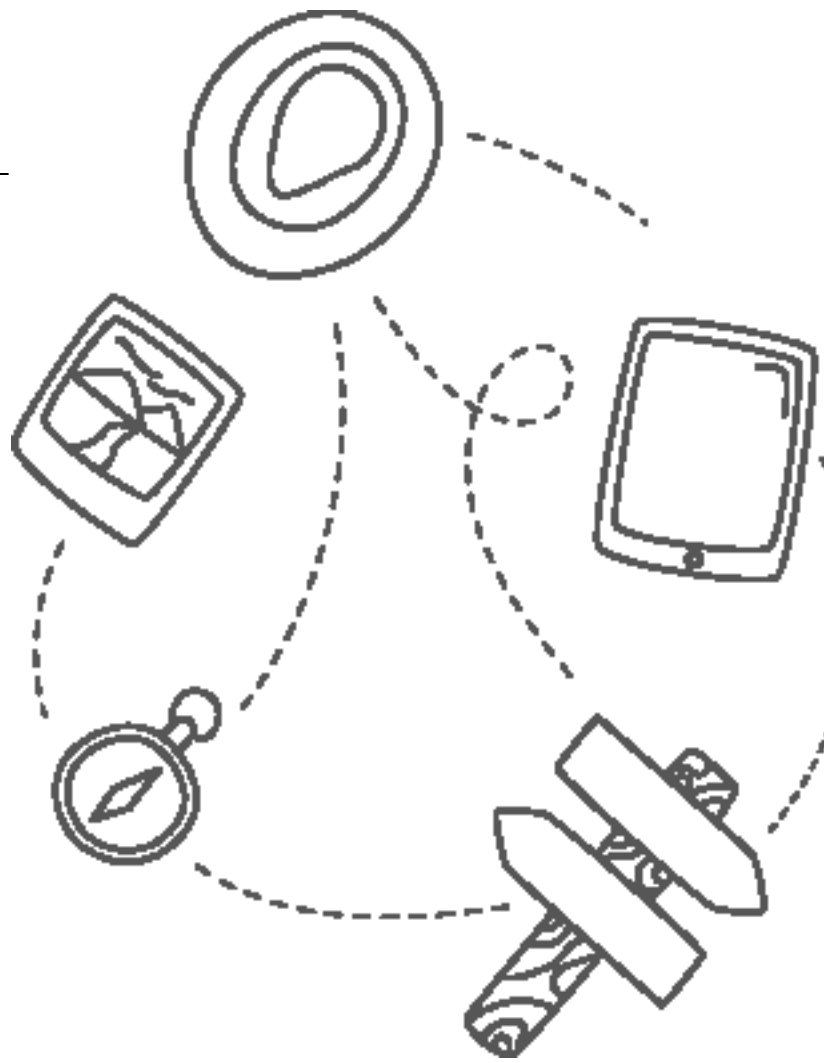




6. Which phrase can you use to apologize for a mistake?
 - a) Nice to meet you
 - b) Sorry
 - c) Have a nice day
7. What is the appropriate response when someone says "Goodbye"?
 - a) Hi
 - b) Thanks a lot
 - c) See you later
8. How do you politely ask someone to repeat something they said?
 - a) Please
 - b) Could you please repeat that?
 - c) Sorry
9. Which expression is used to wish someone a pleasant day?
 - a) Nice to meet you
 - b) Sorry
 - c) Have a nice day
10. Which phrase would you use to request someone's name?
 - a) Where are you from?
 - b) Good evening
 - c) What's your name?

Exercise 2 -Choose the most appropriate response to complete the following sentences:

1. How are you?
 - a) No problem.
 - b) Thank you.
 - c) I'm good, thanks.
 - d) Goodbye.
2. Nice to see you again! _____
 - a) Sorry.
 - b) You're welcome.
 - c) How do you do?
 - d) Nice to see you too!
3. Where are you headed?
 - a) Good afternoon.
 - b) Have a nice day.
 - c) How long are you staying?
 - d) I'm going to the park.
4. Are you enjoying your visit?
 - a) It's a pleasure to meet you.
 - b) Let me introduce myself.
 - c) Yes, I am. Thank you.
 - d) How have you been?





5. My name is Luis, _____.
- a) It's a pleasure to meet you.
 - b) Let me introduce myself.
 - c) Yes, I am. Thank you.
 - d) How have you been?

ANSWER KEY

Exercise 1:

- 1. Good morning
- 2. I'm fine, thank you
- 3. My name is...
- 4. Thank you
- 5. You're welcome
- 6. Sorry
- 7. See you later
- 8. Could you please repeat that?
- 9. Have a nice day
- 10. What's your name?

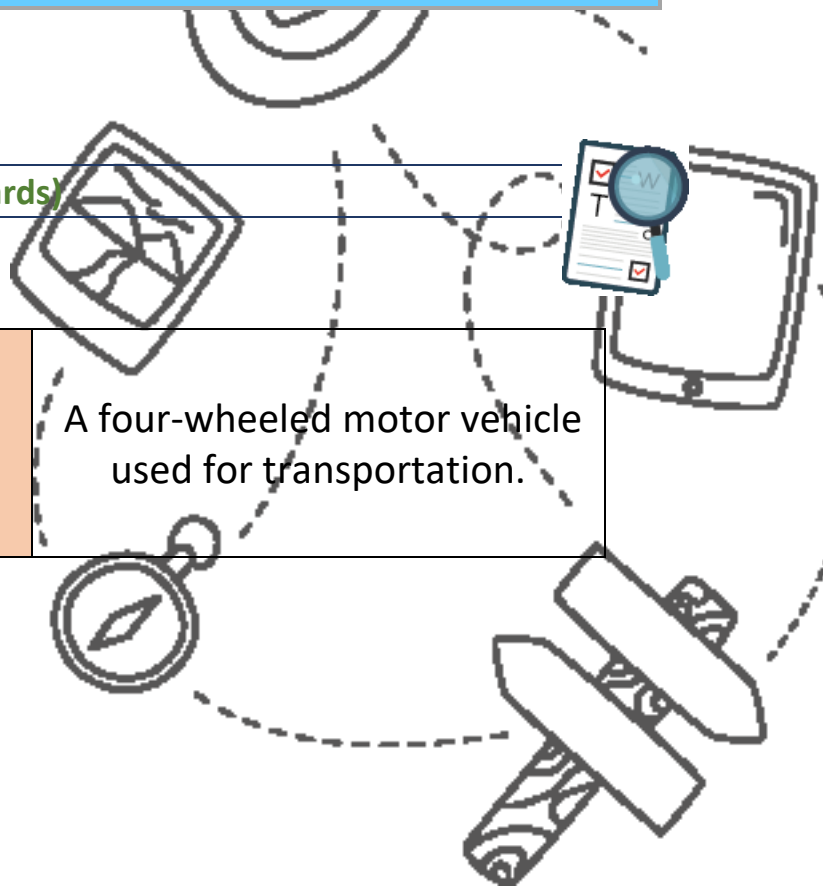
Exercise 2:

- 1. c) I'm good, thanks.
- 2. d) Nice to see you too!
- 3. c) How long are you staying?
- 4. c) Yes, I am. Thank you.
- 5. a) It's a pleasure to meet you.

2.2. My new words (Flash cards)

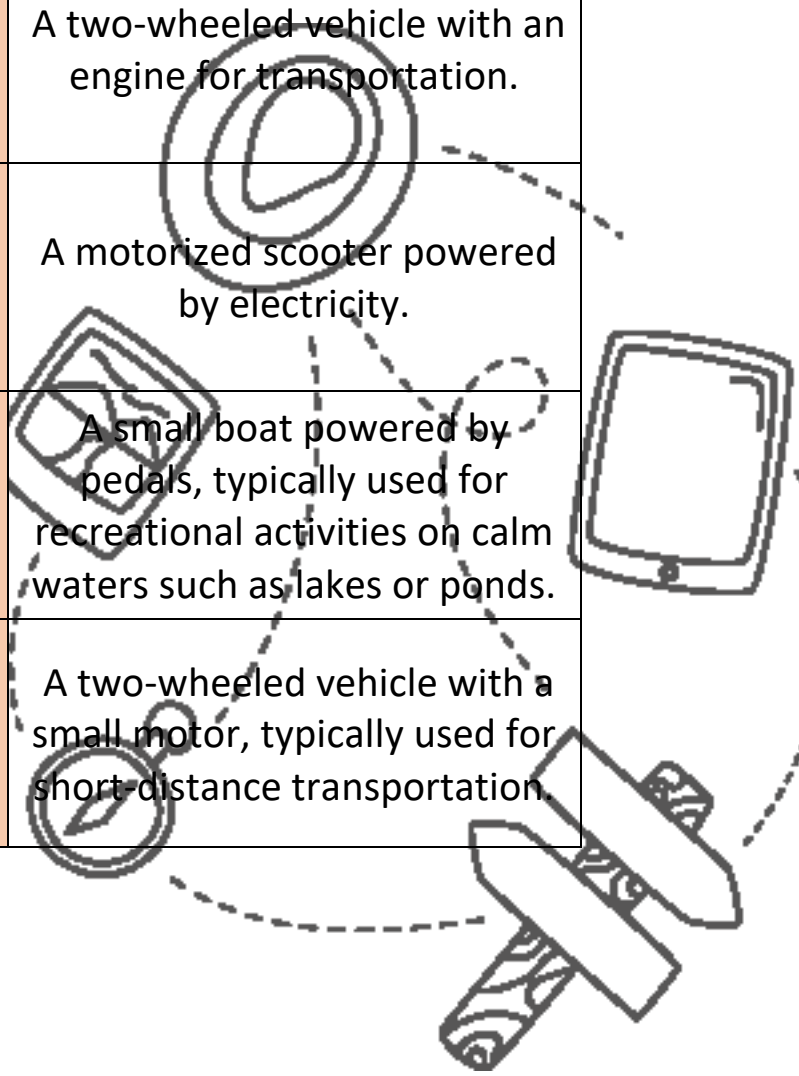
Car

A four-wheeled motor vehicle used for transportation.



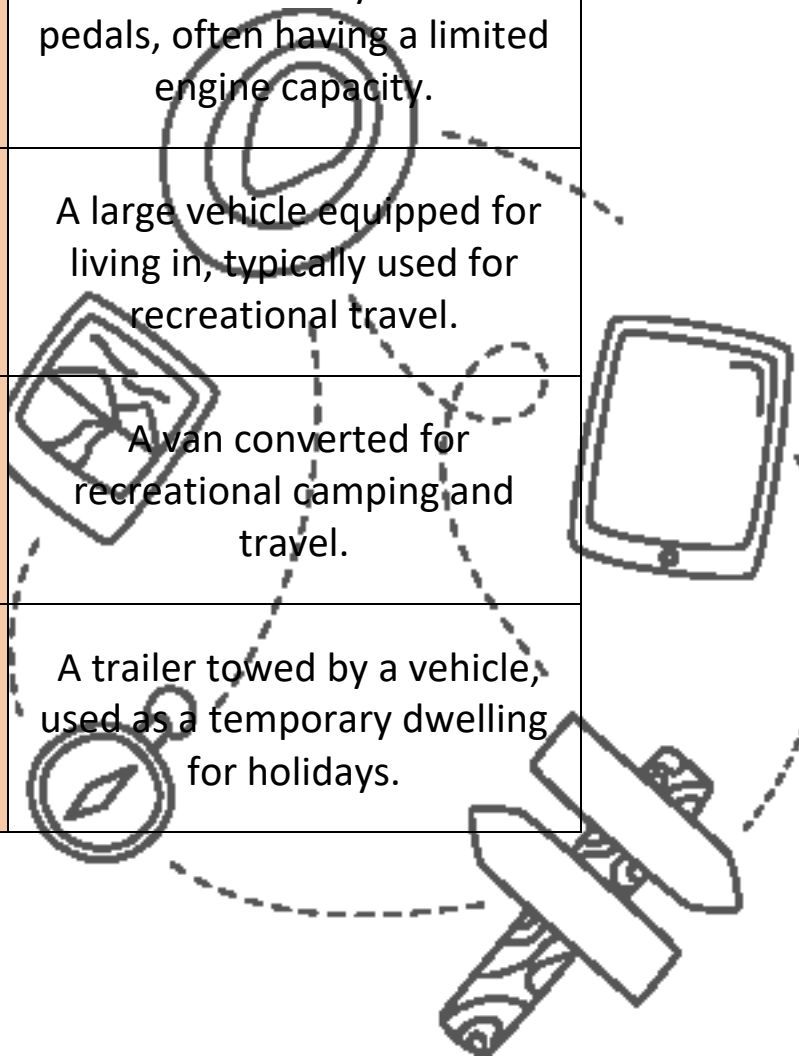


Bus	A large motor vehicle used for carrying passengers, typically along a fixed route.
Taxi	A vehicle that transports passengers for a fare, typically with a driver.
Bicycle	A vehicle with two wheels that is propelled by pedals.
Scooter	A small two-wheeled vehicle propelled by an engine or electric motor.
Motorcycle	A two-wheeled vehicle with an engine for transportation.
Electric scooter	A motorized scooter powered by electricity.
Pedalboat	A small boat powered by pedals, typically used for recreational activities on calm waters such as lakes or ponds.
Motorized scooter	A two-wheeled vehicle with a small motor, typically used for short-distance transportation.





Rickshaw	A two- or three-wheeled passenger cart pulled by a person.
Bicycle rickshaw	A pedal-powered vehicle with seating for passengers at the back.
Segway	A self-balancing personal transporter consisting of two wheels.
E-bike	A bicycle equipped with an electric motor for propulsion.
Moped	A small motorcycle with pedals, often having a limited engine capacity.
Motorhome	A large vehicle equipped for living in, typically used for recreational travel.
Camper van	A van converted for recreational camping and travel.
Caravan	A trailer towed by a vehicle, used as a temporary dwelling for holidays.





Cruise ship	A large passenger ship used for leisure travel and vacations.
Ferry	A boat or ship used to transport passengers, vehicles, or goods across a body of water.
Cable car	A vehicle suspended from a cable, typically used to transport passengers up mountains or across scenic areas.

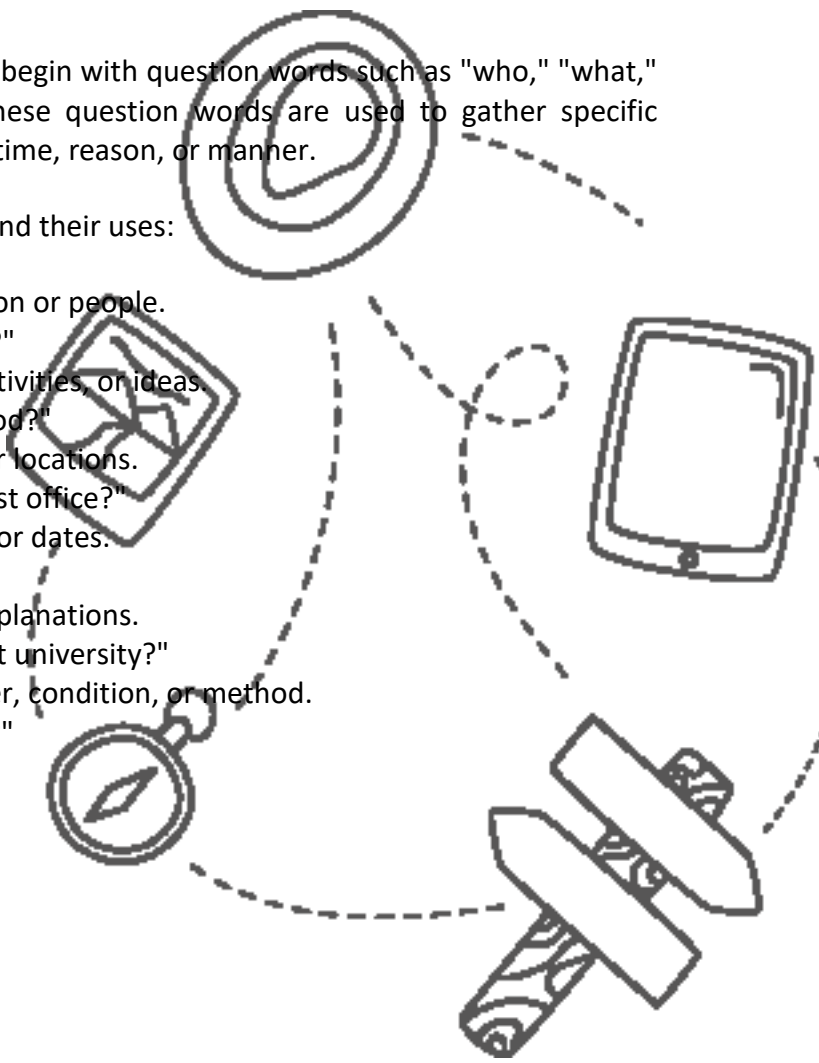
2.3. Expanding my grammar – Wh Questions



Wh-questions are a type of question that begin with question words such as "who," "what," "where," "when," "why," and "how." These question words are used to gather specific information about a person, thing, place, time, reason, or manner.

Here are some common question words and their uses:

1. Who: Used to inquire about a person or people.
Example: "Who is your best friend?"
2. What: Used to ask about things, activities, or ideas.
Example: "What is your favorite food?"
3. Where: Used to ask about places or locations.
Example: "Where is the nearest post office?"
4. When: Used to inquire about time or dates.
Example: "When is your birthday?"
5. Why: Used to ask for reasons or explanations.
Example: "Why did you choose that university?"
6. How: Used to ask about the manner, condition, or method.
Example: "How do you cook pasta?"





When asking Wh-questions, it's important to structure the sentence correctly. In English, the word order in a Wh-question is typically: Question word + auxiliary verb (if needed) + subject + main verb + the rest of the sentence.

Here are a few examples:

- "Where did you go on vacation?"
- "Why are you studying English?"
- "What time does the movie start?"
- "Who is coming to the party?"
- "How do you play the guitar?"

To answer Wh-questions, provide specific information related to the question word. This helps to communicate details and provide a complete response.

Self-study Tip: Practice creating your own Wh-questions and answering them. You can choose a topic or situation and ask yourself questions using different question words. Try to answer the questions in complete sentences, providing as much detail as possible. This will help you become more comfortable using Wh-questions and improve your ability to ask and answer them in conversations or written exercises.

Remember, Wh-questions are a valuable tool for gathering information and engaging in meaningful conversations. Keep practicing to become more confident in using them effectively.

Activity: Wh-Questions Exercise

Instructions:

Provide a list of 10 statements to the students. You need to transform each statement into a Wh-question by using the appropriate question word (e.g., who, what, where, when, why, how). Students should write the Wh-questions on a separate sheet of paper.

Example:

Statement: She went to the store.

Wh-Question: Where did she go?

Exercise 1:

Statement: They are playing soccer.

Wh-Question: _____

Exercise 2:

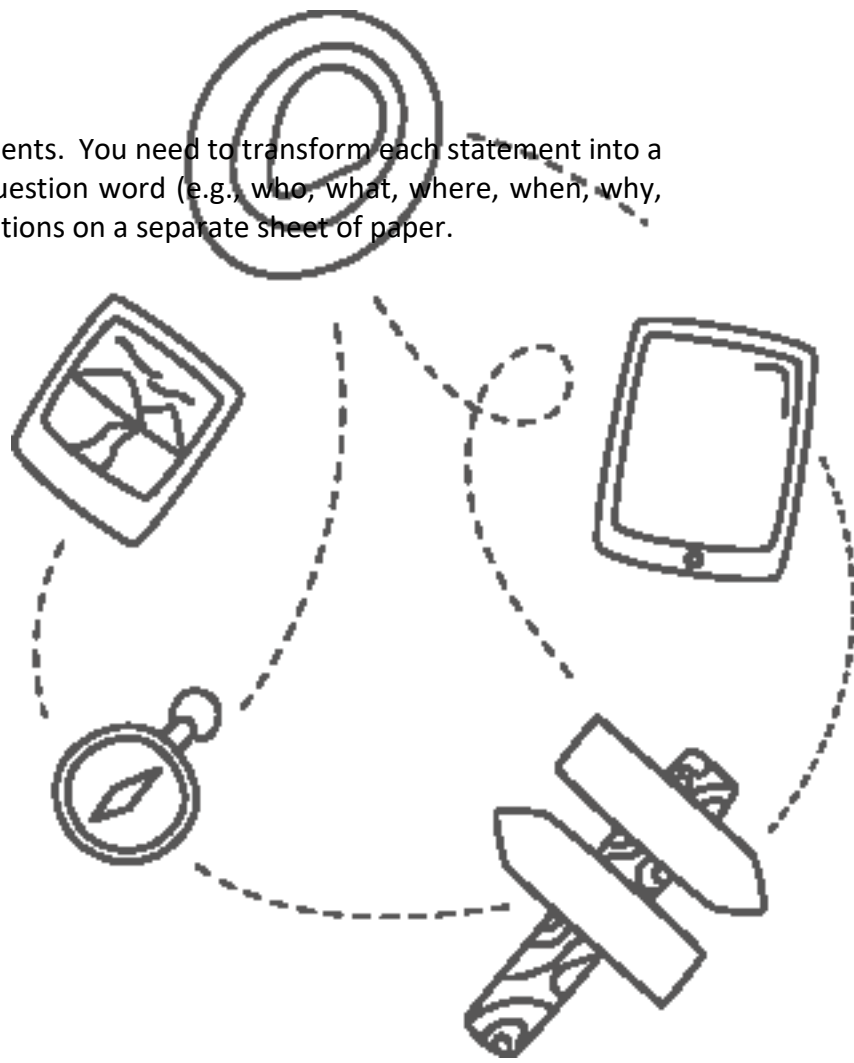
Statement: I have three brothers.

Wh-Question: _____

Exercise 3:

Statement: He is studying for an exam.

Wh-Question: _____





Exercise 4:

Statement: The movie starts at 8 PM.

Wh-Question: _____

Exercise 5:

Statement: She likes to read books.

Wh-Question: _____

Exercise 6:

Statement: They traveled to Europe last summer.

Wh-Question: _____

Exercise 7:

Statement: The party was at Sarah's house.

Wh-Question: _____

Exercise 8:

Statement: He bought a new car.

Wh-Question: _____

Exercise 9:

Statement: The concert was amazing.

Wh-Question: _____

Exercise 10:

Statement: She is going to the beach tomorrow.

Wh-Question: _____

Suggested Wh-Questions:

Exercise 1: What are they playing?

Exercise 2: How many brothers do I have?

Exercise 3: What is he studying for?

Exercise 4: When does the movie start?

Exercise 5: What does she like to do?

Exercise 6: Where did they travel last summer?

Exercise 7: Whose house was the party at?

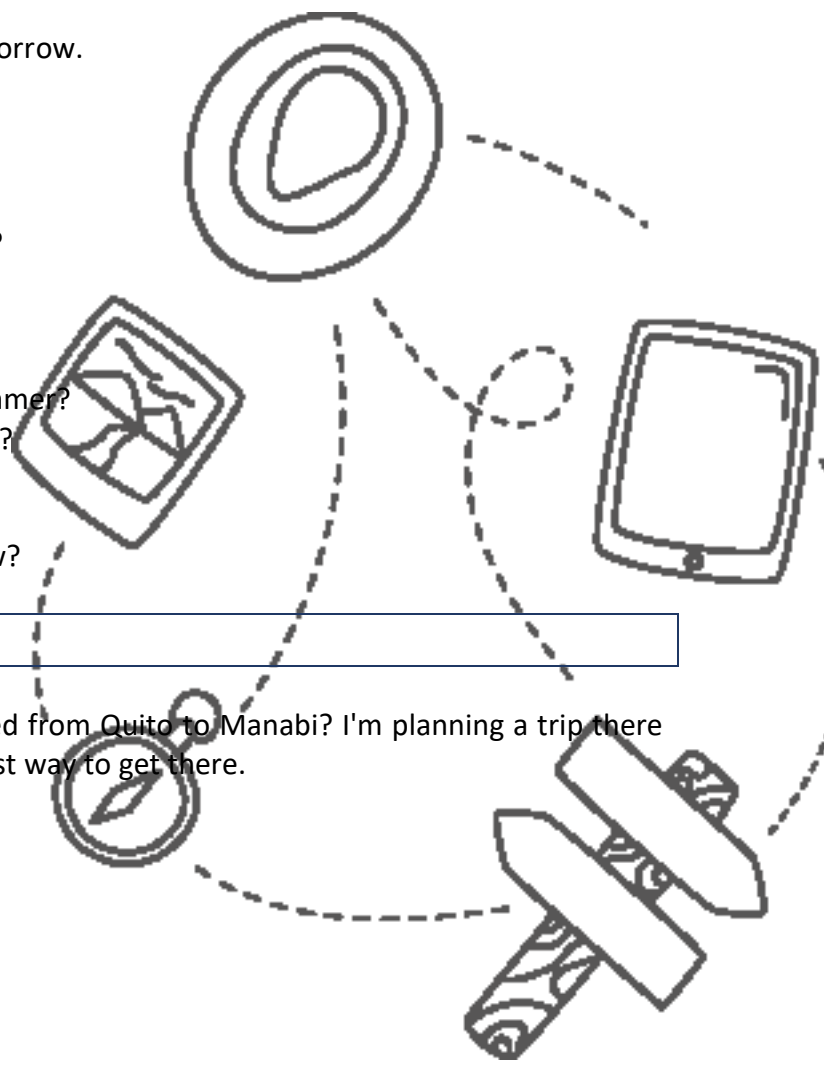
Exercise 8: What did he buy?

Exercise 9: How was the concert?

Exercise 10: Where is she going tomorrow?

2.4. I'm speaking

Victor: Hey, have you ever traveled from Quito to Manabi? I'm planning a trip there and I'm trying to figure out the best way to get there.





Guillermo: Yes, I have! There are a few options you can consider: flying, taking a bus, or driving by car. Each has its pros and cons.

Victor: Flying sounds convenient, but is it expensive?

Guillermo: It can be pricier than other options, but it's definitely the fastest way to get there. You can check with airlines for their current fares and compare them to other modes of transportation. Keep in mind that flights are subject to availability and schedules.

Victor: I'm also considering taking a bus. How long does that usually take?

Guillermo: Taking a bus is a more affordable option, and the journey takes around 7 to 8 hours, depending on traffic and the route. Buses typically depart from Quito's main bus terminal, so you might need to consider transportation to and from the terminal as well.

Victor: That's quite a long journey by bus. What about driving by car? Is it a feasible option?

Guillermo: Driving can be a good option if you prefer more flexibility and want to enjoy the scenic routes along the way. The journey from Quito to Manabi takes around 6 to 7 hours by car, depending on traffic and the route you choose. Just make sure you have a valid driver's license and are comfortable driving for a long duration.

Victor: That's helpful to know. Are there any specific routes you recommend for driving?

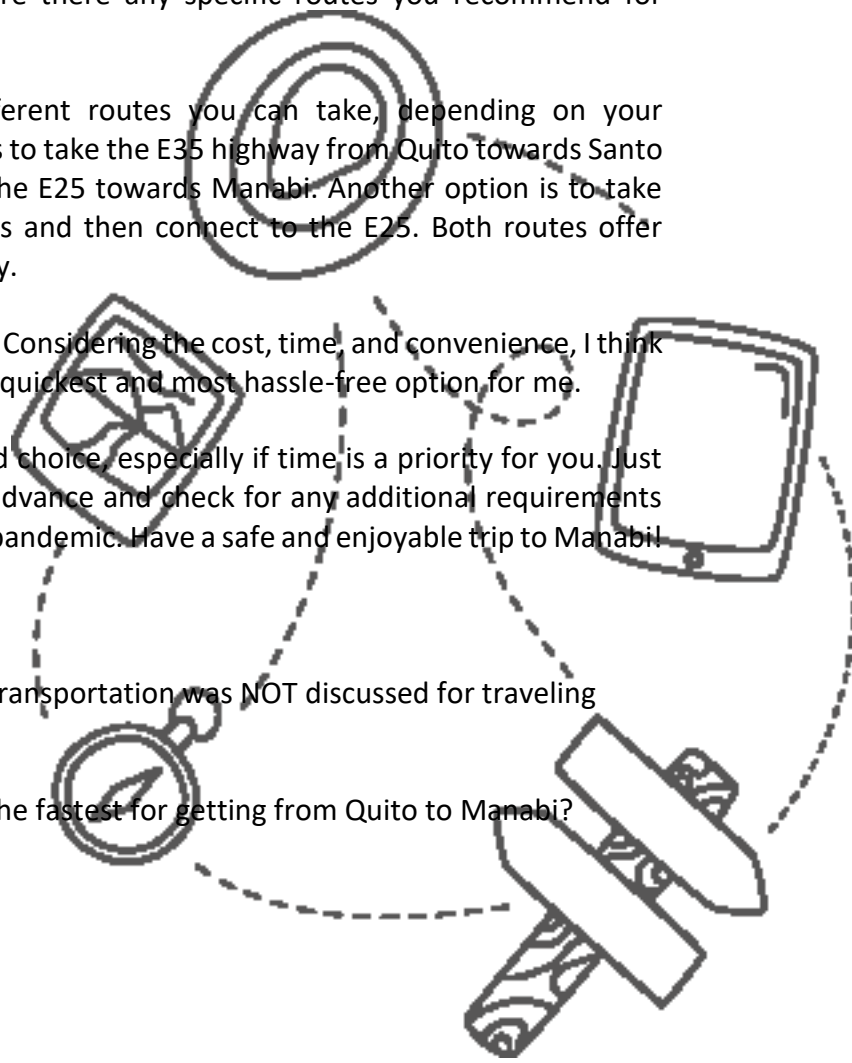
Guillermo: There are a few different routes you can take, depending on your preferences. One common route is to take the E35 highway from Quito towards Santo Domingo, and then continue on the E25 towards Manabi. Another option is to take the E20 highway towards Los Rios and then connect to the E25. Both routes offer beautiful landscapes along the way.

Victor: Thanks for the suggestions! Considering the cost, time, and convenience, I think I'll go with flying. It seems like the quickest and most hassle-free option for me.

Guillermo: That sounds like a good choice, especially if time is a priority for you. Just make sure to book your flight in advance and check for any additional requirements or restrictions due to the ongoing pandemic. Have a safe and enjoyable trip to Manabi!

Questions

1. Which of the following modes of transportation was NOT discussed for traveling from Quito to Manabi?
a) Flying b) Train c) Bus d) Driving
2. Which mode of transportation is the fastest for getting from Quito to Manabi?
a) Flying b) Bus c) Train d) Driving

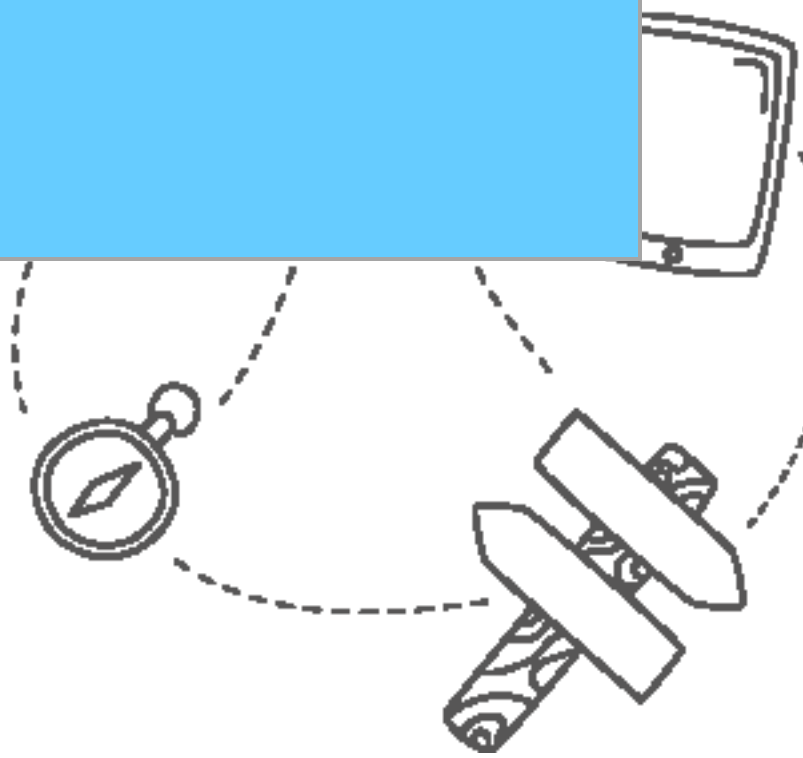




3. What is one advantage of flying compared to taking a bus or driving?
a) Lower cost b) Scenic routes c) Flexibility d) Speed
4. How long does the bus journey typically take from Quito to Manabi?
a) 2-3 hours b) 4-5 hours c) 7-8 hours d) 10-12 hours
5. Where do the buses usually depart from in Quito?
a) Airport b) Train station c) Bus terminal d) Ferry port
6. Which mode of transportation offers the most affordability?
a) Flying b) Bus c) Train d) Driving
7. What is one advantage of taking a bus compared to flying or driving?
a) Quick travel time b) Scenic landscapes c) More comfortable seating d) Lower cost
8. How long does the car journey typically take from Quito to Manabi?
a) 1-2 hours b) 3-4 hours c) 6-7 hours d) 9-10 hours
9. What are the recommended routes for driving from Quito to Manabi?
a) E35 highway towards Santo Domingo b) E20 highway towards Los Rios c) E25 highway towards Manabi d) All of the above
10. What factors should be considered when choosing the best transportation option for this trip?
a) Cost, time, and convenience b) Scenic landscapes and wildlife c) Availability of Wi-Fi onboard d) Availability of onboard dining services

ANSWER KEY

1. b) Train
2. a) Flying
3. d) Speed
4. c) 7-8 hours
5. c) Bus terminal
6. b) Bus
7. d) Lower cost
8. c) 6-7 hours
9. d) All of the above
10. a) Cost, time, and convenience





2.5. My practice time!



Exercise 1: WH-Question Practice - Tourism

Instructions: Write the appropriate WH-question word (who, what, where, when, why, how) to complete each question related to tourism.

1. _____ are the must-visit attractions in this city?
2. _____ time does the museum open?
3. _____ is the best way to get to the beach from here?
4. _____ is the local cuisine like?
5. _____ are the popular festivals celebrated in this region?
6. _____ can I find a good hotel in this area?
7. _____ are the famous landmarks in this country?
8. _____ is the average temperature during the summer months?
9. _____ is the best time of year to visit this destination?
10. _____ are the top-rated restaurants in this town?

Exercise: Instructions: Match the mode of transportation with its corresponding definition.

Instructions: Match the mode of transportation with its corresponding definition.

1. Car
 2. Bus
 3. Taxi
 4. Bicycle
 5. Cable car
-
- a) A small, motor-driven vehicle used for short trips.
 - b) A large vehicle designed to transport many passengers.
 - c) A small vehicle for transporting passengers for a fare.
 - d) A self-balancing personal transporter with two wheels.
 - e) An enclosed cabin suspended on a cable, used for transportation in mountainous areas.

ANSWER KEY

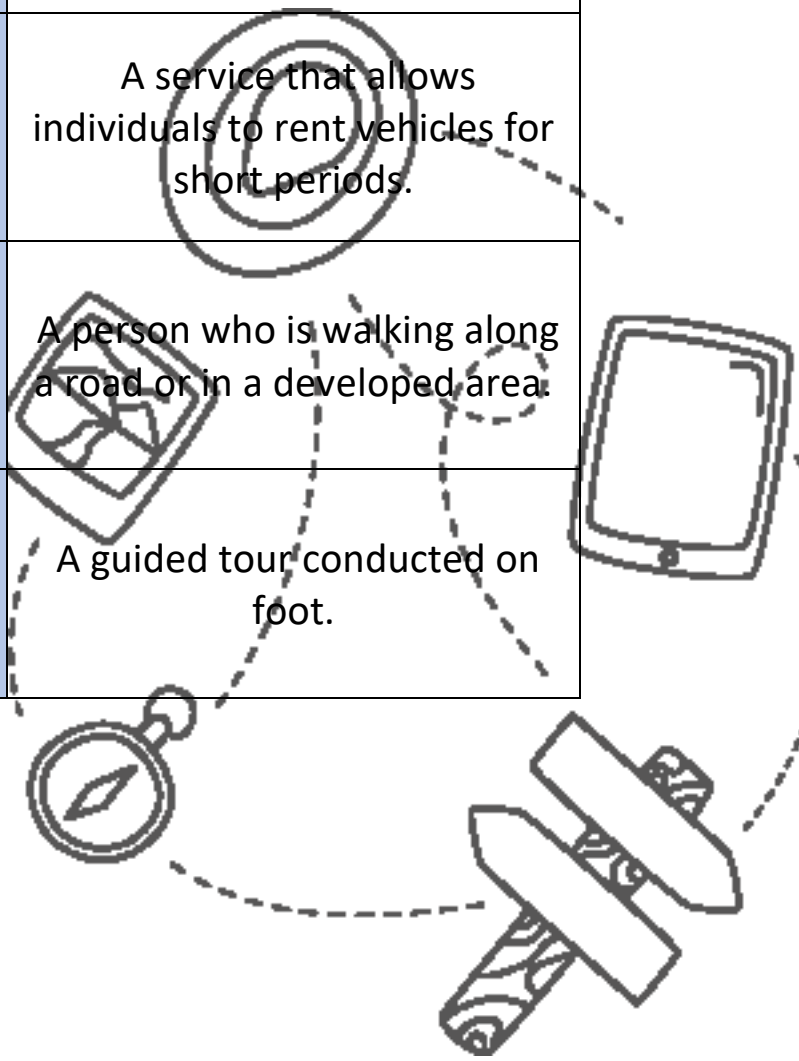
1. What
2. When
3. What/How
4. What
5. What
6. Where
7. What
8. What
9. When
10. What



2.6. My new words (Flash cards)

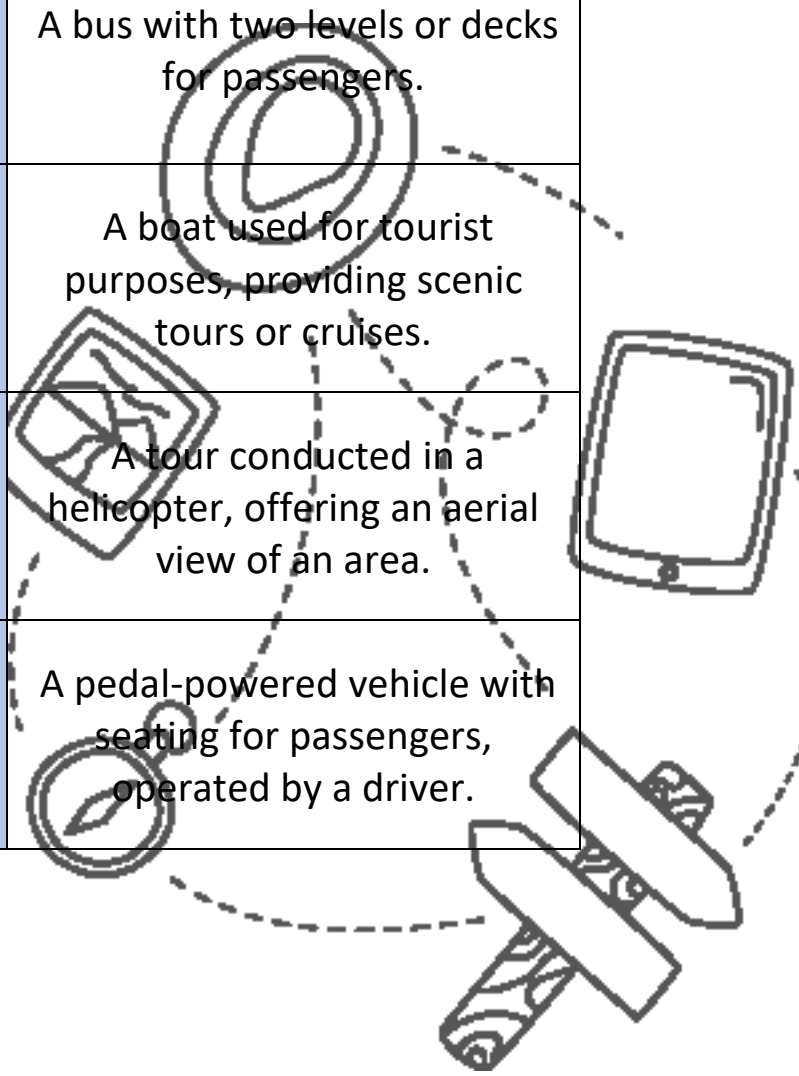


Rented car	A car that is hired or leased for temporary use.
Scooter rental	The act of renting a scooter for a specified period.
Bike sharing	A system in which bicycles are available for shared use to individuals on a short-term basis.
Car sharing	A service that allows individuals to rent vehicles for short periods.
Pedestrian	A person who is walking along a road or in a developed area.
Walking tour	A guided tour conducted on foot.





Sightseeing bus	A bus specifically designed for tourists to explore and visit popular attractions.
Rideshare	A service that enables people to share transportation, typically through a mobile app.
Electric vehicle	A vehicle that is powered by electricity, such as an electric car or electric scooter.
Airport shuttle	A transportation service that runs between airports and nearby locations.
Double-decker bus	A bus with two levels or decks for passengers.
Sightseeing boat	A boat used for tourist purposes, providing scenic tours or cruises.
Helicopter tour	A tour conducted in a helicopter, offering an aerial view of an area.
Pedicab	A pedal-powered vehicle with seating for passengers, operated by a driver.





Horse-drawn carriage	A wheeled vehicle pulled by horses, often used for leisure rides.
Electric skateboard	A motorized skateboard propelled by an electric motor.
Paragliding	The recreational and competitive adventure sport of flying paragliders.
Zip line	A cable suspended between two points, used for transportation or recreation.
Hot air balloon	A large balloon filled with heated air that can carry passengers in a basket.
Electric unicycle	A self-balancing personal transporter with a single wheel powered by an electric motor.

2.7. Expanding my grammar – How to write a sentence

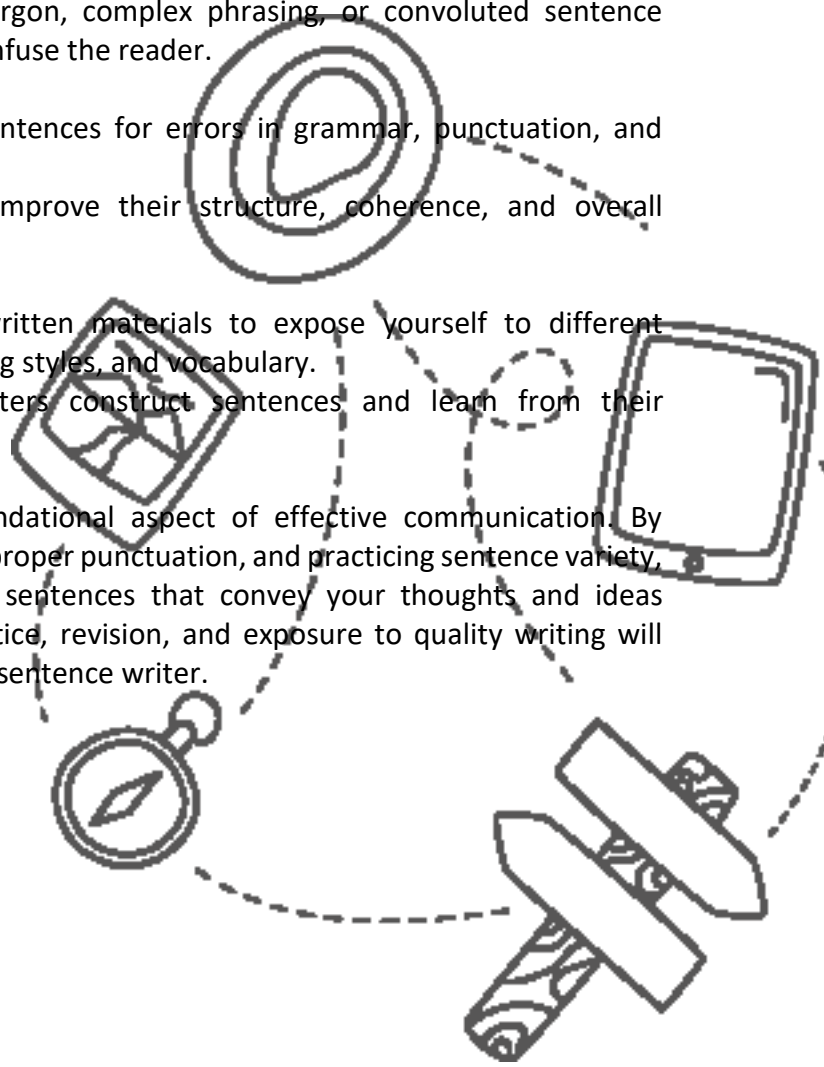
HOW TO WRITE A CORRECT SENTENCE

1. Understand the Basic Structure:
 - A sentence is a complete thought or idea that expresses a complete meaning.



- It typically consists of a subject and a predicate. The subject tells us who or what the sentence is about, and the predicate provides information about the subject or expresses an action or state.
- 2. Use Proper Punctuation:
 - Begin the sentence with a capital letter.
 - End the sentence with appropriate punctuation marks, such as a period (.), question mark (?), or exclamation mark (!).
- 3. Ensure Subject-Verb Agreement:
 - The subject and the verb must agree in number (singular or plural).
 - If the subject is singular, the verb should be singular. If the subject is plural, the verb should be plural as well.
- 4. Avoid Sentence Fragments:
 - A sentence fragment is an incomplete sentence that lacks a subject, a verb, or does not express a complete thought.
 - Ensure that each sentence has both a subject and a predicate and conveys a complete idea.
- 5. Vary Sentence Length and Structure:
 - Use a combination of short and long sentences to create a rhythm and flow in your writing.
 - Experiment with different sentence structures, such as simple, compound, complex, and compound-complex sentences, to add variety and engage readers.
- 6. Maintain Sentence Clarity:
 - Keep your sentences clear and concise, expressing ideas in a straightforward manner.
 - Avoid excessive use of jargon, complex phrasing, or convoluted sentence constructions that may confuse the reader.
- 7. Proofread and Edit:
 - Always proofread your sentences for errors in grammar, punctuation, and clarity.
 - Edit your sentences to improve their structure, coherence, and overall effectiveness.
- 8. Read Widely and Observe:
 - Read a variety of well-written materials to expose yourself to different sentence structures, writing styles, and vocabulary.
 - Observe how skilled writers construct sentences and learn from their techniques.

Remember, writing sentences is a foundational aspect of effective communication. By understanding sentence structure, using proper punctuation, and practicing sentence variety, clarity, and correctness, you can write sentences that convey your thoughts and ideas accurately and coherently. Regular practice, revision, and exposure to quality writing will contribute to your growth as a proficient sentence writer.





2.8. Reading Knowing Ecuador

Carnaval de Cuenca

Source: www.goraymi.com 

When is Carnaval celebrated in Cuenca?

The Carnaval in Cuenca will be celebrated from February 18th to 21st, 2023.

These 4 days are part of Ecuador's public holiday calendar, during which no work is done and they are non-recoverable.

The Fiesta de la Fruta y de las Flores in Ambato, the Carnaval in Guaranda, and the Pawkar Raymi or Puruwa Carnaval in Chimborazo are the most attractive and popular carnivals in Ecuador.

What is the name of the Carnaval in Cuenca?

Without a particular name, the Carnaval in Cuenca is widely recognized for its "Jueves de compadres y comadres" (Thursday of godparents and godmothers), which is celebrated two weeks before Carnaval, specifically on a Thursday.

In the past, in every group of friends or family, the people from Cuenca would gather to strengthen their bonds of friendship and solidarity, publicly declaring themselves as compadres or comadres.

The declaration did not come alone; the chosen compadre or comadre would receive a "guagua de pan" (bread baby), carefully adorned on a tray filled with flower petals.

The guagua did not come alone either. On the contrary, it came with its "loncherita" or "agrado," as the people from Cuenca say, which consisted of a provision of sweets, eggs, and other treats.

But the tradition was reciprocal, so the chosen compadres and comadres would return the honor by offering a small glass of "mistelas" (fruit-infused liquor) and committing to celebrate Carnaval at the house of the person who requested the compadrazgo.

These are genuine traditions of the people from Cuenca!

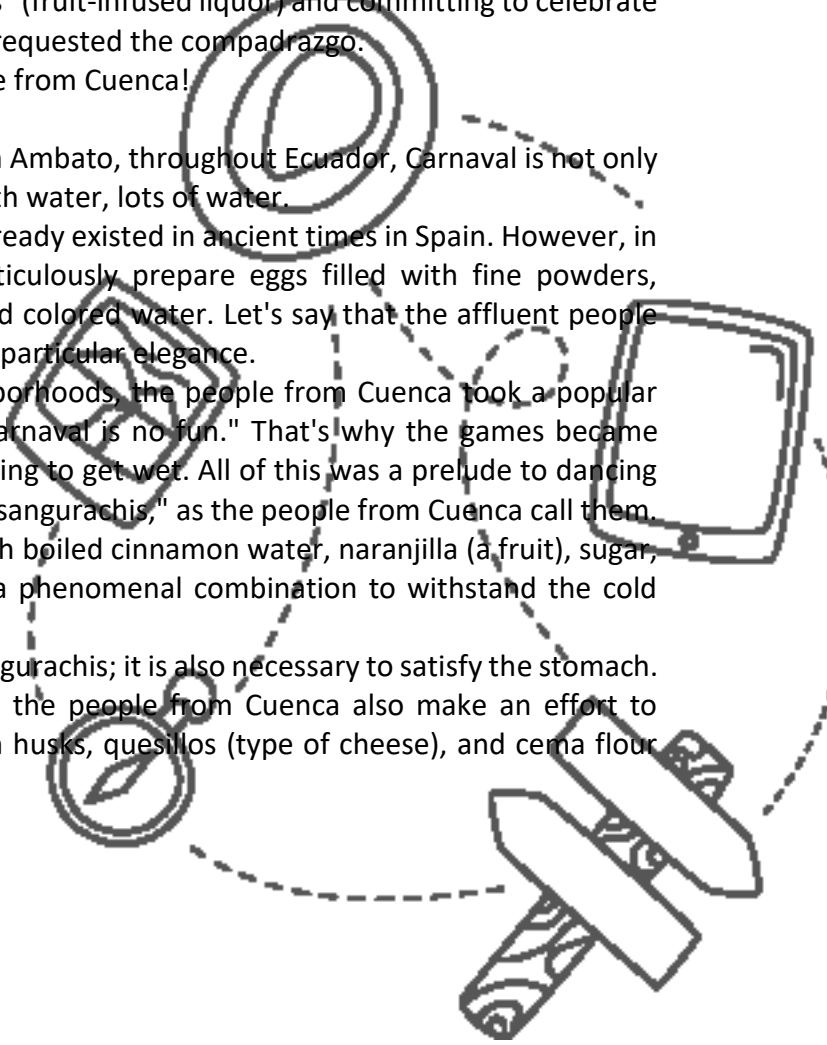
How is Carnaval celebrated in Cuenca?

With a few exceptions, like the Carnaval in Ambato, throughout Ecuador, Carnaval is not only a popular celebration but also a game, with water, lots of water.

There are indications that water games already existed in ancient times in Spain. However, in old Cuenca, affluent families would meticulously prepare eggs filled with fine powders, glitters, confetti, streamers, perfumed and colored water. Let's say that the affluent people from Cuenca used to play Carnaval with a particular elegance.

On the other hand, in the popular neighborhoods, the people from Cuenca took a popular saying seriously: "without getting wet, Carnaval is no fun." That's why the games became small battles between entire families playing to get wet. All of this was a prelude to dancing in the heat of the famous "canelazos" or "sangurachis," as the people from Cuenca call them. The sangurachis is a warm drink made with boiled cinnamon water, naranjilla (a fruit), sugar, and a little bit of aguardiente or ataco, a phenomenal combination to withstand the cold water of Cuenca's Carnaval.

But the cold is not combated only with sangurachis; it is also necessary to satisfy the stomach. That's why, in advance of the festivities, the people from Cuenca also make an effort to prepare peeled corn, mote (hominy) with husks, quesillos (type of cheese), and cema flour for the mestizo bread.





But with a full belly and the warmth of the canelazos, the body also craves a little bit of energy. Perhaps that's why the people from Cuenca also make an effort, and it goes without saying, in advance, to prepare a wide range of sweets. The peach sweets, llachapa, black figs with panela (unrefined cane sugar), dulce de leche with coconut, capulí (fruit), pear, apple, dulce de poroto (bean paste), all of them accompanied by delicious mestizo bread and lard cookies. It's a real feast that would make Hansel and Gretel's witch blush.

But don't worry that so much sweetness might dry your palate. The people from Cuenca, in advance, make sure to prepare colada de capulí, de purcha perro, yaguana, or chicha de jora (types of beverages made from fruits or corn).

Gastronomy of Carnaval in Cuenca

Don't be confused; canelazos, sangurachis, sweets, and coladas are just a small part of the gastronomy with which the people from Cuenca welcome you.

The gastronomic feast of Carnaval is carefully prepared by skilled men and women experts in the culinary arts during the four days of Carnaval.

Cuenca's gastronomy revolves around the agricultural, fishery, and meat production of its parishes. That's why pork, corn, and pepa de zambo (zambo squash seeds) form the gastronomic trilogy of Cuenca's cuisine during Carnaval.

Pork plays a leading role when it comes to cooking the Carnaval feast. From pork, the delicious cascarita is prepared and eaten with mote, ají (spicy sauce), and tostado (roasted corn kernels). Then, sancocho (traditional soup), fritada (fried pork), and chicharrones (pork rinds) are elaborated.

Mote pata is perhaps the most representative stew of Cuenca's cuisine. It uses ingredients such as cuchí cara (pork snout), mote, pork meat, longaniza (sausage), and bacon, which are available for sale year-round in the markets.

Don't be disappointed if you arrive in Cuenca at a different time of the year than Carnaval. Don't worry because the people from Cuenca put in effort 24/7/365, so you can always savor their dishes while falling in love with the blue domes of their cathedral.

Jueves de compadres y comadres in Carnaval de Cuenca

With traditional games, music, and dances, Cuenca, the capital of Azuay in southern Ecuador, celebrates the Jueves de Compadres (Thursday of godparents) every year as a way to kick off Carnaval. This particular celebration was revived by the Municipal Tourism Foundation for Cuenca some years ago to preserve cultural heritage and attract more tourists.

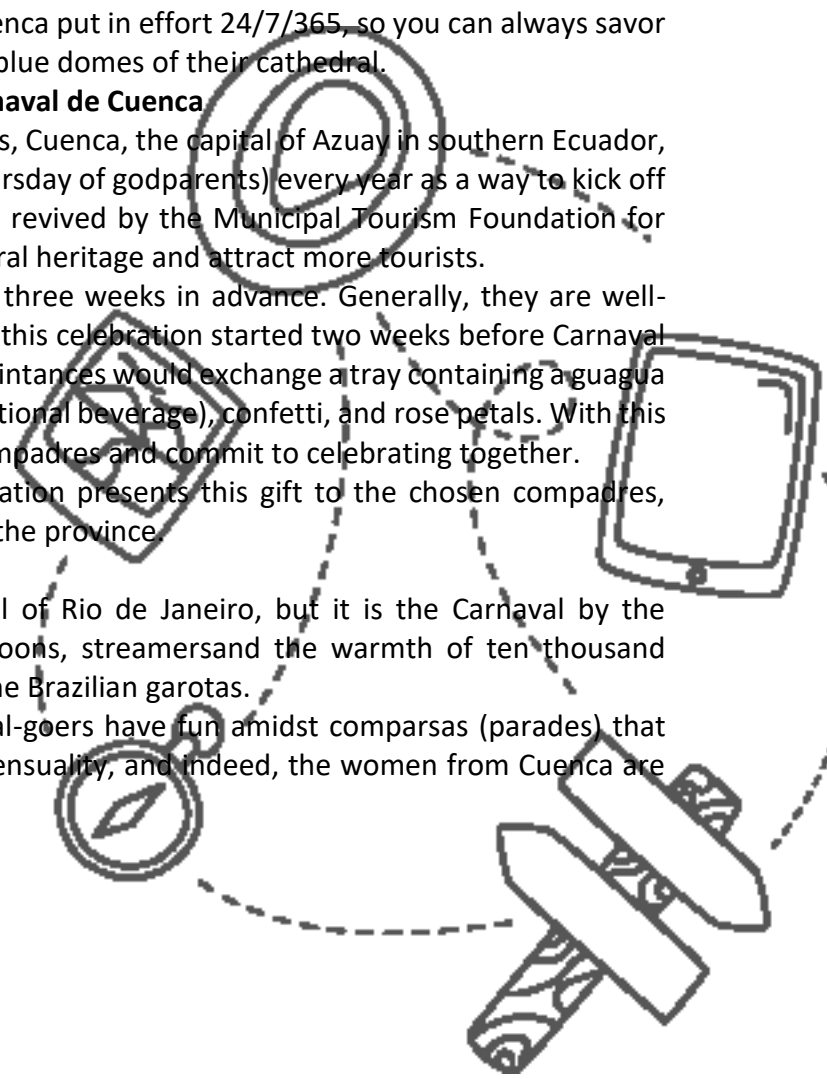
The compadre and comadre are chosen three weeks in advance. Generally, they are well-known figures in the country. Previously, this celebration started two weeks before Carnaval on a Thursday. Cuenca families and acquaintances would exchange a tray containing a guagua de pan (bread baby), a jug of chicha (traditional beverage), confetti, and rose petals. With this gesture, they would name each other compadres and commit to celebrating together.

Currently, the Municipal Tourism Foundation presents this gift to the chosen compadres, named authorities, and special guests of the province.

The Carnaval by the Gualaceo River

Don't be mistaken; it's not the Carnaval of Rio de Janeiro, but it is the Carnaval by the Gualaceo River, filled with flowers, balloons, streamers and the warmth of ten thousand people that will make you forget about the Brazilian garotas.

Along the Jaime Roldós Avenue, Carnaval-goers have fun amidst comparsas (parades) that project colorful lights, beauty, joy, and sensuality, and indeed, the women from Cuenca are famous for their beauty.





On Monday and Tuesday of Carnaval, prestigious national and international orchestras ignite the party by the river. This tradition started a couple of centuries ago when the people from Gualaceo would throw eggshells filled with colored water at the ladies who captured their hearts, as a kind of indirect expression that would materialize when, in the middle of the festivities, between one dance and another, they declared their love.

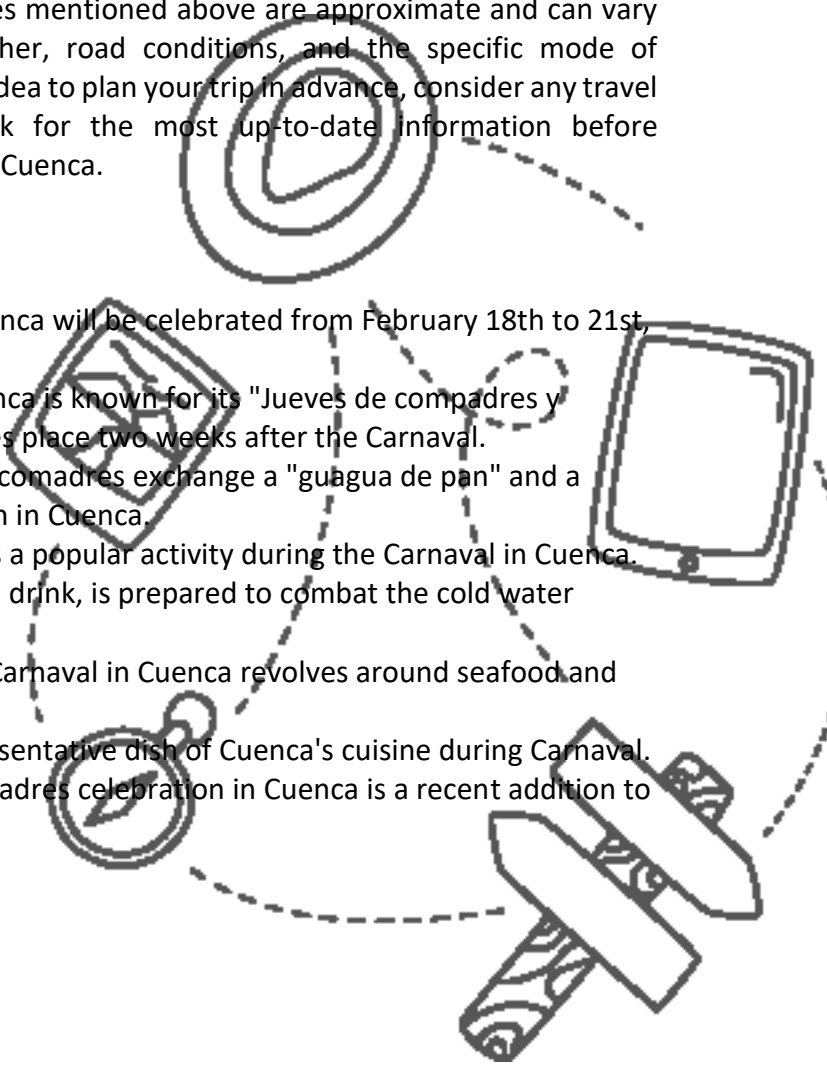
To travel from Quito to Cuenca, you have a few options for transportation. Here are the commonly used options along with their approximate time and distance:

1. **Bus:** Taking a bus is a popular and affordable way to travel between Quito and Cuenca. The journey by bus typically takes around 8-9 hours, depending on traffic and road conditions. The distance between the two cities is approximately 447 kilometers (278 miles). There are multiple bus companies operating on this route, offering different schedules and levels of comfort. It's recommended to book your ticket in advance, especially during peak travel seasons.
2. **Domestic Flight:** If you prefer a quicker option, you can take a domestic flight from Quito to Cuenca. The flight duration is around 40-45 minutes. However, it's important to consider the time spent at the airports for check-in, security, and boarding procedures. The distance between Quito and Cuenca by air is approximately 305 kilometers (189 miles). Several airlines operate flights between the two cities, and it's advisable to check their schedules and fares in advance.
3. **Car:** Traveling by car gives you the flexibility to make stops along the way and explore the scenic routes. The distance between Quito and Cuenca by road is approximately 470 kilometers (292 miles). The driving time can vary depending on the route you choose and traffic conditions. The journey usually takes around 8-9 hours, but it can be longer if you take breaks or detours.

It's important to note that the travel times mentioned above are approximate and can vary based on various factors such as weather, road conditions, and the specific mode of transportation chosen. It's always a good idea to plan your trip in advance, consider any travel restrictions or requirements, and check for the most up-to-date information before embarking on your journey from Quito to Cuenca.

QUESTIONS

1. True or False: The Carnaval de Cuenca will be celebrated from February 18th to 21st, 2023.
2. True or False: The Carnaval in Cuenca is known for its "Jueves de compadres y comadres" celebration, which takes place two weeks after the Carnaval.
3. True or False: The compadres and comadres exchange a "guagua de pan" and a "loncherita" as part of the tradition in Cuenca.
4. True or False: Playing with water is a popular activity during the Carnaval in Cuenca.
5. True or False: Sangurachis, a warm drink, is prepared to combat the cold water during Carnaval.
6. True or False: The gastronomy of Carnaval in Cuenca revolves around seafood and fish.
7. True or False: Mote pata is a representative dish of Cuenca's cuisine during Carnaval.
8. True or False: The Jueves de Compadres celebration in Cuenca is a recent addition to the Carnaval traditions.





9. True or False: The Carnaval by the Gualaceo River is known for its grand parades and music.
10. True or False: The tradition of throwing eggshells filled with colored water originated during the Carnaval in Cuenca.

ANSWER KEY

1. True
2. False
3. True
4. True
5. True
6. False
7. True
8. False
9. True
10. False

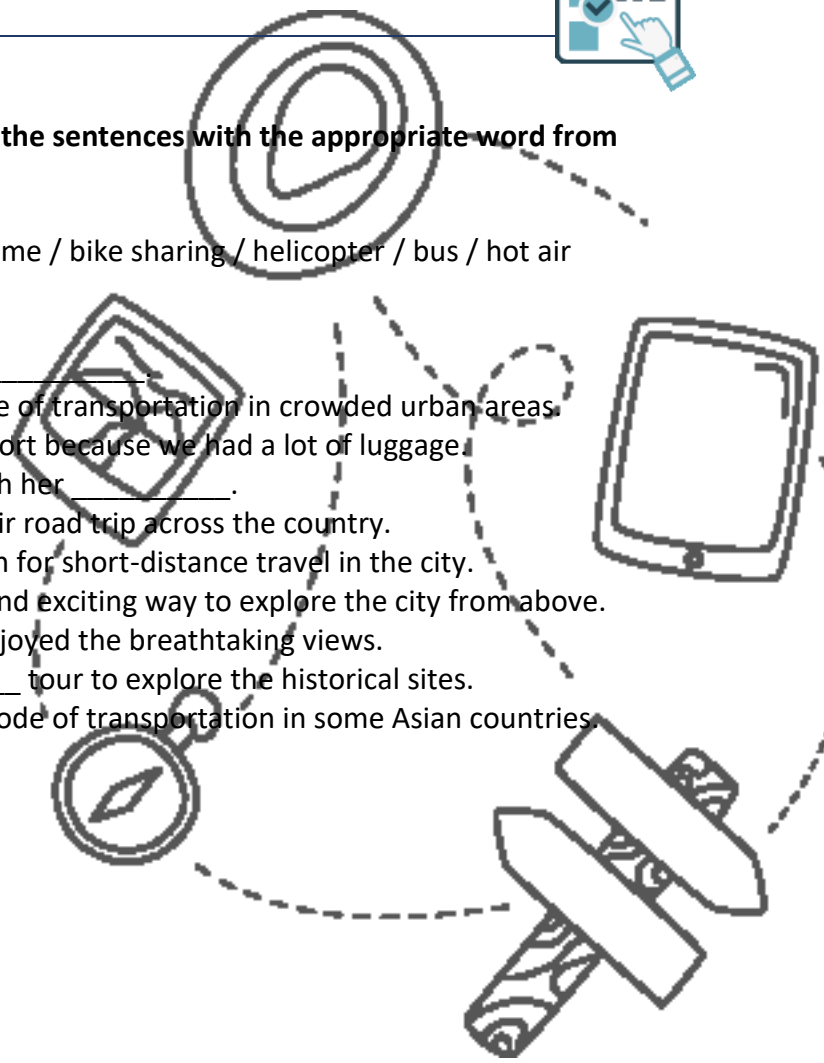
2.9. My Practice time



Instructions: Fill in the Blanks. Complete the sentences with the appropriate word from the given vocabulary

bicycle / taxi / rickshaw / motorhome / bike sharing / helicopter / bus / hot air balloon / car / walking

1. I prefer to get around the city by _____.
2. The _____ is a popular mode of transportation in crowded urban areas.
3. We took a _____ to the airport because we had a lot of luggage.
4. She enjoys going on long rides with her _____.
5. They rented a _____ for their road trip across the country.
6. _____ is a convenient option for short-distance travel in the city.
7. The _____ offers a unique and exciting way to explore the city from above.
8. We went on a _____ and enjoyed the breathtaking views.
9. Many tourists opt for a _____ tour to explore the historical sites.
10. The _____ is a traditional mode of transportation in some Asian countries.





ANSWER KEY

1. Car
2. bus
3. taxi
4. bicycle
5. motorhome
6. bike sharing
7. helicopter
8. hot air balloon
9. walking
10. rickshaw

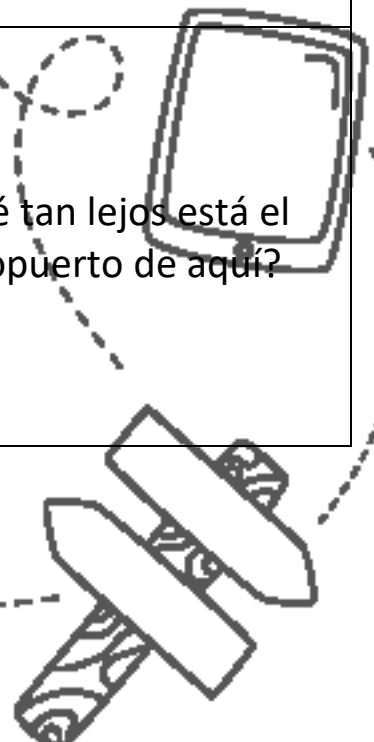
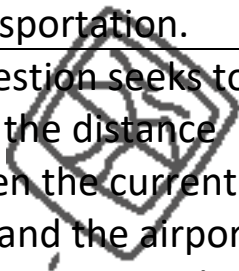
2.10. My new words (Flash cards)



Where is the nearest bus stop?	This question asks for the location of the nearest bus stop. The person wants to find out where they can catch a bus for their journey.	¿Dónde está la parada de autobús más cercana?
How much does a taxi ride to the city center cost?	With this question, the person wants to know the approximate cost of a taxi ride to the city center. They want to know how much it will cost to use the taxi service.	¿Cuánto cuesta un viaje en taxi al centro de la ciudad?
Is there a subway station nearby?	Here, the person is inquiring if there is a metro station nearby. They are interested in using the	¿Hay una estación de metro cerca?

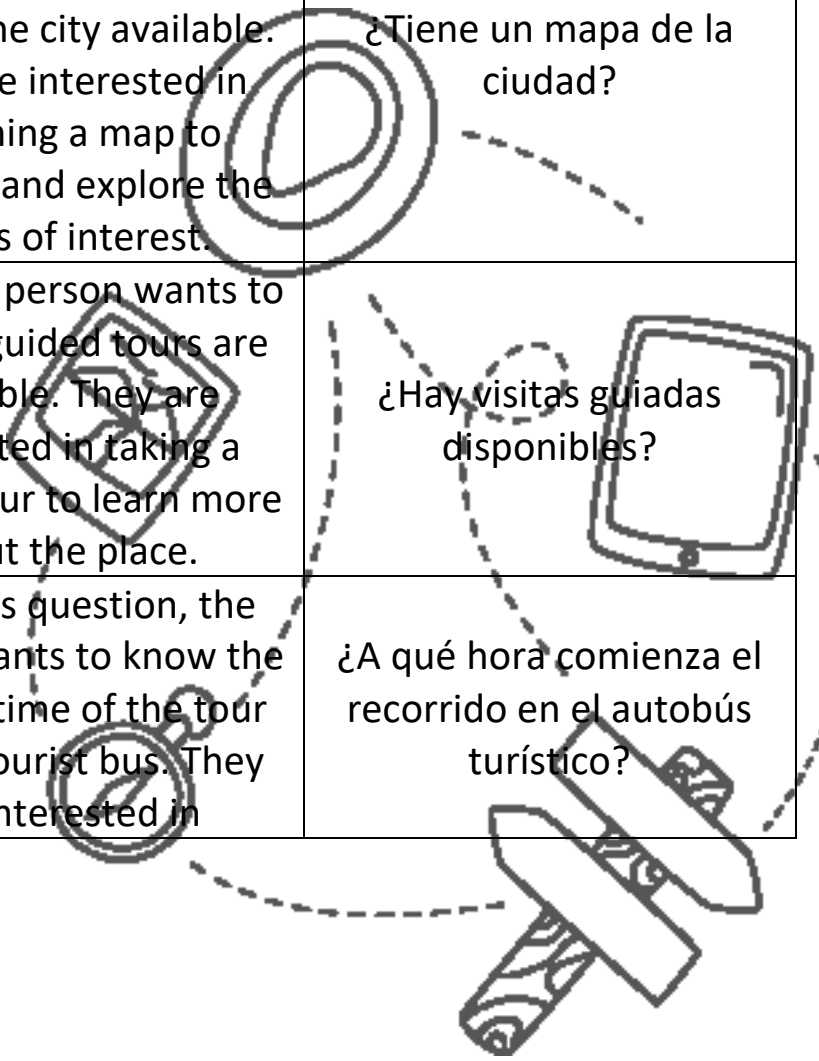


	subway system and want to know if there is an accessible station close to their current location.	
Can you recommend a good car rental service?	This question seeks a recommendation for a reliable car rental service. The person is looking for a quality reference to safely rent a car.	¿Puede recomendar un buen servicio de alquiler de autos?
What time does the train to [destination] depart?	With this question, the person wants to know the departure time of the train heading to a specific mentioned destination. They want to know what time they should be at the station to catch the train.	¿A qué hora sale el tren hacia [destino]?
Is there a bike rental shop in this area?	Here, the person wants to know if there is a shop where they can rent bicycles in the area. They are interested in using a bicycle as a means of transportation.	¿Hay una tienda de alquiler de bicicletas en esta área?
How far is the airport from here?	This question seeks to know the distance between the current location and the airport. The person wants to have an idea of the proximity and the time it would take to reach the airport.	¿Qué tan lejos está el aeropuerto de aquí?



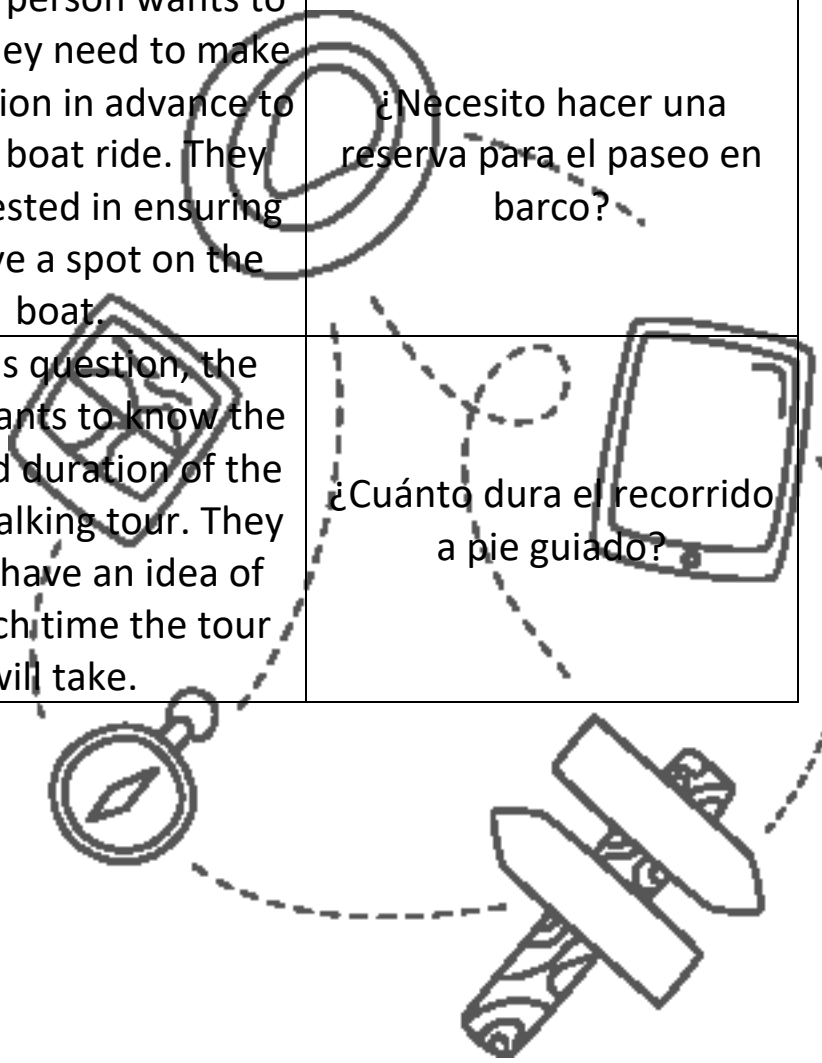


Is there a shuttle service to the hotel?	Here, the person wants to know if there is a transportation service that can take them from the airport or another location to the hotel. They are looking for options to comfortably reach their place of accommodation.	¿Hay un servicio de traslado al hotel?
Which platform does the ferry to [destination] depart from?	This question asks from which platform or dock the ferry heading to a specific mentioned destination departs. The person wants precise information to board the ferry correctly.	¿Desde qué plataforma sale el ferry hacia [destino]?
Do you have a map of the city?	With this question, the person wants to know if the other person has a map of the city available. They are interested in obtaining a map to navigate and explore the points of interest.	¿Tiene un mapa de la ciudad?
Are there any guided tours available?	Here, the person wants to know if guided tours are available. They are interested in taking a guided tour to learn more about the place.	¿Hay visitas guiadas disponibles?
What time does the sightseeing bus tour start?	With this question, the person wants to know the starting time of the tour on the tourist bus. They are interested in	¿A qué hora comienza el recorrido en el autobús turístico?





	participating in the tour and want to know when they should be present.	
Can you give me directions to the nearest train station?	Here, the person requests help in getting directions to the nearest train station. They want to know how to get to the mentioned place.	¿Puede darme indicaciones a la estación de tren más cercana?
Is there a parking lot near the museum?	With this question, the person wants to know if there is a parking lot available near the museum. They want to find a place to park their vehicle while visiting the museum.	¿Hay un estacionamiento cerca del museo?
Do I need to make a reservation for the boat tour?	Here, the person wants to know if they need to make a reservation in advance to take the boat ride. They are interested in ensuring they have a spot on the boat.	¿Necesito hacer una reserva para el paseo en barco?
How long does the guided walking tour last?	With this question, the person wants to know the estimated duration of the guided walking tour. They want to have an idea of how much time the tour will take.	¿Cuánto dura el recorrido a pie guiado?





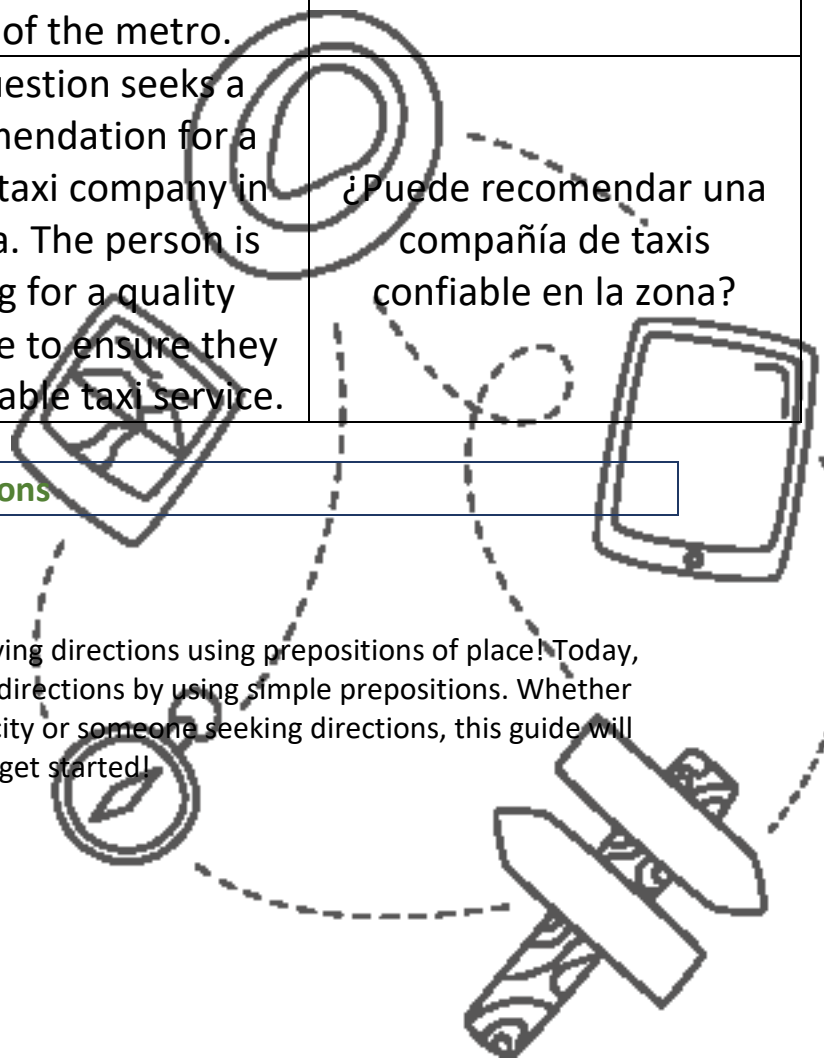
Are there any restrictions for luggage on the bus?	Here, the person wants to know if there are any restrictions or limitations on luggage in the bus. They are interested in knowing the baggage policies.	¿Hay restricciones para el equipaje en el autobús?
Is there a ticket office at the train station?	With this question, the person wants to know if there is a ticket office or booth at the train station. They are interested in purchasing a ticket at the location.	¿Hay una taquilla en la estación de tren?
Does the metro operate 24 hours a day?	Here, the person wants to know if the metro system operates 24 hours a day. They are interested in knowing the operating hours of the metro.	¿El metro funciona las 24 horas del día?
Can you recommend a reliable taxi company in the area?	This question seeks a recommendation for a reliable taxi company in the area. The person is looking for a quality reference to ensure they use a reliable taxi service.	¿Puede recomendar una compañía de taxis confiable en la zona?

2.11. In Action! Giving directions

[Background music playing]

Host: Welcome to our guide on giving directions using prepositions of place! Today, we'll learn how to effectively give directions by using simple prepositions. Whether you're a traveler exploring a new city or someone seeking directions, this guide will help you navigate with ease. Let's get started!

[Visual transition to a street map]





Host: When giving directions, prepositions of place are essential to describe the location of different landmarks or buildings. Let's go over some commonly used prepositions and their meanings.

[On-screen text: Prepositions of Place]

Host: Firstly, we have "on." We use "on" when the destination is located directly on a street or road. For example, "The library is on Main Street."

[On-screen text: The library is on Main Street]

Host: Now, if the library is inside a building, we use "in." So, we would say, "The library is in the building on Main Street."

[On-screen text: The library is in the building on Main Street]

Host: If the library is close to another place, we can use "next to" to indicate proximity. For instance, "The library is next to the post office on Main Street."

[On-screen text: The library is next to the post office on Main Street]

Host: When two landmarks are on either side of the library, we use "between." So, we say, "The library is between the bank and the pharmacy on Main Street."

[On-screen text: The library is between the bank and the pharmacy on Main Street]

Host: If the library is directly across from another landmark, we use "across from." For example, "The library is across from the park on Main Street."

[On-screen text: The library is across from the park on Main Street]

Host: Lastly, if the library is located behind another building, we use "behind." So, we would say, "The library is behind the grocery store on Main Street."

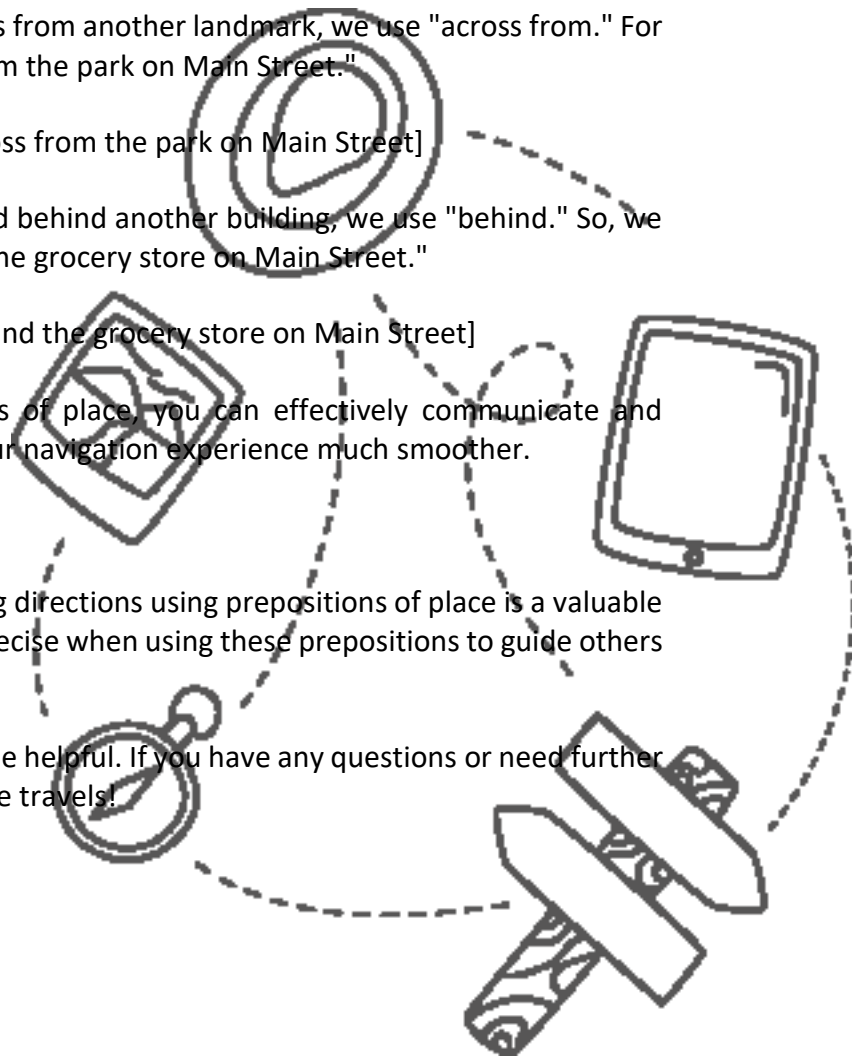
[On-screen text: The library is behind the grocery store on Main Street]

Host: By using these prepositions of place, you can effectively communicate and understand directions, making your navigation experience much smoother.

[Visual transition back to the host]

Host: And there you have it! Giving directions using prepositions of place is a valuable skill. Remember to be clear and precise when using these prepositions to guide others effectively.

Host: We hope you found this guide helpful. If you have any questions or need further assistance, please let us know. Safe travels!





[Closing shot with music fading out]

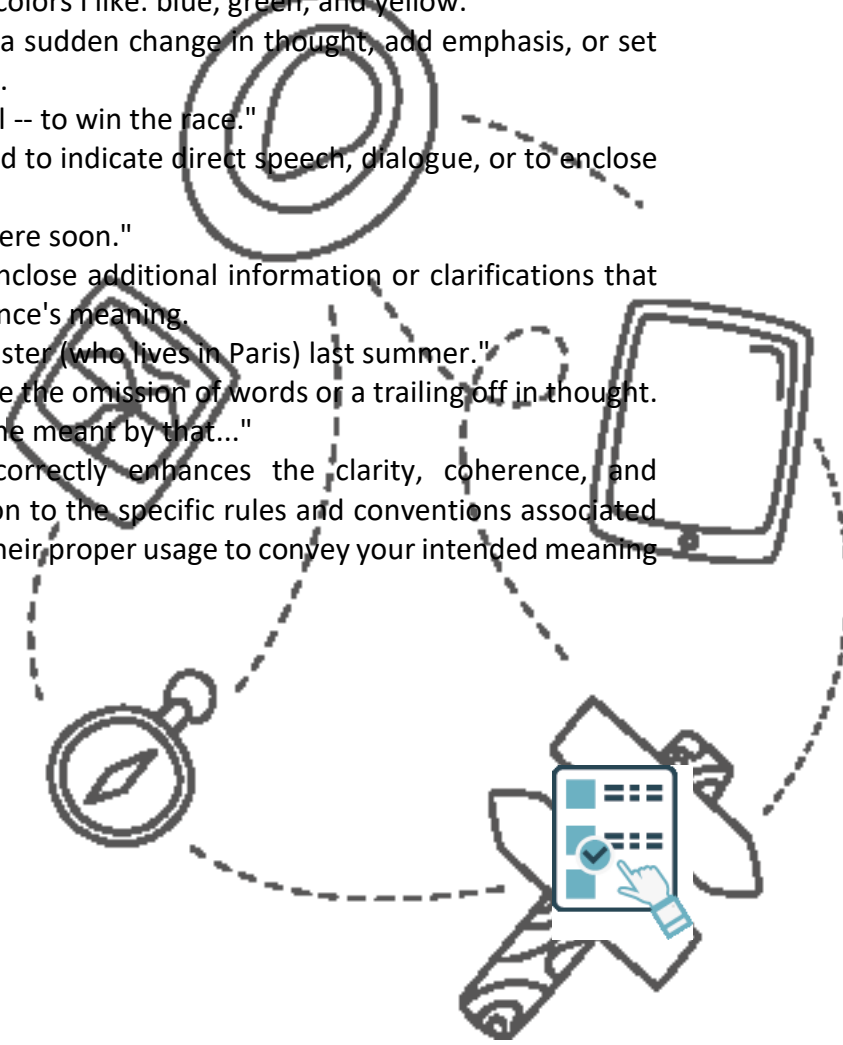
2.12. Expanding my grammar – Punctuation Marks



Punctuation marks are essential tools in written language that help convey meaning, clarify the structure of sentences, and guide the reader's understanding. They play a crucial role in indicating pauses, emphasizing certain elements, and organizing thoughts. Let's explore some common punctuation marks and their uses:

1. **Period (.)** : Used to end a declarative sentence or an imperative sentence that is not a command or request.
Example: "I enjoy reading books." / "Please bring me a glass of water."
2. **Question Mark (?)**: Used at the end of a sentence to indicate a direct question.
Example: "What is your name?"
3. **Exclamation Mark (!)**: Used to convey strong emotions, excitement, or emphasis.
Example: "I can't believe it!"
4. **Comma (,)**: Used to indicate a pause, separate items in a list, and clarify sentence structure.
Example: "I bought apples, bananas, and oranges."
5. **Semicolon (;)**: Used to separate closely related independent clauses or items in a series when commas are already present.
Example: "She went to the store; he stayed at home."
6. **Colon (:**): Used to introduce a list, explanation, or quotation.
Example: "There are three colors I like: blue, green, and yellow."
7. **Dash (--)**: Used to indicate a sudden change in thought, add emphasis, or set off a parenthetical element.
Example: "She had one goal -- to win the race."
8. **Quotation Marks (" ")**: Used to indicate direct speech, dialogue, or to enclose a quotation or title.
Example: He said, "I'll be there soon."
9. **Parentheses ()**: Used to enclose additional information or clarifications that are not crucial to the sentence's meaning.
Example: "She visited her sister (who lives in Paris) last summer."
10. **Ellipsis (...)**: Used to indicate the omission of words or a trailing off in thought.
Example: "I wonder what she meant by that..."

Remember, using punctuation marks correctly enhances the clarity, coherence, and effectiveness of your writing. Pay attention to the specific rules and conventions associated with each punctuation mark, and ensure their proper usage to convey your intended meaning accurately.





2.13. My practice time!

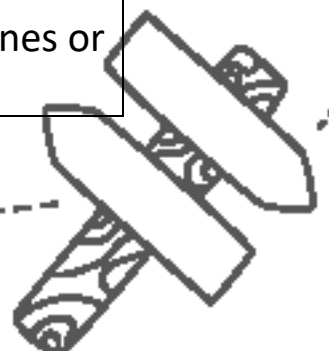
Exercise 1: Instructions: Match the question with the most appropriate response.

1. Where is the nearest bus stop?
2. How much does a taxi ride to the city center cost?
3. Is there a subway station nearby?
4. Can you recommend a good car rental service?
5. What time does the train to [destination] depart?
6. Is there a bike rental shop in this area?
7. How far is the airport from here?
8. Is there a shuttle service to the hotel?
9. Which platform does the ferry to [destination] depart from?
10. Do you have a map of the city?

- A. Yes, there is a bike rental shop just around the corner.
- B. It usually takes around 20 minutes by taxi to reach the city center.
- C. The nearest bus stop is two blocks away, on Main Street.
- D. The train to [destination] departs at 8:30 AM from platform 3.
- E. The airport is approximately 10 miles away from here.
- F. Yes, there is a shuttle service that operates between the airport and the hotel.
- G. The ferry to [destination] departs from platform B.
- H. Yes, there is a subway station within walking distance, on Elm Street.
- I. The sightseeing bus tour starts at 9:00 AM from the city center.
- J. Sure, there is a reliable car rental service called XYZ Rentals.

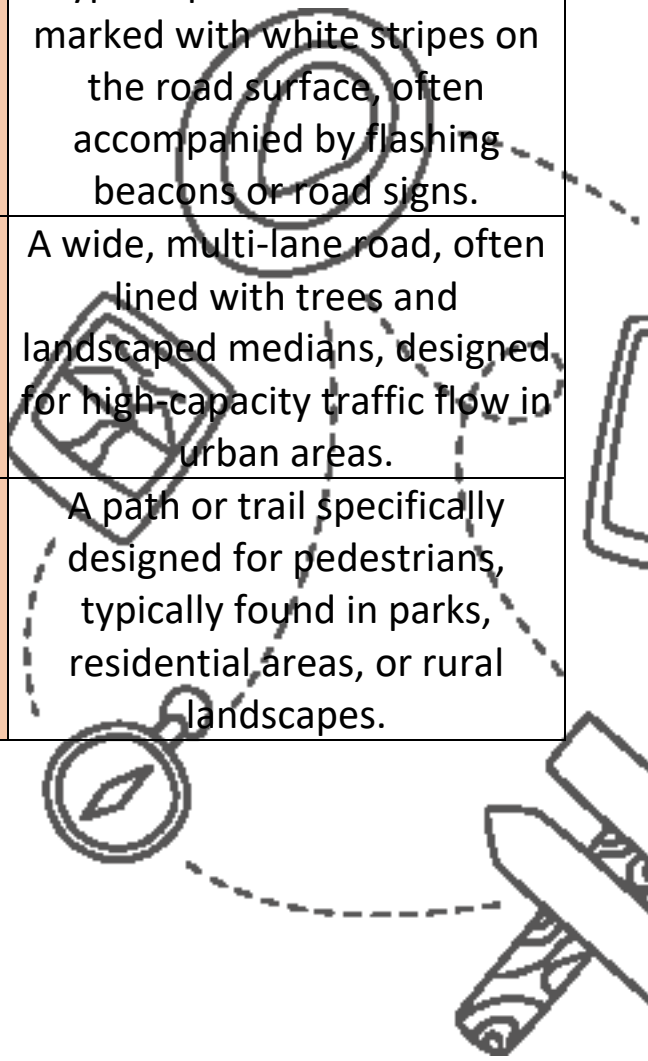
2.14. My new words (Flash cards)

Sidewalk	A paved path or walkway alongside a road, typically separated from the roadway by a curb, used by pedestrians.
Crosswalk	A marked area on a road where pedestrians have the right of way to cross, often designated by painted lines or zebra stripes.



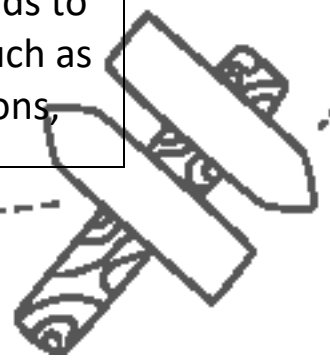
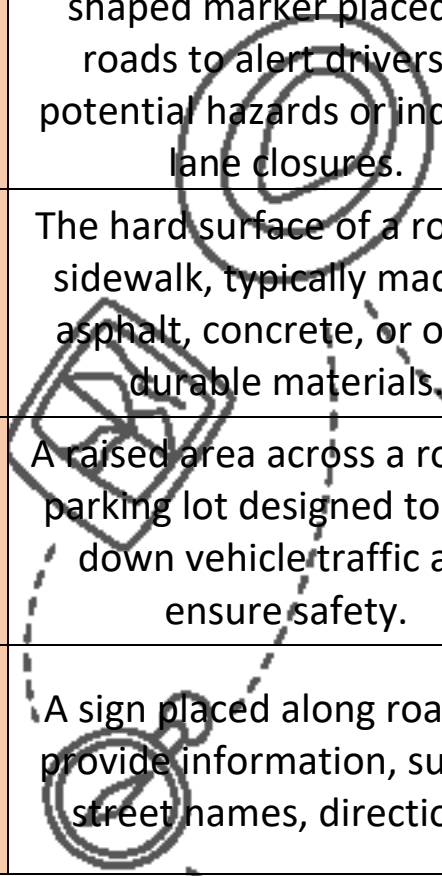


Traffic lights	Signal lights installed at intersections or road junctions to control the flow of vehicular and pedestrian traffic.
Pedestrian	A person who travels on foot, typically using sidewalks, crosswalks, and pedestrian bridges to navigate the streets.
Bicycle lane	A designated lane or area on a road exclusively for bicycles, providing a safer space for cyclists to travel.
Roundabout	A circular intersection where traffic moves in one direction around a central island, with multiple entry and exit points.
Zebra crossing	A type of pedestrian crosswalk marked with white stripes on the road surface, often accompanied by flashing beacons or road signs.
Boulevard	A wide, multi-lane road, often lined with trees and landscaped medians, designed for high-capacity traffic flow in urban areas.
Footpath	A path or trail specifically designed for pedestrians, typically found in parks, residential areas, or rural landscapes.





Overpass	A bridge or elevated structure that allows pedestrians or vehicles to cross over another road or obstacle.
Bus stop	A designated location along a road where buses pick up and drop off passengers.
Traffic island	A raised or landscaped area in the middle of a road or at an intersection, used to separate and control traffic flow.
Pedestrian bridge	A bridge specifically designed for pedestrians to cross over roads, rivers, or other obstacles safely.
Traffic cone	A brightly colored cone-shaped marker placed on roads to alert drivers to potential hazards or indicate lane closures.
Pavement	The hard surface of a road or sidewalk, typically made of asphalt, concrete, or other durable materials.
Speed bump	A raised area across a road or parking lot designed to slow down vehicle traffic and ensure safety.
Street sign	A sign placed along roads to provide information, such as street names, directions,





	speed limits, or traffic regulations.
Curb	The raised edge or boundary between a road and a sidewalk, often used to prevent vehicles from parking on sidewalks.
Pedestrian tunnel	An underground passage or tunnel specifically designed for pedestrians to safely cross under roads or railway tracks.
Intersection	The point where two or more roads meet or cross, often controlled by traffic lights or stop signs to regulate traffic flow.

2.15. Expanding my grammar – Time Expressions

Time expressions are words or phrases that provide information about when an action or event occurs. They help us communicate specific points in time, durations, frequencies, and relationships between events. Let's explore some common types of time expressions:

1. Time Adverbs:

- Time adverbs indicate specific points in time or durations. Examples: "today," "tomorrow," "yesterday," "now," "soon," "later," "last week," "next month," "in two hours."

2. Time Prepositions:

- Time prepositions show the relationship between events or actions in terms of time. Examples: "at," "in," "on," "during," "before," "after," "since," "for," "from," "to."



3. Time Conjunctions:
 - Time conjunctions connect clauses or sentences related to time. Examples: "while," "when," "before," "after," "as soon as," "until," "since," "whenever."
4. Frequency Adverbs:
 - Frequency adverbs express how often something happens. Examples: "always," "often," "sometimes," "rarely," "never," "daily," "weekly," "yearly."
5. Time Indicators:
 - Time indicators are words or phrases that signal a shift in time or sequence of events. Examples: "then," "next," "afterward," "finally," "meanwhile," "previously."
6. Duration Expressions:
 - Duration expressions indicate the length of time that an action or event lasts. Examples: "for two hours," "all day," "since morning," "the whole week," "in the past year."
7. Time Clauses:
 - Time clauses are dependent clauses that introduce time-related information. Examples: "when I arrived," "before she left," "after they finished," "since he moved."

It's important to use appropriate time expressions to provide clarity and precision in your communication. Pay attention to the correct placement of time expressions within sentences and use them according to the intended meaning. Time expressions greatly contribute to effectively conveying temporal relationships in both spoken and written English.

2.16. Storytelling 2 The Celebration of Flowers and Fruits in Ambato

Title: The Celebration of Flowers and Fruits in Ambato

INT. LIVING ROOM - DAY

A family sits around the living room, excitedly discussing the upcoming Fiesta de las Flores y las Frutas in Ambato.

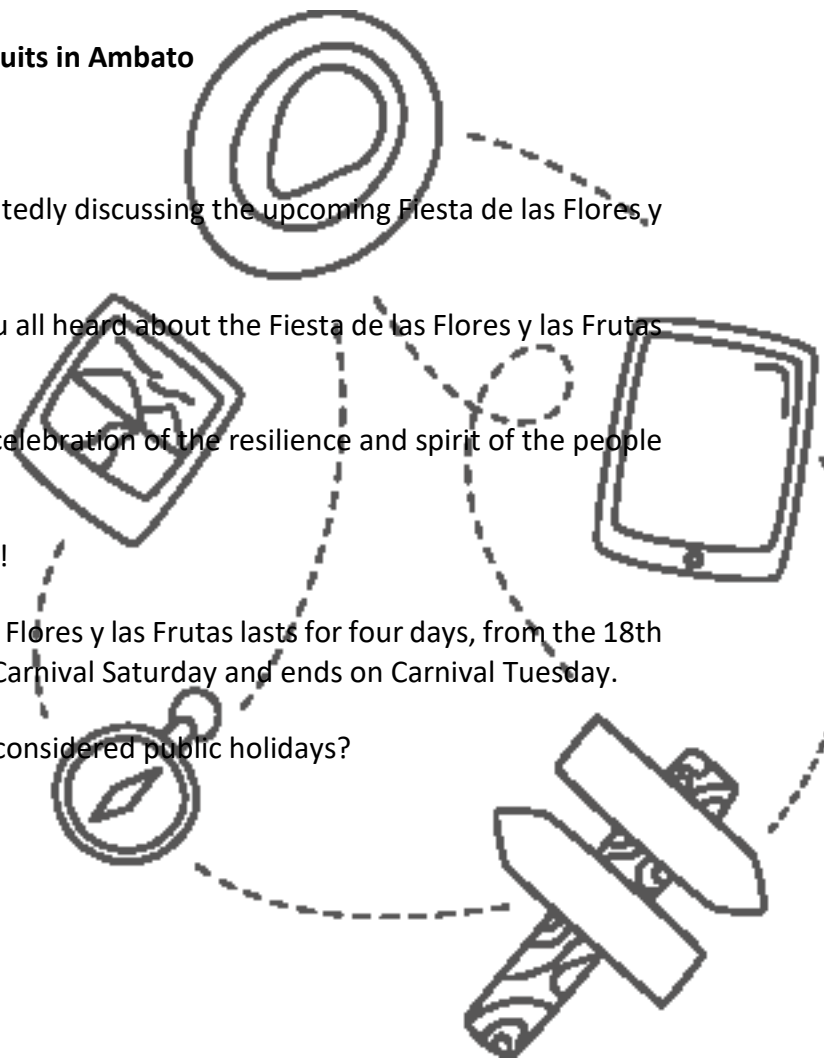
FATHER (looking at a brochure) Have you all heard about the Fiesta de las Flores y las Frutas in Ambato?

MOTHER (smiling) Yes, it's a wonderful celebration of the resilience and spirit of the people after the earthquake in 1949.

SON (excited) Tell us more about it, Dad!

FATHER (grinning) Well, the Fiesta de las Flores y las Frutas lasts for four days, from the 18th to the 21st of February. It starts on the Carnival Saturday and ends on Carnival Tuesday.

DAUGHTER (interested) Are those days considered public holidays?





FATHER (nods) Yes, indeed! Those four days are part of Ecuador's official holiday calendar, where no work is done and they are non-recoverable holidays.

MOTHER (adds) The Fiesta de las Flores y las Frutas, the Varayuk Salasaka, and the arrival of the Niño Caporal in Totoras are among the most attractive and popular carnivals in Ecuador.

INT. KITCHEN - DAY

As the family continues their conversation, they prepare traditional foods for the upcoming celebration.

MOTHER (looking at a recipe book) We mustn't forget to make Pan de Pinllo, Empanadas de Viento, and Colada Morada for the Fiesta. They are traditional delicacies of Ambato.

SON (eagerly) And we can't miss out on trying the famous Helados de Ficoa and Gallinas de Pinllo!

FATHER (smiling) That's right, son. The Fiesta is not just about the festivities; it's also a chance to savor the delicious cuisine of Ambato.

INT. LIVING ROOM - DAY

The family gathers around a map, planning their itinerary for the Fiesta.

SON (excitedly) I can't wait to witness the Bendición de las flores, las frutas, y el pan at the Cathedral of Ambato. It must be a beautiful sight!

MOTHER (nods) The Cathedral is one of the main venues for the events of the Fiesta. It's where the flowers, fruits, and bread are blessed.

DAUGHTER (looking at the brochure) And what about the Desfile de la confraternidad? It sounds fascinating!

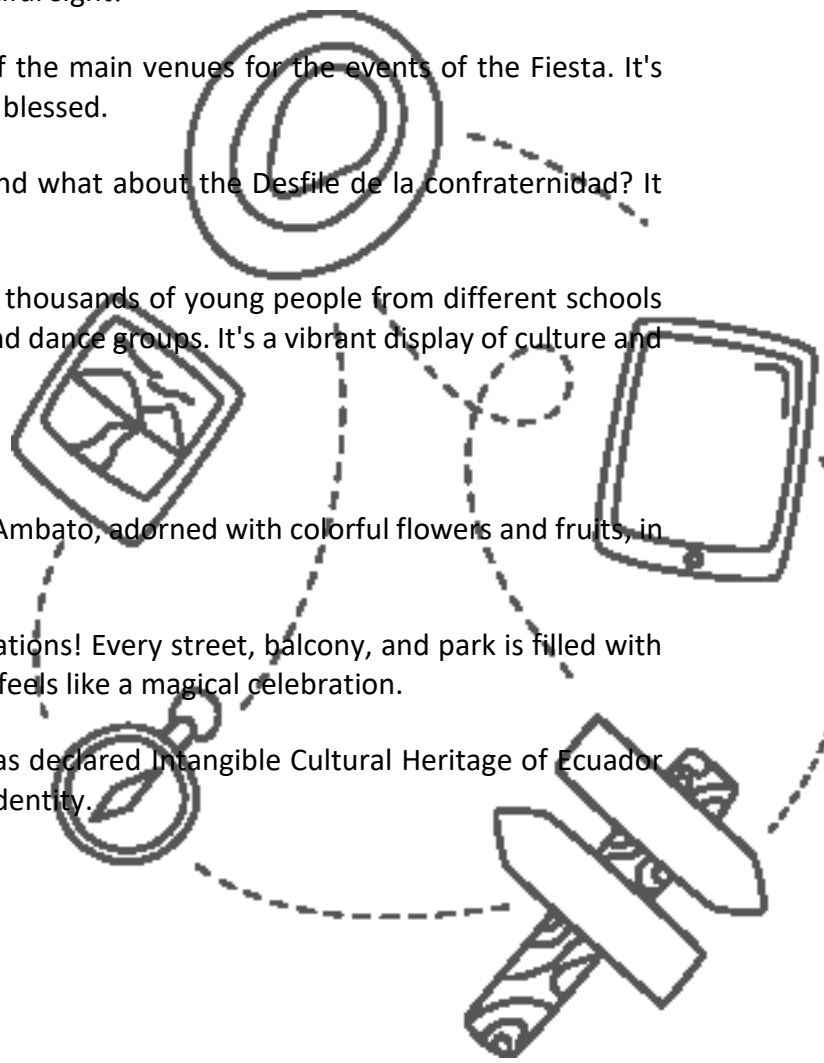
FATHER (explaining) During the parade, thousands of young people from different schools participate with their marching bands and dance groups. It's a vibrant display of culture and unity.

INT. STREET - DAY

The family walks through the streets of Ambato, adorned with colorful flowers and fruits, in preparation for the festivities.

DAUGHTER (amazed) Look at the decorations! Every street, balcony, and park is filled with the beauty of fruits and flowers. It truly feels like a magical celebration.

FATHER (proudly) In 2009, the Fiesta was declared Intangible Cultural Heritage of Ecuador because of its significance and cultural identity.





INT. FESTIVAL GROUNDS - DAY

The family joins the crowds at the Festival Internacional del Folklore, immersing themselves in the traditional dances and music.

SON (excitedly) This Festival showcases national and international folk groups, promoting our traditions and heritage.

MOTHER (nods) It's a central event of the Fiesta, where we learn about the customs and clothing of our ancestors. It strengthens our national pride and identity.

INT. LIVING ROOM - DAY

The family, tired but happy, gathers around a table filled with traditional dishes from the Fiesta.

FATHER (content) The Fiesta de las Flores y las Frutas is not just a celebration; it's a symbol of resilience, solidarity, and optimism. It reminds us of the strength of the people of Ambato.

MOTHER (looking at her family) Let's make sure we cherish and enjoy every moment of this Fiesta together. It's a celebration of our culture and traditions.

FADE OUT.

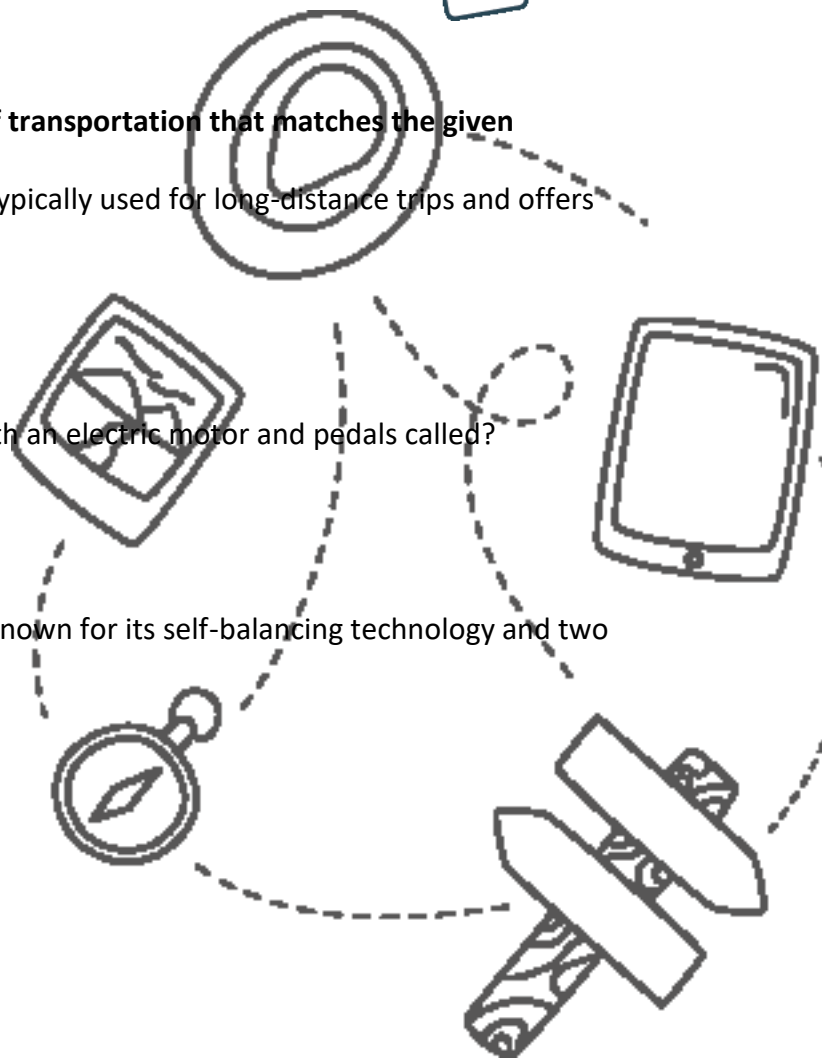
2.17. Unit Evaluation 2



Exercise 1: Multiple Choice

Instructions: Choose the correct mode of transportation that matches the given description or scenario.

- Which mode of transportation is typically used for long-distance trips and offers living accommodations?
 - a) Car
 - b) Bus
 - c) Motorhome
 - d) Electric scooter
- What is a two-wheeled vehicle with an electric motor and pedals called?
 - a) Bicycle
 - b) Scooter
 - c) Rickshaw
 - d) Motorized scooter
- Which mode of transportation is known for its self-balancing technology and two wheels?
 - a) Segway
 - b) E-bike
 - c) Moped
 - d) Caravan



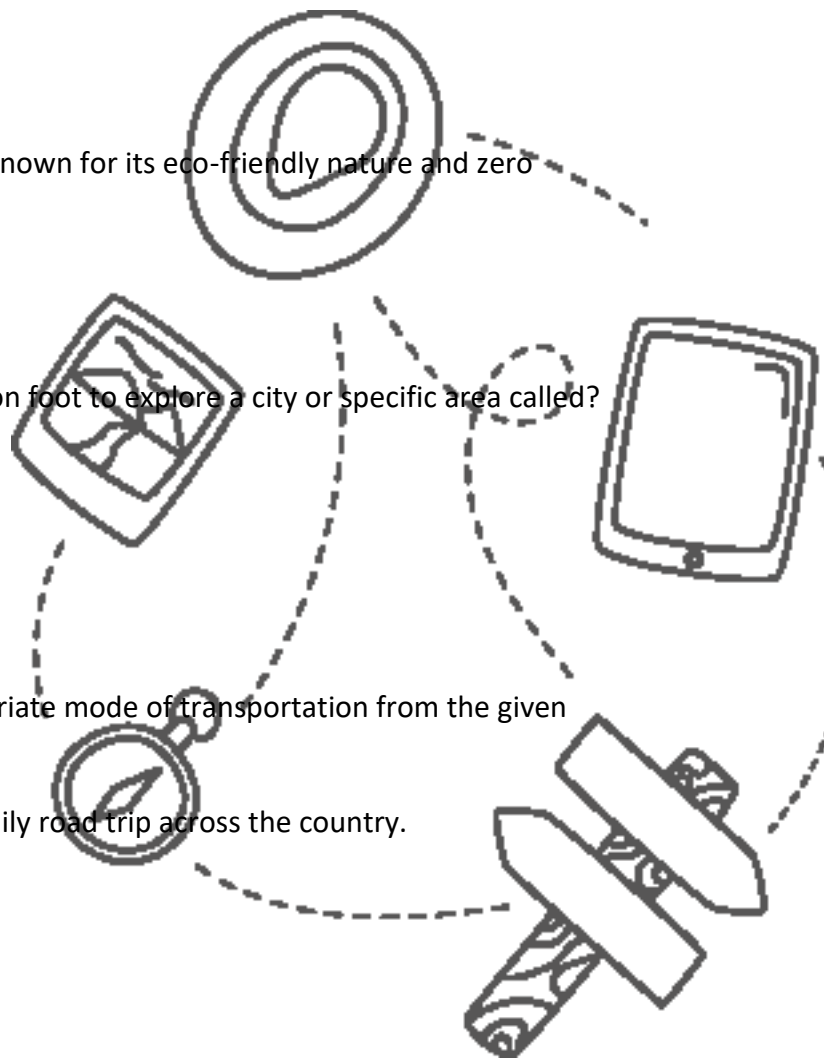


4. What is a popular mode of transportation for short-distance travel within a city, often available for rental?
 - a) Cable car
 - b) Rented car
 - c) Double-decker bus
 - d) Electric skateboard
5. Which mode of transportation is used for leisure trips on water and often has amenities and entertainment?
 - a) Sightseeing boat
 - b) Paragliding
 - c) Camper van
 - d) Cruise ship
6. What is a small, human-powered vehicle with three wheels that is often used for short-distance transportation in busy areas?
 - a) Motorcycle
 - b) Pedalboat
 - c) Horse-drawn carriage
 - d) Pedicab
7. Which mode of transportation is a popular choice for aerial sightseeing and offers panoramic views?
 - a) Helicopter tour
 - b) Ferry
 - c) Electric unicycle
 - d) Zip line
8. What is a mode of transportation that uses a large balloon filled with hot air to fly?
 - a) Walking tour
 - b) Car sharing
 - c) Hot air balloon
 - d) Bike sharing
9. Which mode of transportation is known for its eco-friendly nature and zero emissions?
 - a) Airport shuttle
 - b) Electric vehicle
 - c) Scooter rental
 - d) Caravan
10. What is a guided tour conducted on foot to explore a city or specific area called?
 - a) Sightseeing bus
 - b) Car sharing
 - c) Walking tour
 - d) Bicycle rickshaw

Exercise 2: Sentence Completion

Complete each sentence with the appropriate mode of transportation from the given vocabulary.

1. I rented a _____ for our family road trip across the country.



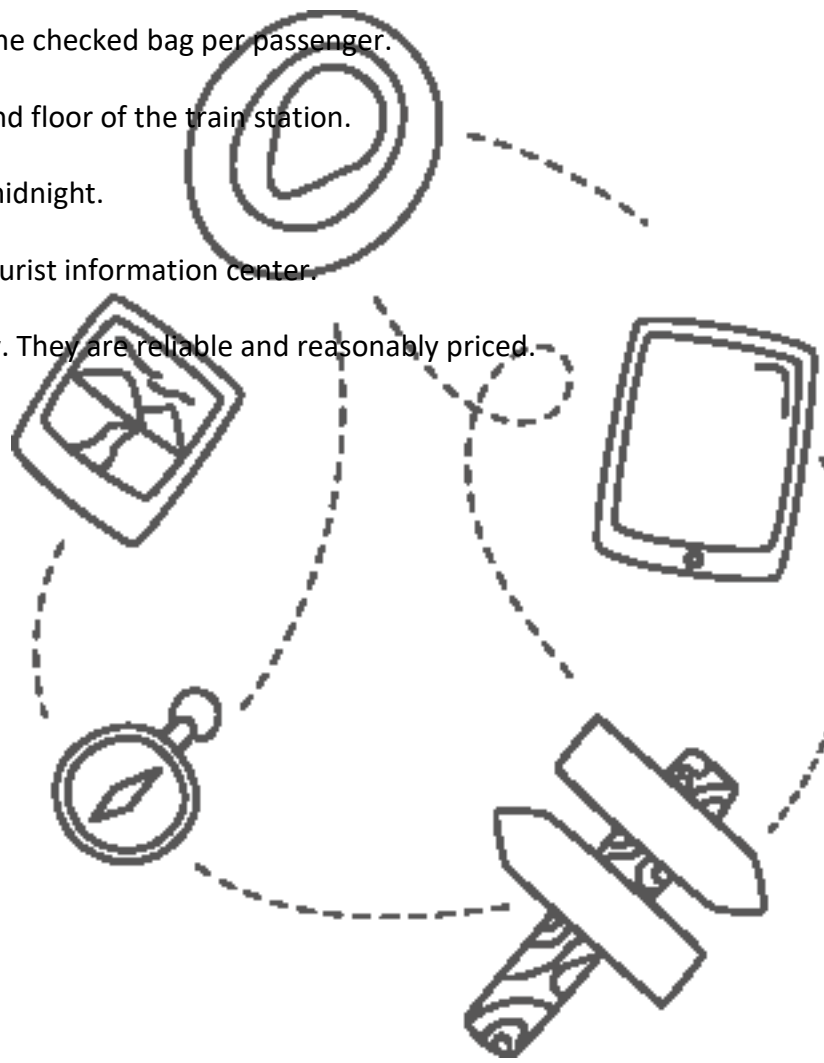


2. The _____ provides a convenient and eco-friendly way to commute in busy city centers.
3. We decided to take a _____ to explore the city's landmarks and attractions.
4. The _____ is a popular choice for short-distance travel within the neighborhood.
5. The _____ offers a unique and thrilling experience, gliding through the air with a parachute-like canopy.
6. We booked a _____ for a scenic tour of the city from above.
7. The _____ is a traditional mode of transportation in some Asian countries, often pulled by a bicycle.
8. The _____ is a great option for sightseeing along the coast and enjoying the beautiful views.
9. We took an exciting _____ adventure, flying through the treetops on a suspended cable.
10. The _____ is a popular mode of transportation for exploring the city's canals and waterways.

Exercise 3: Expressions in English

Instructions: Match the question with the most appropriate response.

1. How long does the guided walking tour last?
 2. Are there any restrictions for luggage on the bus?
 3. Is there a ticket office at the train station?
 4. Does the metro operate 24 hours a day?
 5. Can you recommend a reliable taxi company in the area?
-
- A. The bus allows one carry-on bag and one checked bag per passenger.
 - B. Yes, there is a ticket office on the ground floor of the train station.
 - C. The metro operates from 5:00 AM to midnight.
 - D. You can find a map of the city at the tourist information center.
 - E. I would recommend ABC Taxi Company. They are reliable and reasonably priced.





ANSWER KEY

Exercise 1: Multiple Choice - Answer Key

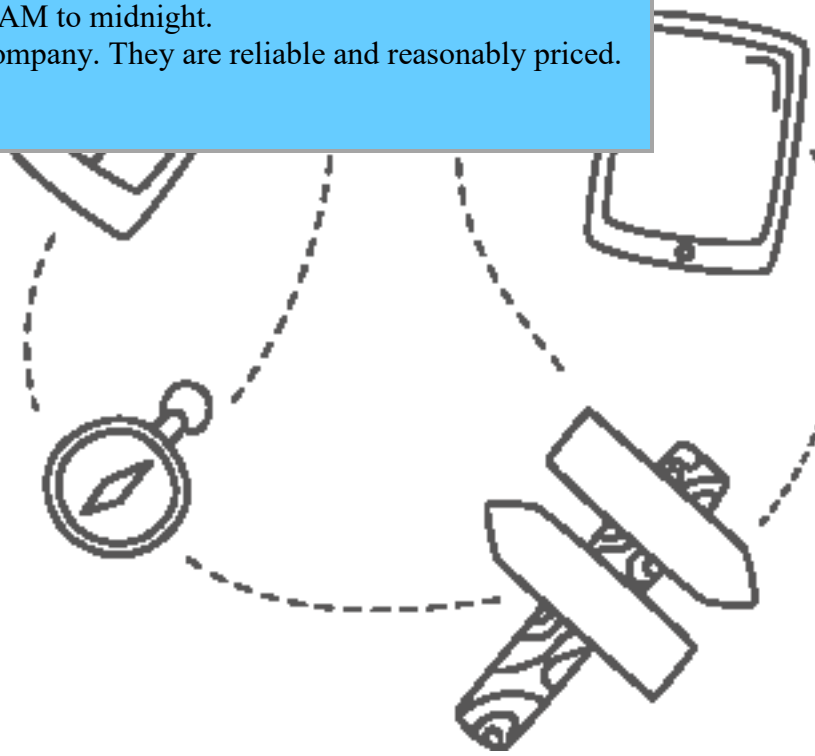
1. c) Motorhome
2. b) Scooter
3. a) Segway
4. d) Electric skateboard
5. d) Cruise ship
6. d) Pedicab
7. a) Helicopter tour
8. c) Hot air balloon
9. b) Electric vehicle
10. c) Walking tour

Exercise 2: Sentence Completion - Answer Key

1. Motorhome
2. Bicycle
3. Sightseeing bus
4. Electric scooter
5. Paragliding
6. Helicopter tour
7. Rickshaw
8. Ferry
9. Zip line
10. Boat

Exercise 3: Expressions in English - Answer Key

1. It lasts approximately two hours.
2. Yes, the bus allows one carry-on bag and one checked bag per passenger.
3. Yes, there is a ticket office on the ground floor of the train station.
4. No, the metro operates from 5:00 AM to midnight.
5. I would recommend ABC Taxi Company. They are reliable and reasonably priced.





3. UNIT 3 – Food and Beverages

UNIT OBJECTIVES

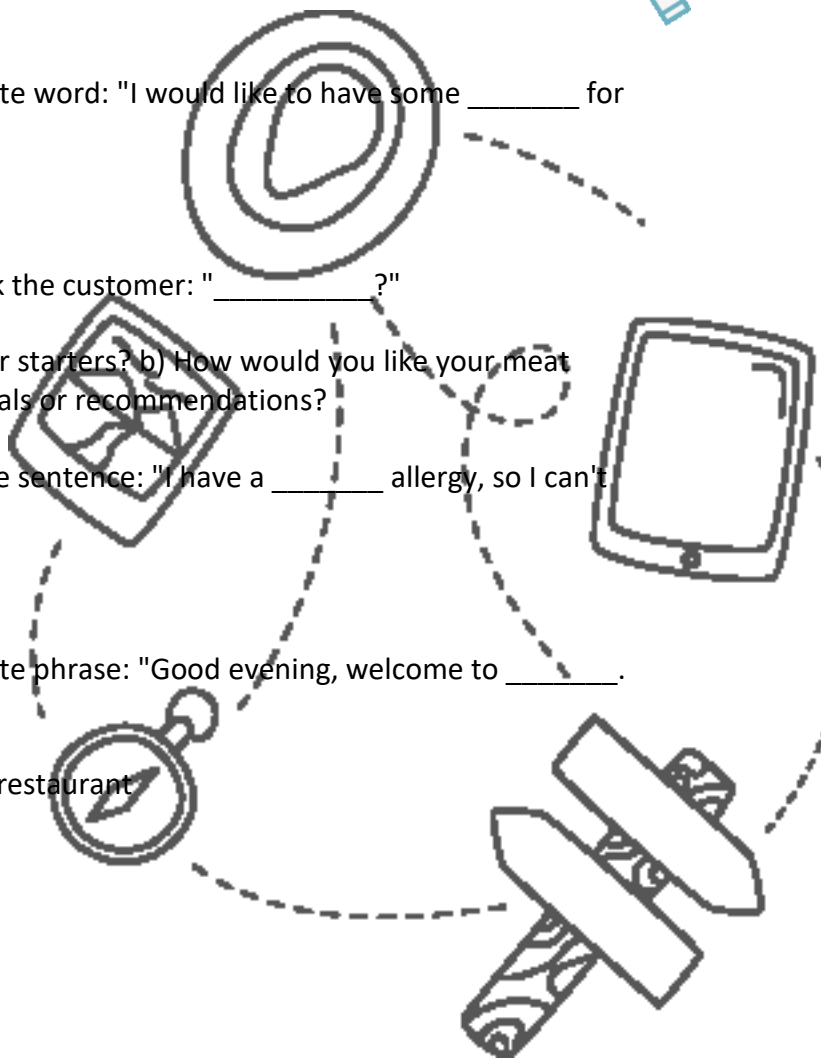
1. Students will learn and practice vocabulary words and phrases related to different types of food and beverages, such as food names, ingredients, typical dishes, drinks, and culinary terminology.
2. Students will engage in listening activities that involve understanding and responding to conversations and descriptions related to food and beverages.
3. Enhance reading comprehension by reading texts or passages about topics related to food and beverages, such as recipes, restaurant reviews, nutritional information, or culinary cultures. They will work on understanding the main ideas, details, and vocabulary in the texts.
4. Cultivate cultural awareness: Students will explore culinary practices and food traditions in different English-speaking countries or cultures. This may include discussions on table manners, restaurant etiquette, or the influence of food on culture.
5. Promote integration of language skills: The unit will provide opportunities for students to integrate their language skills by engaging in activities that combine listening, speaking, reading, and writing. For example, they may listen to a recipe description, read an article about a typical dish, discuss it in groups, and then write a personal opinion about their favorite food.

3.1. My practice time!



Exercise 1:

1. Fill in the blank with the appropriate word: "I would like to have some _____ for dinner."
a) pasta b) hamburger c) fruit
2. Choose the correct question to ask the customer: "_____?"
a) Would you like any appetizers or starters? b) How would you like your meat cooked? c) Can I suggest any specials or recommendations?
3. Select the word that completes the sentence: "I have a _____ allergy, so I can't have seafood."
a) drink b) dessert c) fish
4. Fill in the blank with the appropriate phrase: "Good evening, welcome to _____. May I take your order?"
a) the hotel b) the museum c) the restaurant





5. Choose the correct statement: "The customer says, '_____.'"

a) Are you ready to order? b) Can I get you something to drink? c) It will be ready shortly.

Exercise 2:

1. Fill in the blank with the appropriate word: "I prefer _____ over meat."

a) salad dressing b) rice c) vegetables

2. Choose the correct question to ask the customer: "_____?"

a) How would you like your steak cooked? b) Would you like any side dishes with your main course? c) Are you interested in any appetizers or soups?

3. Select the word that completes the sentence: "I don't drink _____. I prefer water."

a) pasta b) juice c) coffee

4. Fill in the blank with the appropriate phrase: "Good morning, welcome to _____. May I take your order?"

a) the beach b) the park c) the restaurant

5. Choose the correct statement: "The customer says, '_____.'"

a) Can I suggest any specials or recommendations? b) Would you like any appetizers or starters? c) Thank you for your order. It will be ready shortly.

Exercise 3:

1. Fill in the blank with the appropriate word: "I would like to have _____ for breakfast." a) salad b) pancakes c) milk

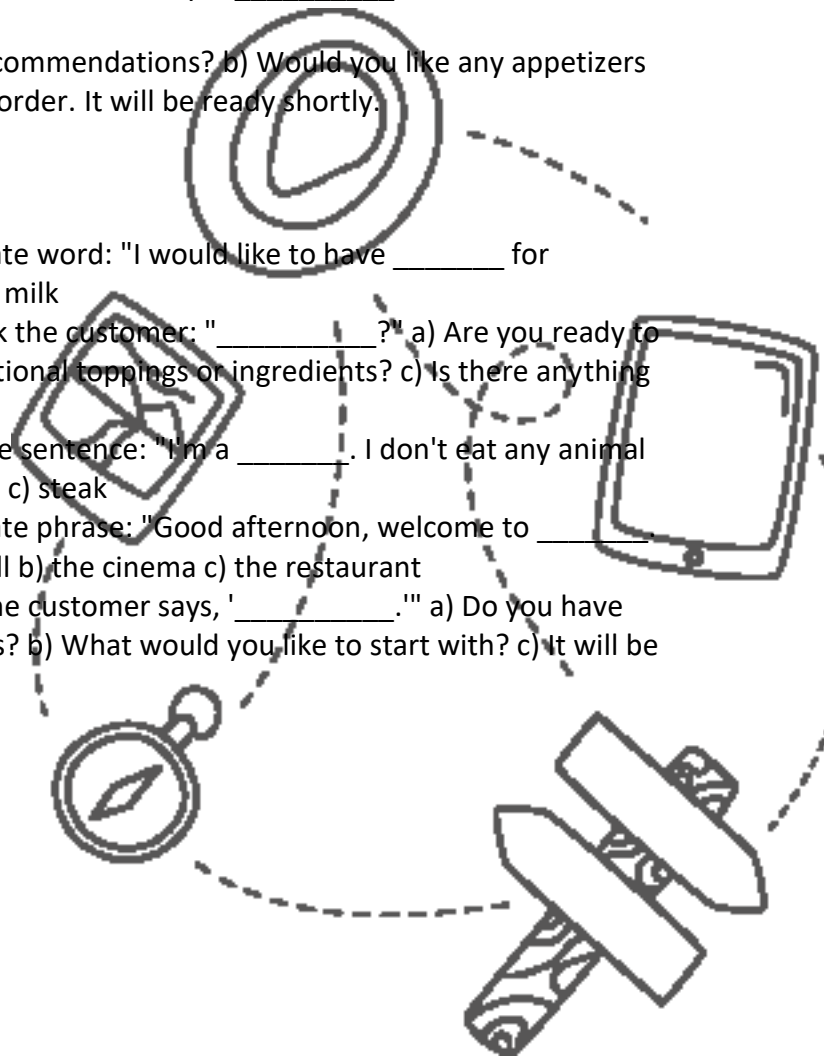
2. Choose the correct question to ask the customer: "_____?" a) Are you ready to order? b) Would you like any additional toppings or ingredients? c) Is there anything else I can assist you with?

3. Select the word that completes the sentence: "I'm a _____. I don't eat any animal products." a) vegetarian b) cheese c) steak

4. Fill in the blank with the appropriate phrase: "Good afternoon, welcome to _____. May I take your order?" a) the mall b) the cinema c) the restaurant

5. Choose the correct statement: "The customer says, '_____.'"

a) Do you have any dietary restrictions or allergies? b) What would you like to start with? c) It will be ready shortly.





ANSWER KEY

Exercise 1:

1. a) pasta
2. a) Would you like any appetizers or starters?
3. c) fish
4. c) the restaurant
5. c) It will be ready shortly.

Exercise 2:

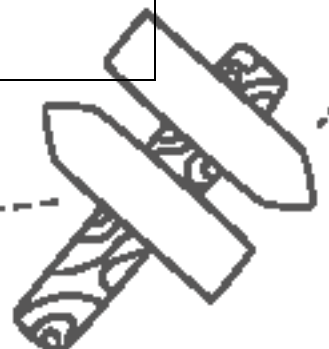
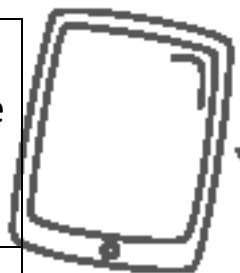
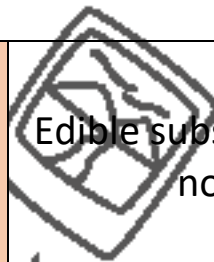
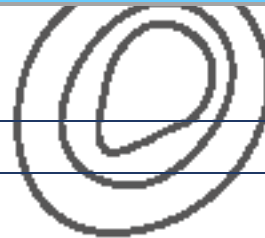
1. c) vegetables
2. b) Would you like any side dishes with your main course?
3. b) juice
4. c) the restaurant
5. c) Thank you for your order. It will be ready shortly.

Exercise 3:

1. b) pancakes
2. a) Are you ready to order?
3. a) vegetarian
4. c) the restaurant
5. b) What would you like to start with?

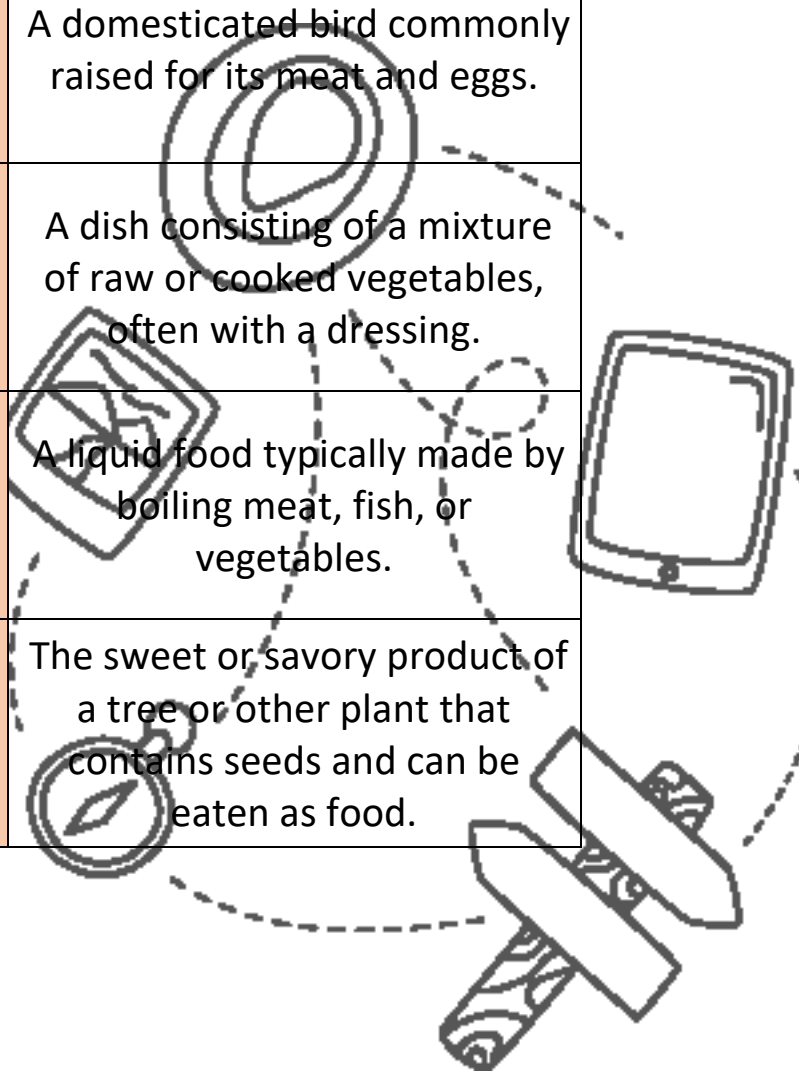
3.2. My new words (Flash cards)

Food	Edible substances that provide nourishment.
Drink	A liquid that is consumed to quench thirst or provide refreshment.



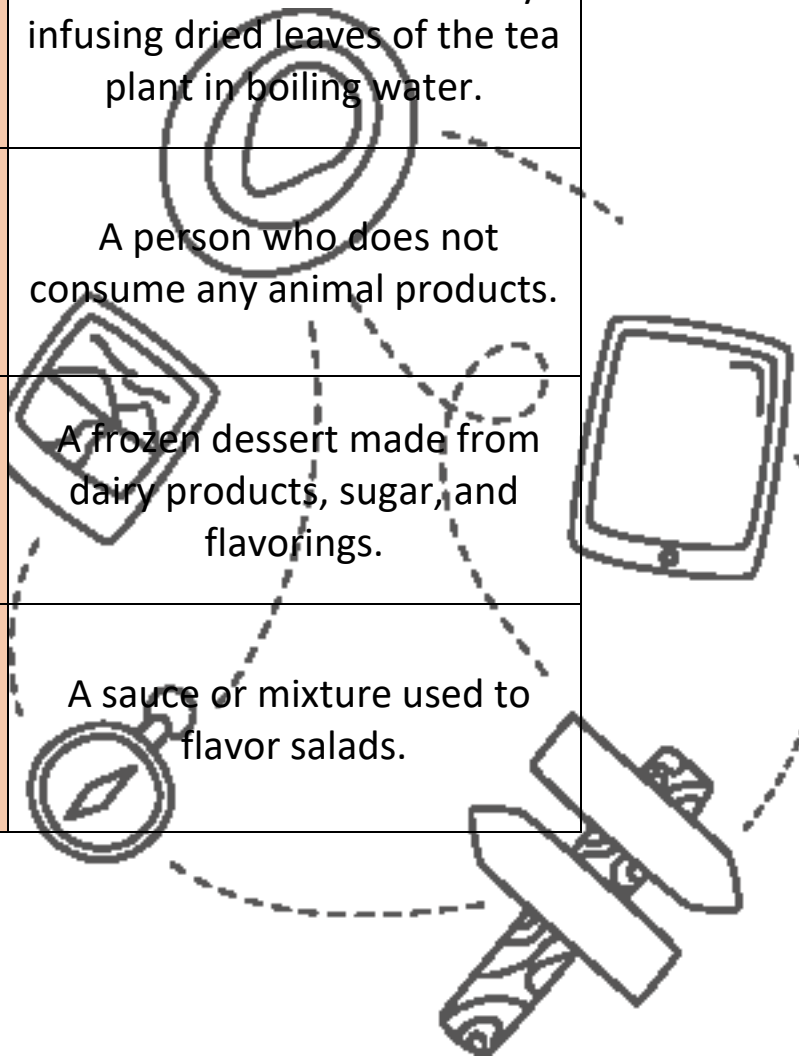


Bread	A staple food made from flour, water, and yeast, baked until it is firm and golden.
Rice	A cereal grain that is a staple food for a large part of the world's population.
Meat	Animal flesh used as food, typically from mammals or birds.
Fish	A limbless cold-blooded vertebrate animal with gills and fins, living in water.
Chicken	A domesticated bird commonly raised for its meat and eggs.
Salad	A dish consisting of a mixture of raw or cooked vegetables, often with a dressing.
Soup	A liquid food typically made by boiling meat, fish, or vegetables.
Fruit	The sweet or savory product of a tree or other plant that contains seeds and can be eaten as food.





Vegetable	A plant or part of a plant used as food, typically as accompaniment to meat or fish.
Pizza	A dish consisting of a round, flat base of dough baked with various toppings.
Juice	The liquid obtained by squeezing or extracting the natural contents of fruit or vegetables.
Water	A colorless, transparent, odorless liquid that forms the seas, lakes, rivers, and rain.
Tea	A hot or cold drink made by infusing dried leaves of the tea plant in boiling water.
Vegan	A person who does not consume any animal products.
Ice cream	A frozen dessert made from dairy products, sugar, and flavorings.
Salad dressing	A sauce or mixture used to flavor salads.





Breakfast	The first meal of the day, typically eaten in the morning.
Soda	A carbonated beverage often flavored with fruit or syrup.

3.3. Expanding my grammar – Demonstratives (one, ones)



Demonstratives are words used to point to or identify specific people, objects, or ideas in relation to the speaker and the listener. They indicate the proximity or distance of the thing being referred to. "One" and "ones" are specific types of demonstratives used to refer back to a previously mentioned noun or noun phrase.

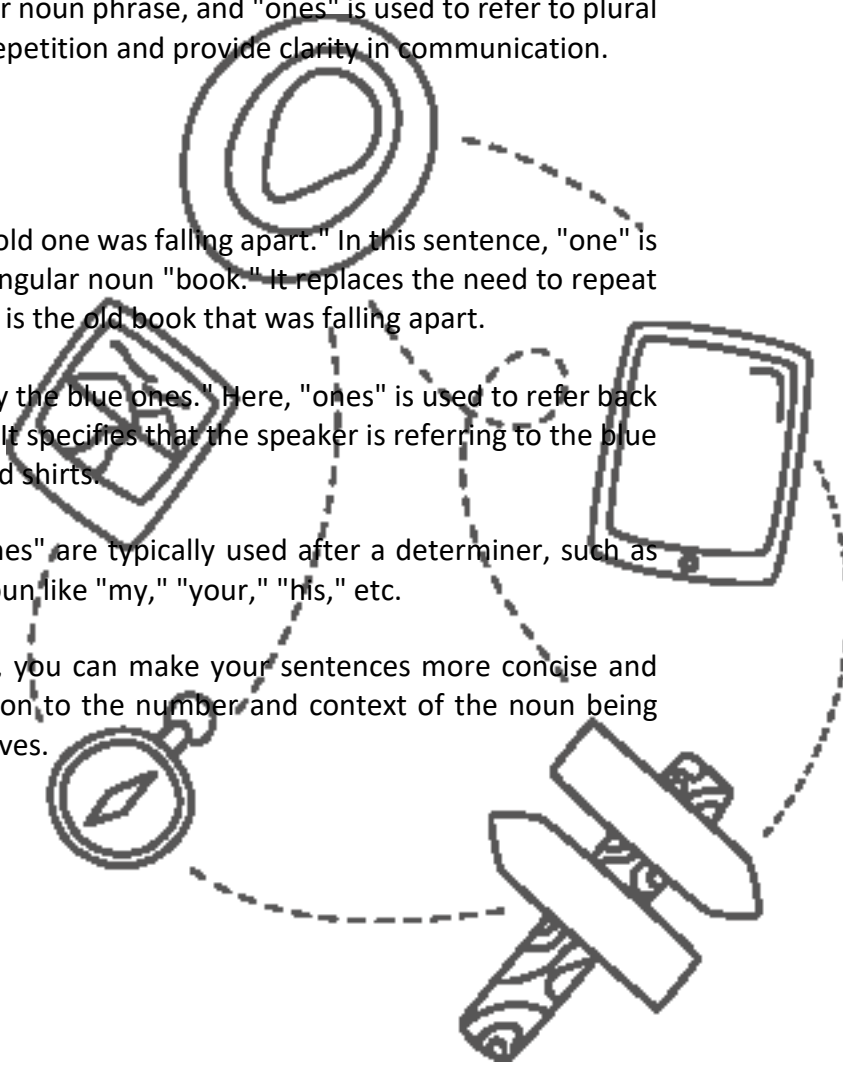
"One" is used to refer to a singular noun or noun phrase, and "ones" is used to refer to plural nouns or noun phrases. They help avoid repetition and provide clarity in communication.

Let's look at some examples:

1. Singular Noun:
 - "I bought a new book. The old one was falling apart." In this sentence, "one" is used to refer back to the singular noun "book." It replaces the need to repeat "book" and specifies that it is the old book that was falling apart.
2. Plural Noun:
 - "I like these shirts. I will buy the blue ones." Here, "ones" is used to refer back to the plural noun "shirts." It specifies that the speaker is referring to the blue shirts among the mentioned shirts.

It's important to note that "one" and "ones" are typically used after a determiner, such as "the," "this," "that," or a possessive pronoun like "my," "your," "his," etc.

By using "one" and "ones" appropriately, you can make your sentences more concise and avoid unnecessary repetition. Pay attention to the number and context of the noun being referred to when using these demonstratives.





Practice using "one" and "ones" in sentences to become more familiar with their usage and improve your communication skills.

Instructions: Fill in the blanks with the appropriate demonstrative "one" or "ones" to complete each sentence correctly.

1. I visited several museums during my trip, but the historical _____ in Paris was my favorite.
2. There are many tour packages available, but the guided city tour is the most popular _____.
3. The hotel has different room types, but the deluxe _____ offer a stunning view of the ocean.
4. We tried various local dishes, but the traditional dessert was the most delicious _____.
5. The travel agency offers different excursions, but the day trip to the national park is the most recommended _____.

ANSWER KEY

1. one
2. ones
3. ones
4. one
5. one

3.4. I'm speaking

Waiter: Good evening! Welcome to "Taste of Paradise." How may I assist you today?

Client: Hi! I have a reservation under the name Smith.

Waiter: Ah, yes, Mr. Smith. Right this way, please. Here is your table. Is it alright for you?

Client: Yes, this is perfect, thank you.

Waiter: Great! Here are the menus for you and your party. Can I start you off with any drinks?

Client: Yes, I'll have a glass of red wine, please.

Waiter: Excellent choice. And for the others?

Client: They would like iced tea and water, please.

Waiter: Very well. I'll be right back with your drinks.

[Waiter returns with drinks]

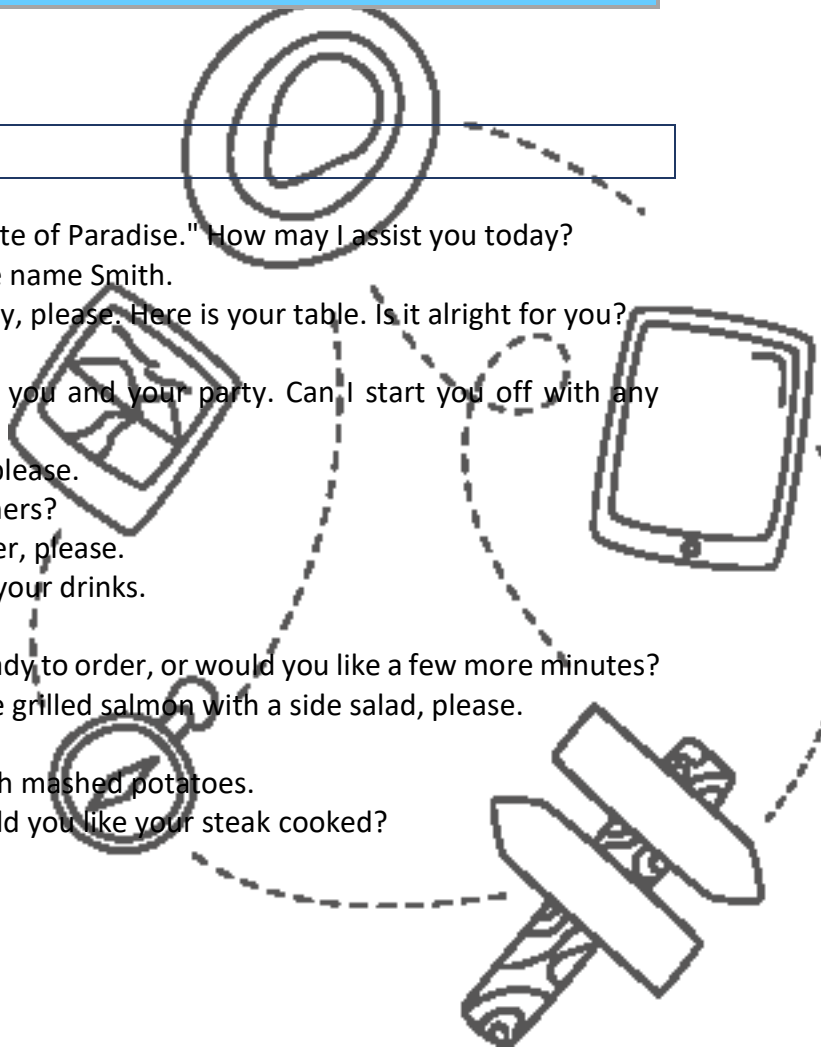
Waiter: Here are your drinks. Are you ready to order, or would you like a few more minutes?

Client: We're ready to order. I'll have the grilled salmon with a side salad, please.

Waiter: Perfect. And for you, sir?

Client's Husband: I'll go for the steak with mashed potatoes.

Waiter: Excellent choices. And how would you like your steak cooked?





Client's Husband: Medium-rare, please.

Waiter: Noted. Anything else I can assist you with?

Client: Yes, can we have some extra bread on the side, please?

Waiter: Of course, I'll bring that right away. Any specific preferences for the bread?

Client: Just some warm dinner rolls would be great.

Waiter: Alright, I'll make sure you have them. Your food will be out shortly. Enjoy your evening!

[Food is served, clients enjoy their meal]

Waiter: How is everything tasting so far?

Client: Everything is delicious, thank you.

Waiter: That's wonderful to hear. If you need anything else, please don't hesitate to ask.

Client: Will do, thank you.

[After finishing their meal]

Waiter: Are you interested in any desserts or coffee to finish off your meal?

Client: No, thank you. Just the bill, please.

Waiter: Not a problem. I'll bring that right away.

[Waiter returns with the bill]

Waiter: Here's your bill. Take your time. Whenever you're ready, you can pay at the front counter.

Client: Thank you for your excellent service.

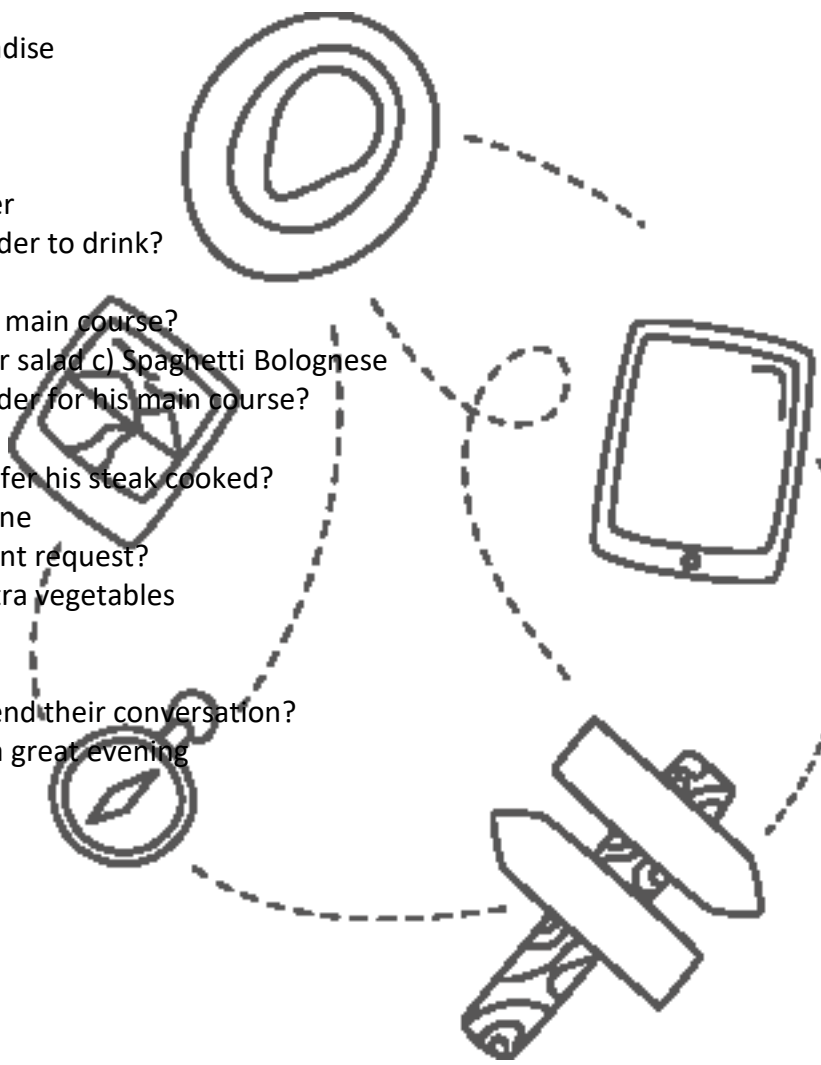
Waiter: It was my pleasure. Have a great evening!

Client: You too. Goodbye!

Waiter: Goodbye!

Questions:

1. What type of restaurant is it?
a) Italian b) French c) Taste of Paradise
2. What is the client's last name?
a) Smith b) Johnson c) Brown
3. What drink does the client order?
a) Red wine b) White wine c) Water
4. What does the client's husband order to drink?
a) Iced tea b) Soda c) Coffee
5. What does the client order for her main course?
a) Grilled salmon b) Chicken Caesar salad c) Spaghetti Bolognese
6. What does the client's husband order for his main course?
a) Steak b) Fish and chips c) Pizza
7. How does the client's husband prefer his steak cooked?
a) Rare b) Medium-rare c) Well-done
8. What additional item does the client request?
a) Extra bread b) Extra sauce c) Extra vegetables
9. Does the client order any dessert?
a) Yes b) No
10. How do the client and the waiter end their conversation?
a) Goodbye b) Thank you c) Have a great evening

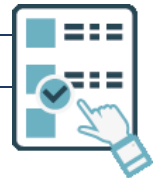




ANSWER KEY

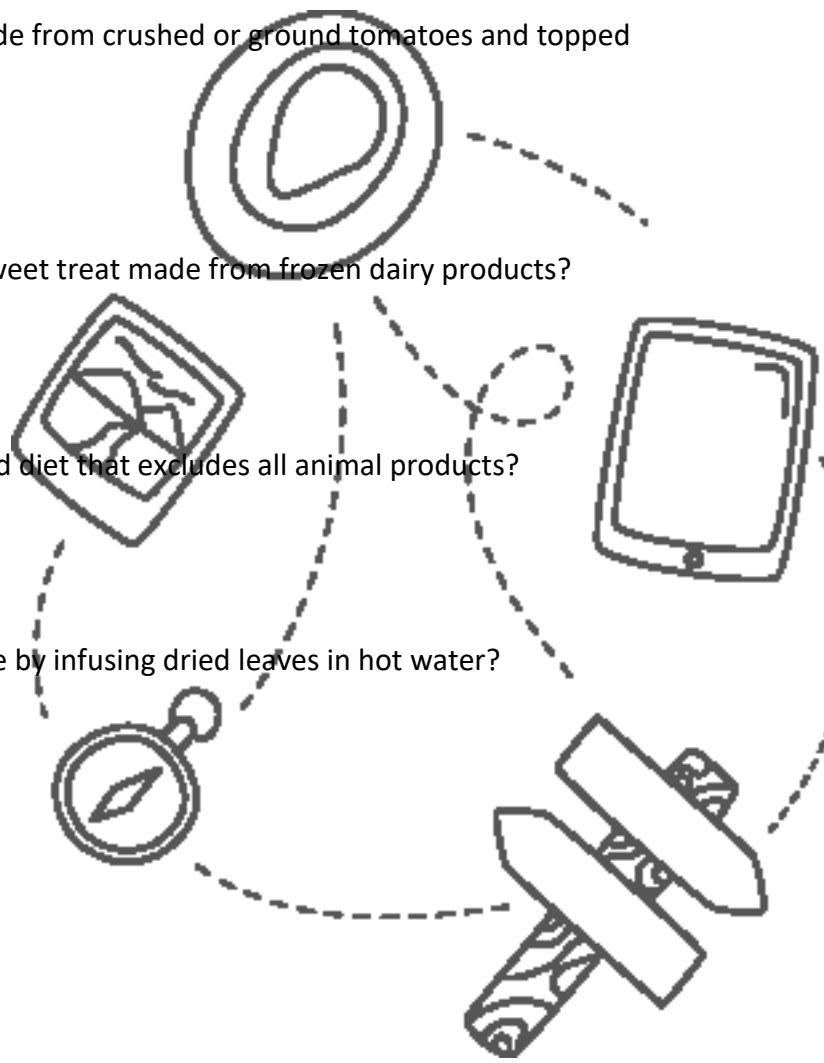
1. c) Taste of Paradise
2. a) Smith
3. a) Red wine
4. a) Iced tea
5. a) Grilled salmon
6. a) Steak
7. b) Medium-rare
8. a) Extra bread
9. b) No
10. c) Have a great evening

3.5. My practice time!



Exercise 1 -Choose the most appropriate answer for each question.

1. What is a popular protein source often consumed by non-vegetarians?
 - a) Bread
 - b) Rice
 - c) Meat
 - d) Salad
2. Which food item is commonly made from crushed or ground tomatoes and topped with various ingredients?
 - a) Juice
 - b) Water
 - c) Tea
 - d) Pizza
3. What is a refreshing and chilled sweet treat made from frozen dairy products?
 - a) Coffee
 - b) Milk
 - c) Sugar
 - d) Ice cream
4. Which term refers to a plant-based diet that excludes all animal products?
 - a) Vegetarian
 - b) Vegan
 - c) Cake
 - d) Hamburger
5. What is a common beverage made by infusing dried leaves in hot water?
 - a) Salad dressing
 - b) French fries
 - c) Soft drink
 - d) Tea

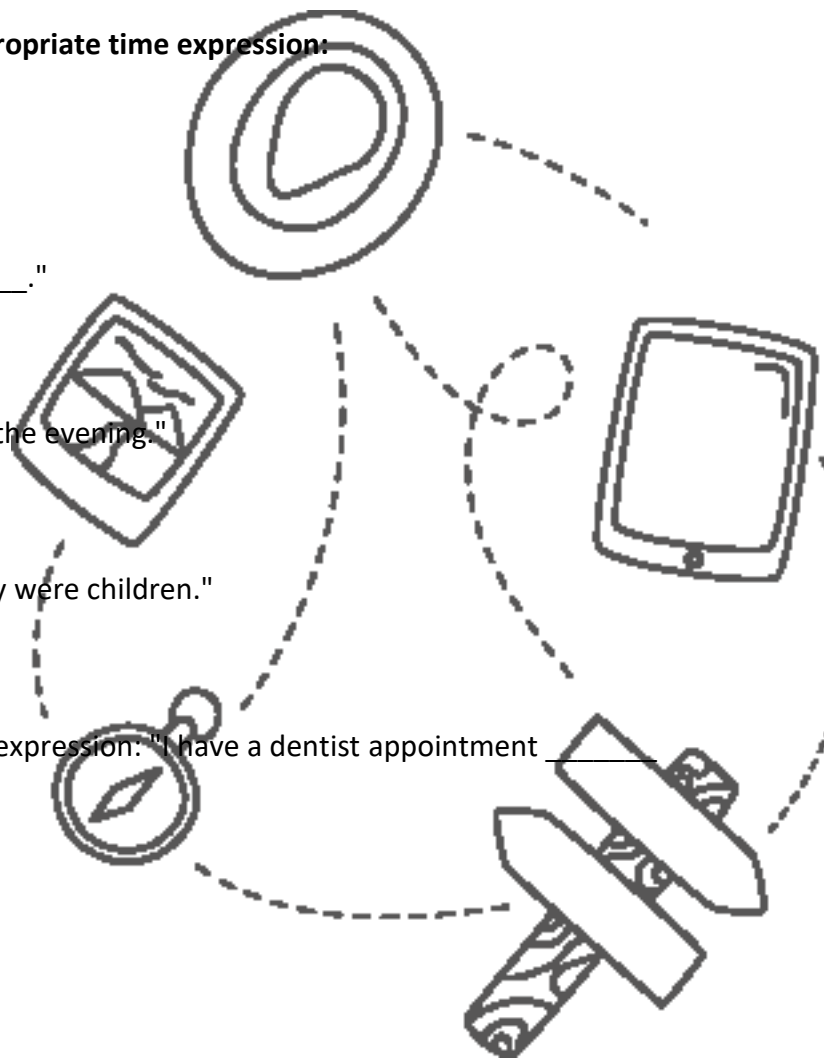




6. Which meal of the day typically consists of lighter dishes eaten in the morning?
 - a) Breakfast
 - b) Lunch
 - c) Dinner
 - d) Snack
7. What is a popular carbonated drink?
 - a) Bottled water
 - b) Pancakes
 - c) Soda
 - d) Wine
8. What is a type of sauce or liquid used to enhance the flavor of salads?
 - a) Soup
 - b) Salad dressing
 - c) Fruit
 - d) Pasta
9. Which term refers to a small portion of food eaten between meals?
 - a) Dinner
 - b) Snack
 - c) Fish
 - d) Vegetable
10. What is a commonly consumed carbohydrate-rich staple food?
 - a) Dessert
 - b) Hamburger
 - c) Rice
 - d) Sushi

Exercise 2 - Fill in the blank with the appropriate time expression:

- 1) "I will see you _____ at the party."
 - a) Yesterday
 - b) Now
 - c) next week
- 2) "She has been studying English _____."
 - a) all day
 - b) last year
 - c) in the morning
- 3) "We usually go for a walk _____ in the evening."
 - a) tomorrow
 - b) at night
 - c) on Sunday
- 4) "They have been friends _____ they were children."
 - a) Since
 - b) Next
 - c) during
- 5) Fill in the blank with the correct time expression: "I have a dentist appointment _____ at 2 p.m."
 - a) for two hours





- b) in the past
- c) today

ANSWER KEY

Exercise 1: Multiple Choice

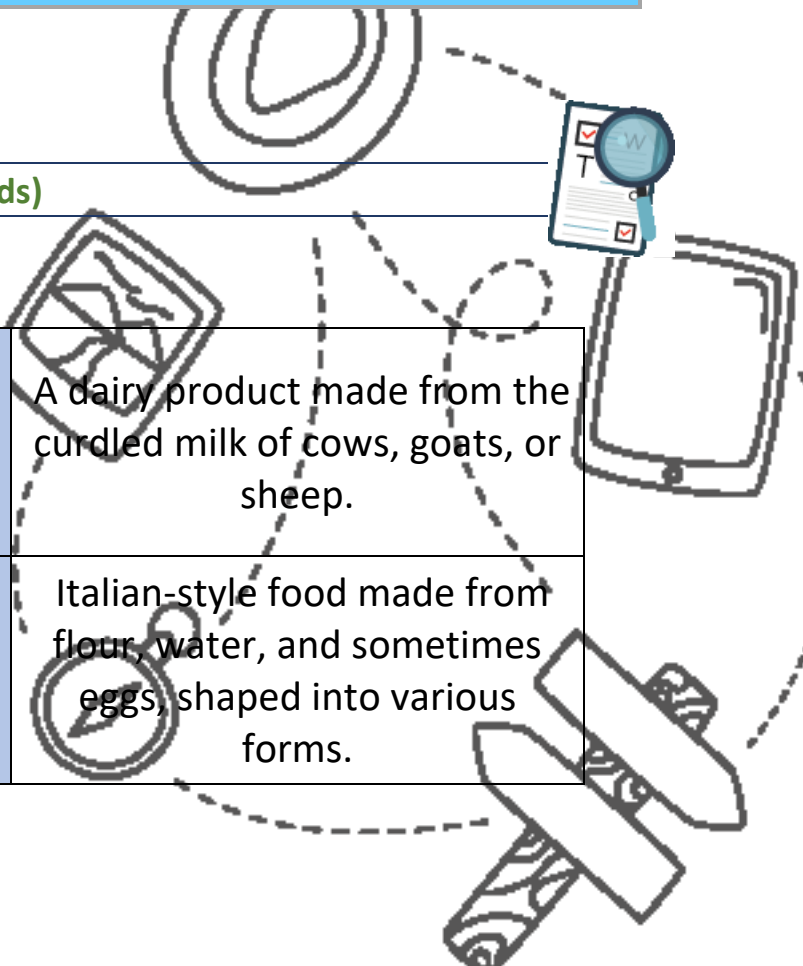
1. c) Meat
2. d) Pizza
3. d) Ice cream
4. b) Vegan
5. d) Tea
6. a) Breakfast
7. d) Wine
8. b) Salad dressing
9. b) Snack
10. c) Rice

Exercise 2:

1. c) next week
2. a) all day
3. b) at night
4. a) since
5. c) today

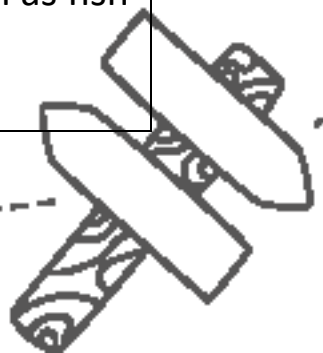
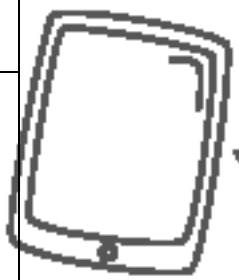
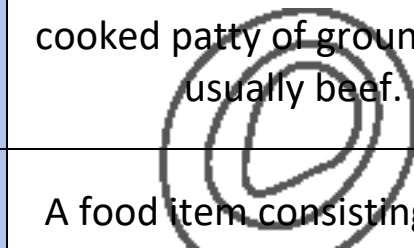
3.6. My new words (Flash cards)

Cheese	A dairy product made from the curdled milk of cows, goats, or sheep.
Pasta	Italian-style food made from flour, water, and sometimes eggs, shaped into various forms.



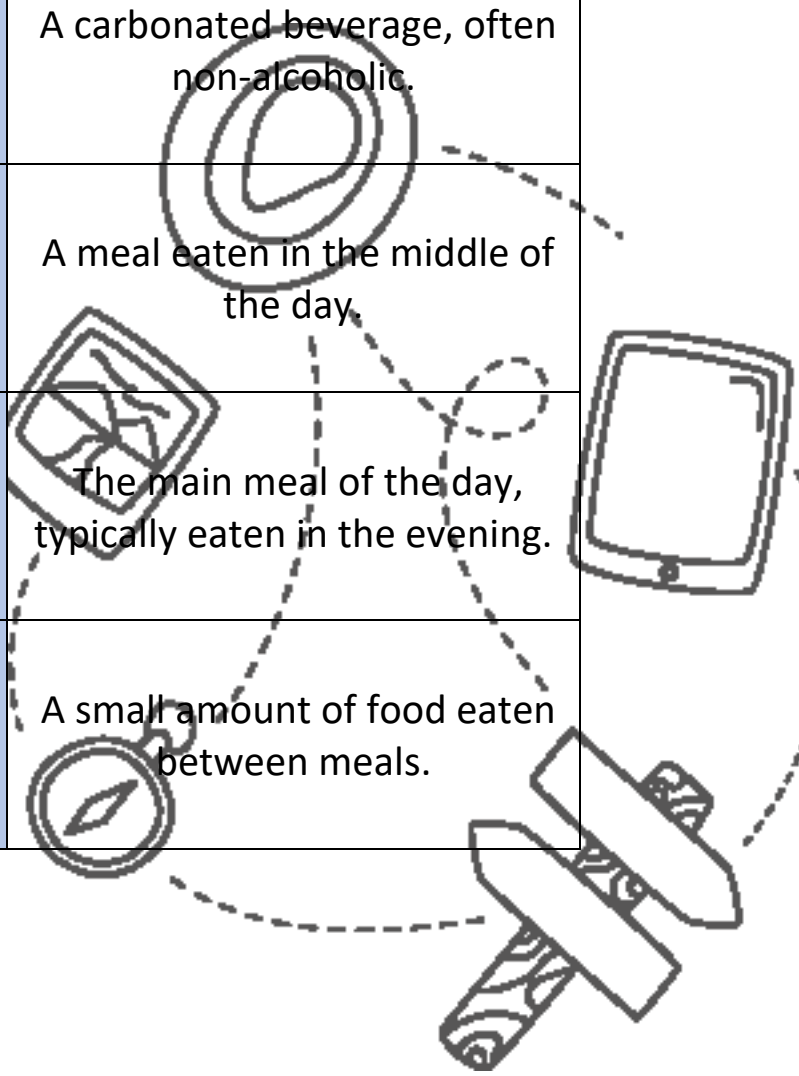


Coffee	A hot drink made from the roasted and ground seeds of a tropical plant.
Milk	An opaque white fluid rich in fat and protein, produced by female mammals.
Sugar	A sweet crystalline substance obtained from various plants, used as a sweetener.
Dessert	A sweet course typically eaten at the end of a meal.
Hamburger	A sandwich consisting of a cooked patty of ground meat, usually beef.
Sandwich	A food item consisting of one or more types of bread with fillings.
Sushi	A Japanese dish consisting of small balls or rolls of vinegar-flavored cold rice served with raw fish or other ingredients.
Seafood	Edible marine life, such as fish and shellfish.





Steak	A thick slice of high-quality meat, typically beef.
Vegetarian	A person who does not eat meat or fish.
Cake	A sweet baked dessert made from flour, sugar, and other ingredients.
French fries	Thin strips of deep-fried potatoes.
Soft drink	A carbonated beverage, often non-alcoholic.
Lunch	A meal eaten in the middle of the day.
Dinner	The main meal of the day, typically eaten in the evening.
Snack	A small amount of food eaten between meals.





Bottled water	Water that is packaged in bottles for drinking.
Pancakes	Flat, thin cakes made from a batter and cooked on a hot surface.

3.7. Expanding my grammar – Using the Present Continuous



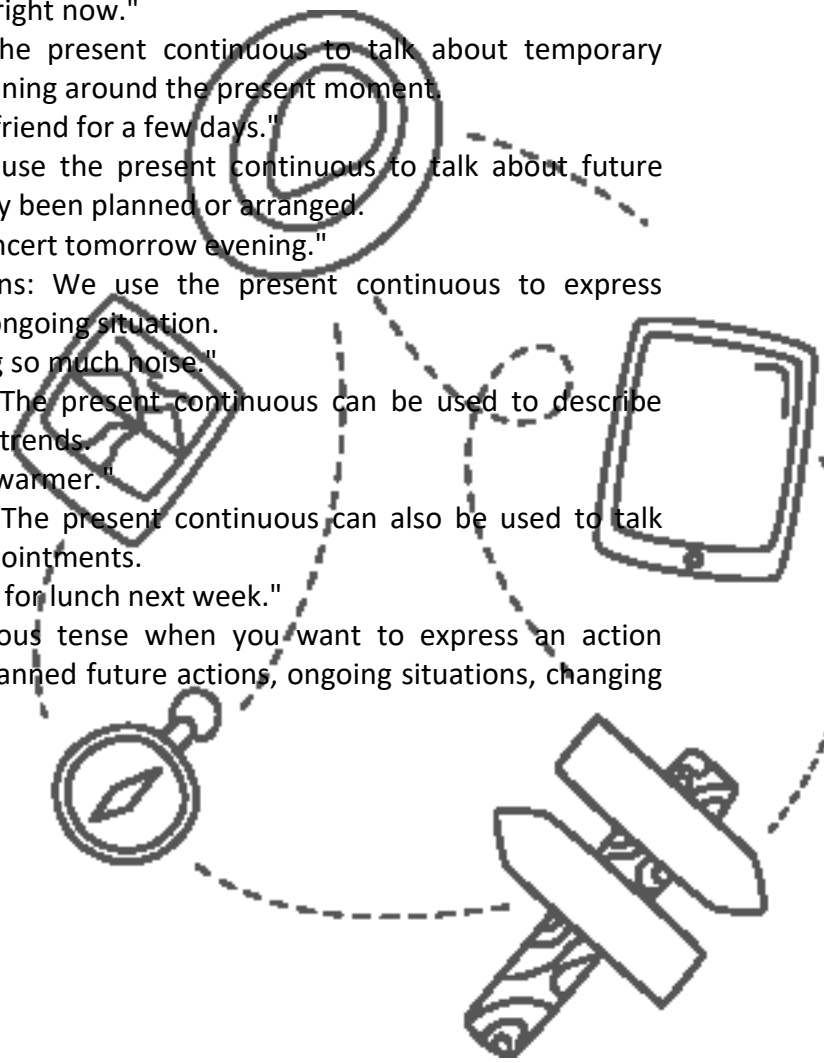
The present continuous tense, also known as the present progressive tense, is used to talk about actions or situations happening at the time of speaking or around the present moment. It indicates an action that is in progress, ongoing, or temporary.

The present continuous tense is formed using the auxiliary verb "to be" (am, is, are) followed by the present participle form of the main verb (the base verb + -ing).

Here are some common uses of the present continuous tense:

1. Actions happening now: We use the present continuous to describe actions or activities that are happening at the time of speaking.
Example: "I am watching a movie right now."
2. Temporary situations: We use the present continuous to talk about temporary situations or states that are happening around the present moment.
Example: "She is staying with her friend for a few days."
3. Planned future actions: We can use the present continuous to talk about future actions or events that have already been planned or arranged.
Example: "We are going to the concert tomorrow evening."
4. Annoyances or ongoing situations: We use the present continuous to express annoyance or irritation about an ongoing situation.
Example: "They are always making so much noise."
5. Changing or evolving situations: The present continuous can be used to describe changing or evolving situations or trends.
Example: "The weather is getting warmer."
6. Describing future arrangements: The present continuous can also be used to talk about future arrangements or appointments.
Example: "I am meeting my friend for lunch next week."

Remember to use the present continuous tense when you want to express an action happening now, temporary situations, planned future actions, ongoing situations, changing situations, or future arrangements.





3.8. Reading Knowing Ecuador

María Diocelina, "Papas con cuero" and Guinea Pigs

Source: www.goraymi.com



If you are traveling from Ambato to Riobamba, you cannot miss the opportunity to taste the best "papas con cuero" in Ecuador, which, to the joy of Tungurahua, have been served in Mocha since 1955.

What should you know?

Doña María Diocelina Benavides has spent 64 of her 84 years perfecting her recipes. Years of trial and error that have yielded generous results.

Potatoes with zarza (sauce), cheese, and "cuero" are her most famous dish, but at her establishment, she also offers guinea pigs, yahuarlocros (Andean potato soup), chicken soups, dry chicken, dry hen, chicken stew, and a dozen other typical dishes from Tungurahua.

The tourist and gastronomic center María Diocelina is located on the road that leads from Ambato to Riobamba, at the height of Mocha. A large sign makes it impossible to miss. It is located on Jaime Melo Rendón Street in the tourist area.

It opens every day from 7:00 AM to 9:00 PM.

What treasures does the girl's basket carry?

Back in 1947, in the chilly mornings of Mocha, Carihuairazo and taita Chimborazo watched fascinated as a little 12-year-old girl set off every morning towards the train station. The young María Diocelina carried a basket filled with treasures.

"What could it be?" was the constant question the two giants of the Andes asked themselves. They were intrigued because when the girl returned in the afternoon and got off the train that came from Urbina station, the basket was always empty.

They were intrigued because with each step she took, she exchanged glances with men and women who smiled and greeted her.

On the other side, Mama Tungurahua watched her daughter and lamented when the day came when she was no longer seen. As the years went by, Diocelina, to the sadness of the two volcanoes, fell in love. She was 16 when she got married and traded the train for her new home.

No one knows for sure, perhaps the volcanoes conspired to see Diocelina again, maybe they disrupted her sleep and with thunder, roars, and fumaroles, they didn't let this girl forget the beautiful sunrises of Mocha.

And they succeeded because alongside Juan Barrero, her husband, when Diocelina turned 20, the sunrises illuminated once again with her smile.

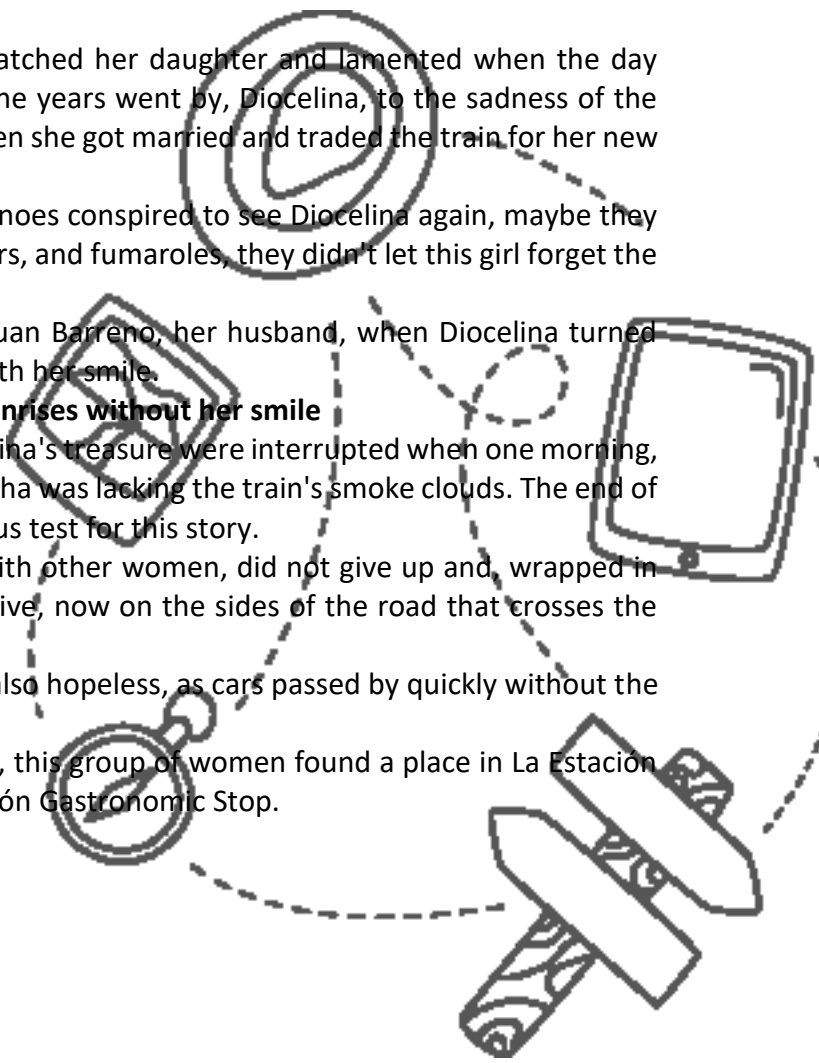
The sky without the train's smoke, the sunrises without her smile

The bets the volcanoes made about Diocelina's treasure were interrupted when one morning, a void appeared. Suddenly, the sky of Mocha was lacking the train's smoke clouds. The end of the Alfaro train was undoubtedly the litmus test for this story.

But love was stronger. Diocelina, along with other women, did not give up and, wrapped in shawls and blankets, kept her business alive, now on the sides of the road that crosses the cities of the Ecuadorian Sierra.

Those were difficult times, very cold and also hopeless, as cars passed by quickly without the opportunity for glances and smiles.

Four months after the train's final whistle, this group of women found a place in La Estación Market in Mocha, now known as La Estación Gastronomic Stop.





There, they spent five decades during which their recipes and dishes gained such fame that national and international tourists replaced the train travelers.

Conspiring to discover Diocelina's treasures

"How annoying!" the volcanoes commented in anger, as over the years, they were unable to see the contents of Diocelina's basket, which would enter the market full in the mornings and leave empty in the evenings.

But the stubbornness of these old volcanoes was so strong that it led them to devise a plan. For this purpose, the volcanoes put up for sale a piece of land, of course, with a direct view of them. Then they set a good price for it, exactly the same as a piece of land that the apple of their eye owned. Finally, they strategically located it on the side of the road.

For several years, the volcanoes showed the land to Diocelina until the day came when they achieved their goal. In 1996, with the support of her husband and her two children, the girl, now a grandmother, bought the land on which she built one of the most famous food stops in Ecuador.

Potatoes with zarza, cheese, and leather, with a view of the "Avenue of the Volcanoes"

No one knows for sure, perhaps Diocelina's heart was not indifferent to the compliments of her volcanoes. Perhaps that's why her establishment has large windows through which her "papas con cuero" and zarza, or better yet, her guinea pigs, exchange glances with Chimborazo and Carihuairazo.

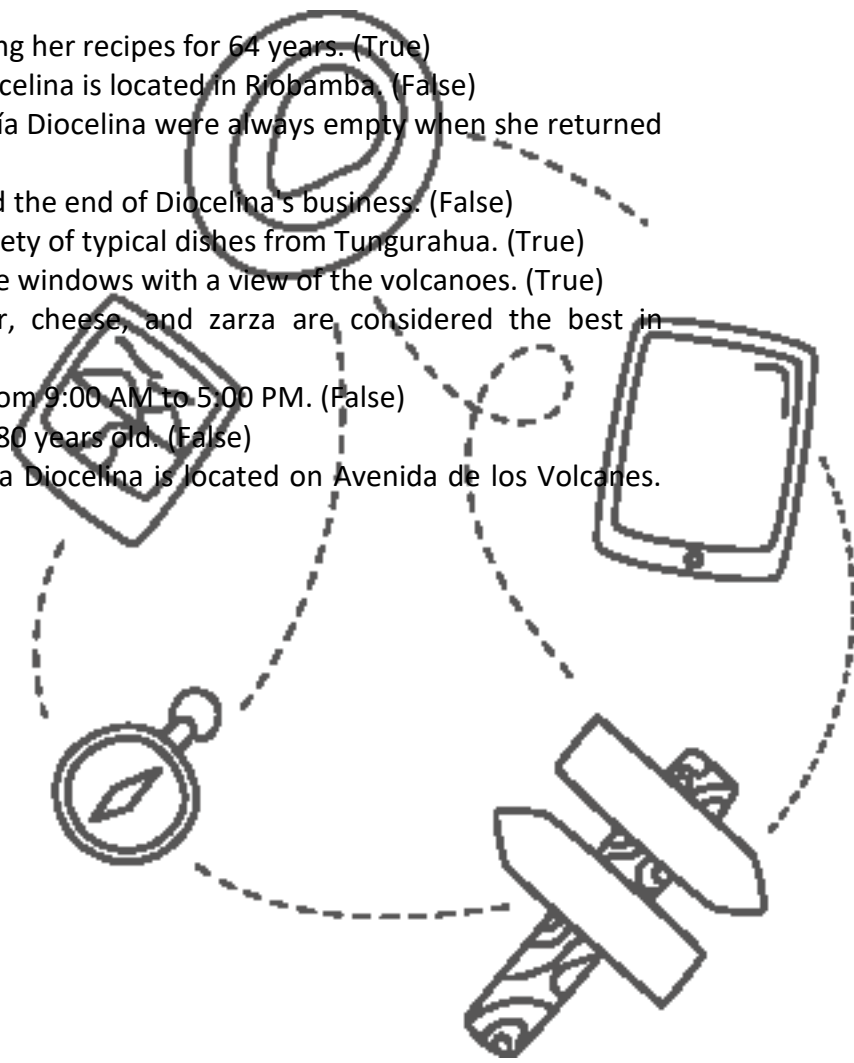
Mama Tungurahua and Diocelina smile at each other every evening when they see those old volcanoes, now wondering, "What do "papas con cuero" taste like?"

Author's note: Undoubtedly, Doña Diocelina's "papas con cuero", cheese, and zarza are the best in all of Ecuador. It's worth stopping the car, contemplating the volcanoes, and entering this little piece of heaven.

QUESTIONS

1. María Diocelina has been perfecting her recipes for 64 years. (True)
2. The gastronomic center María Diocelina is located in Riobamba. (False)
3. The baskets carried by young María Diocelina were always empty when she returned from the train station. (True)
4. The end of the Alfaro train marked the end of Diocelina's business. (False)
5. Diocelina's restaurant offers a variety of typical dishes from Tungurahua. (True)
6. Diocelina's establishment has large windows with a view of the volcanoes. (True)
7. Diocelina's potatoes with leather, cheese, and zarza are considered the best in Ecuador. (True)
8. The restaurant opens every day from 9:00 AM to 5:00 PM. (False)
9. Doña María Diocelina is currently 80 years old. (False)

The tourist and gastronomic center María Diocelina is located on Avenida de los Volcanes. (False)



3.9. My Practice time



Exercise 1: True or False: Determine whether the following statements are true or false.

1. Salad is a dish typically made from a combination of vegetables and dressing. (True/False)
2. Water is a commonly consumed beverage that is essential for hydration. (True/False)
3. Meat is an animal-based protein source commonly consumed by vegetarians. (True/False)
4. Coffee is a hot beverage made from tea leaves. (True/False)
5. Lunch is typically the heaviest meal of the day. (True/False)

Exercise 2: Fill in the Blanks: Fill in the blanks with the appropriate vocabulary words to complete the sentences.

1. Are you ready to _____?
2. Would you like to see the _____?
3. Do you have any dietary _____ or allergies?
4. Would you like any appetizers or _____?
5. How would you like your _____ cooked?

Exercise 3 - Fill in the blanks: with the appropriate form of the verb in parentheses (present continuous form).

1. The tourists _____ (explore) the historical sites in the city.
2. We _____ (visit) the famous museum later this afternoon.
3. The tour guide _____ (explain) the history of the ancient ruins to the group.
4. They _____ (take) photos of the breathtaking scenery.
5. The hotel staff _____ (prepare) the rooms for the arriving guests.

ANSWER KEY

Exercise 1:

1. True
2. True
3. False
4. False
5. False



Exercise 2:

1. Are you ready to order?
2. Would you like to see the menu?
3. Do you have any dietary restrictions or allergies?
4. Would you like any appetizers or starters?
5. How would you like your meat cooked?

Exercise 3:

1. are exploring
2. are visiting
3. is explaining
4. are taking
5. is preparing

3.10. My new words (Flash cards)

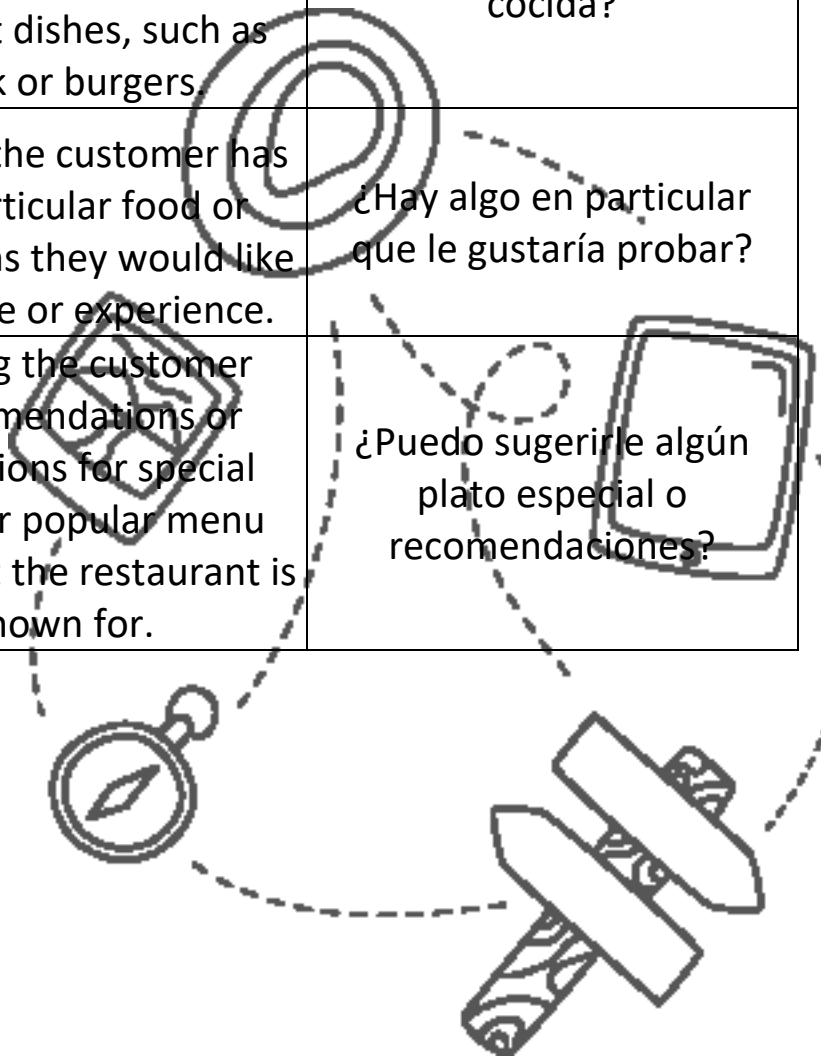


Good [morning/afternoon/evening], welcome to [restaurant name]May I take your order?	A polite greeting to the customer, expressing welcome to the restaurant and offering assistance in taking their food order.	Buen [día/tarde/noche], bienvenido/a a [nombre del restaurante]¿Puedo tomar su pedido?
What would you like to have today?	Asking the customer for their food preferences or choices for their meal on the current day	¿Qué le gustaría comer hoy?
Are you ready to order?	Inquiring if the customer is prepared to place their food order.	¿Está listo/a para ordenar?



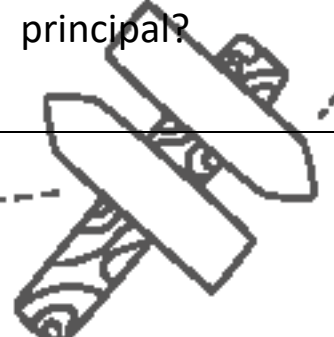
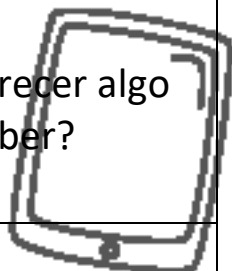
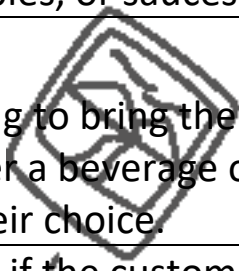


Would you like to see the menu?	Offering the customer the option to view the restaurant's menu, which lists the available food and beverage choices.	¿Le gustaría ver el menú?
Do you have any dietary restrictions or allergies?	Inquiring if the customer has any specific dietary requirements or allergies that need to be considered when preparing their meal.	¿Tiene alguna restricción alimentaria o alergias?
Would you like any appetizers or starters?	Asking the customer if they would like to order any small dishes or appetizers before their main course.	¿Le gustaría algún aperitivo o entrada?
How would you like your meat cooked?	Inquiring about the preferred level of doneness or cooking style for meat dishes, such as steak or burgers.	¿Cómo le gustaría su carne cocida?
Is there anything specific you would like to try?	Asking if the customer has any particular food or drink items they would like to sample or experience.	¿Hay algo en particular que le gustaría probar?
Can I suggest any specials or recommendations?	Offering the customer recommendations or suggestions for special dishes or popular menu items that the restaurant is known for.	¿Puedo sugerirle algún plato especial o recomendaciones?





Would you like any side dishes with your main course?	Inquiring if the customer would like any additional dishes or accompaniments to go along with their main course.	¿Desea algún acompañamiento con su plato principal?
What would you like to start with?	Asking the customer for their preference on the first course or appetizer they would like to begin their meal with.	¿Con qué le gustaría comenzar?
Are you interested in any appetizers or soups?	Inquiring if the customer would like to order any appetizers or soups as part of their meal.	¿Le interesan los aperitivos o las sopas?
How would you like your steak cooked?	Specifically asking about the preferred level of doneness or cooking style for a steak dish.	¿Cómo le gustaría su filete cocido?
Would you like any additional toppings or ingredients?	Asking the customer if they would like to add any extra toppings or ingredients to their order, such as cheese, vegetables, or sauces.	¿Le gustaría algún ingrediente o cobertura adicional?
Can I get you something to drink?	Offering to bring the customer a beverage of their choice.	¿Le puedo ofrecer algo para beber?
Any specific preferences for the sides or accompaniments?	Inquiring if the customer has any particular preferences or requests for the side dishes or accompaniments that come with their meal.	¿Algún acompañamiento específico para su plato principal?





Are there any allergies or dietary restrictions I should be aware of?	Asking if the customer has any known allergies or specific dietary restrictions that the restaurant staff should take into consideration when preparing their meal.	¿Tiene alguna alergia o restricción dietética de la que deba estar al tanto?
Do you have room for dessert?	Asking if the customer has space or appetite for a sweet treat or dessert after their main course.	¿Tiene espacio para el postre?
Is there anything else I can assist you with?	Offering further assistance or help to the customer with any additional requests or inquiries they may have.	¿Hay algo más en lo que pueda ayudarle?
Thank you for your order! It will be ready shortly.	Expressing gratitude to the customer for placing their order and informing them that their food will be prepared and served in a short period of time.	Gracias por su pedido. Estará listo en breve.

3.11. Expanding my grammar – Quantifiers

Explanation of Quantifiers: Quantifiers are words or phrases that help us express the quantity or amount of something. They provide information about the number, frequency, or extent of nouns. Quantifiers can be used with both countable and uncountable nouns.

1. Definite Quantifiers:

- "All" indicates the entire amount or every item.
- "Every" refers to each individual item in a group.
- "Each" is similar to "every" and emphasizes individual items.



Example: All the students passed the exam. Every student received a certificate. Each student received a prize.

2. Indefinite Quantifiers:

- "Some" suggests an indefinite quantity or number.
- "Any" refers to an unspecified quantity or number.
- "Many" indicates a large number or quantity.
- "Few" indicates a small number or quantity.
- "Several" refers to more than two but not many.
- "A few" suggests a small number or quantity, but more than "few."
- "A lot of" or "lots of" indicates a large number or quantity.
- "Much" is used with uncountable nouns and suggests a large amount.
- "Little" suggests a small amount.

Example: Some people attended the event. Any child can participate. Many tourists visited the museum. Few students passed the test. Several friends came to the party. A few students asked questions. We have a lot of apples. There isn't much time left. She has little patience.

3.12. In action! – Continuous tenses

Title: Exploring the Continuous Forms: Present Continuous, Past Continuous, and Future Continuous

Introduction: Narrator: Welcome to our language lesson today! In this session, we will dive into the world of continuous forms in English. Specifically, we'll explore the present continuous, past continuous, and future continuous tenses. So, let's get started!

Present Continuous: Narrator: The present continuous tense is used to describe actions happening at the time of speaking or around the present moment. We form it by using the present tense of the verb "to be" (am, is, are) followed by the present participle form of the main verb (-ing form). This tense suggests temporary actions or situations.

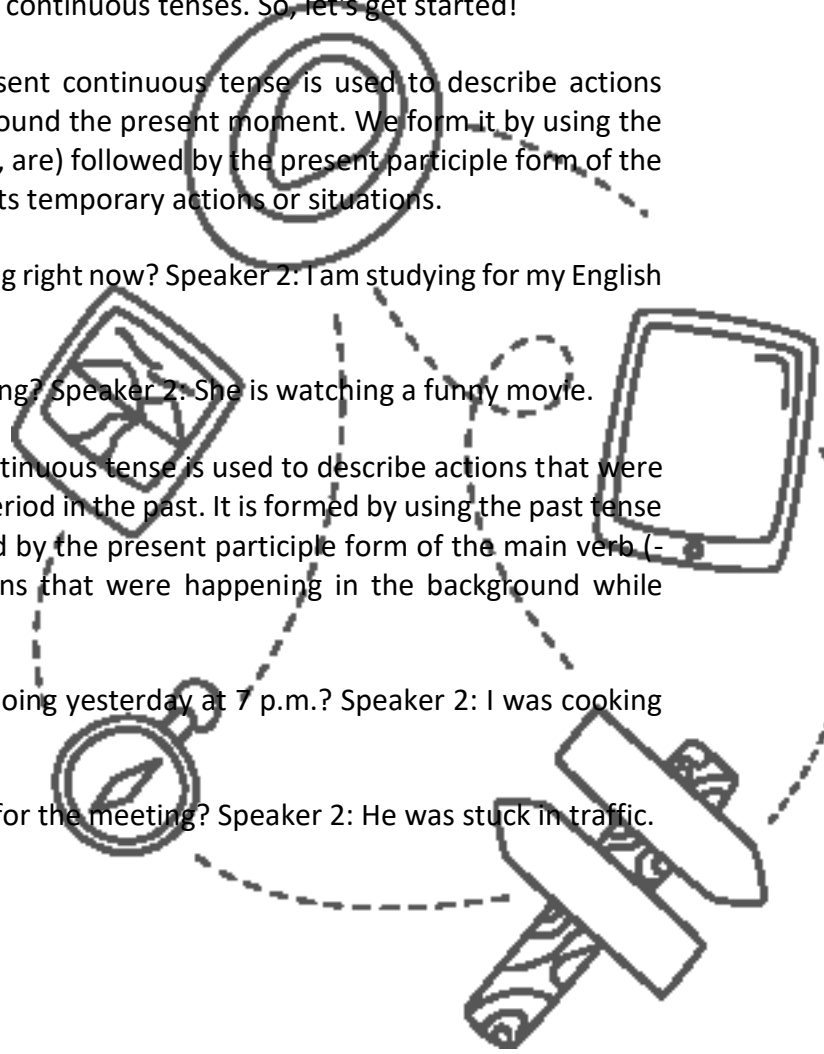
Example 1: Speaker 1: What are you doing right now? Speaker 2: I am studying for my English exam.

Example 2: Speaker 1: Why is she laughing? Speaker 2: She is watching a funny movie.

Past Continuous: Narrator: The past continuous tense is used to describe actions that were in progress at a specific time or over a period in the past. It is formed by using the past tense of the verb "to be" (was, were) followed by the present participle form of the main verb (-ing form). This tense emphasizes actions that were happening in the background while something else occurred.

Example 1: Speaker 1: What were you doing yesterday at 7 p.m.? Speaker 2: I was cooking dinner for my family.

Example 2: Speaker 1: Why was he late for the meeting? Speaker 2: He was stuck in traffic.





Future Continuous: Narrator: The future continuous tense is used to describe actions that will be in progress at a specific time or over a period in the future. It is formed by using the future tense of the verb "to be" (will be, shall be) followed by the present participle form of the main verb (-ing form). This tense indicates that an action will be ongoing at a particular point in the future.

Example 1: Speaker 1: What will you be doing tomorrow evening? Speaker 2: I will be attending a concert with my friends.

Example 2: Speaker 1: Where will they be traveling next month? Speaker 2: They will be exploring Europe for their summer vacation.

Conclusion: Narrator: And that wraps up our exploration of the continuous forms in English. The present continuous, past continuous, and future continuous tenses provide us with a way to describe ongoing actions and situations in different time frames. So, keep practicing and incorporating these forms into your conversations to enhance your English fluency.

Remember, the present continuous focuses on the present moment, the past continuous highlights actions in progress in the past, and the future continuous emphasizes ongoing actions in the future. Enjoy mastering these tenses and have fun using them in your language journey!

3.13. My practice time!

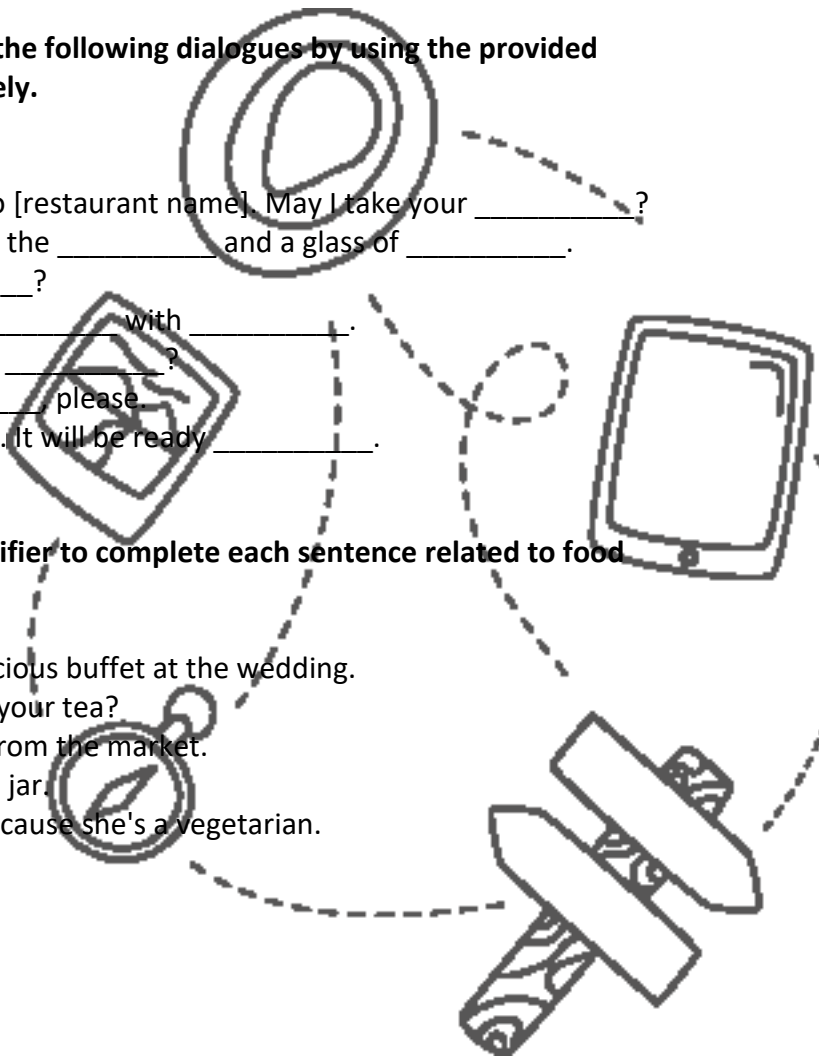


Exercise 1: Ordering Practice - Complete the following dialogues by using the provided vocabulary words to respond appropriately.

- Server: Good evening! Welcome to [restaurant name]. May I take your _____?
Customer: Yes, please. I would like the _____ and a glass of _____.
- Server: Are you ready to _____?
Customer: Yes, I would like the _____ with _____.
- Server: Can I get you something to _____?
Customer: Yes, I'll have a _____ please.
- Server: _____ for your order. It will be ready _____.
Customer: Thank you.

Exercise 2 Choose the appropriate quantifier to complete each sentence related to food and beverages.

- _____ people enjoyed the delicious buffet at the wedding.
- Would you like _____ sugar in your tea?
- We bought _____ fresh fruits from the market.
- I have _____ cookies left in the jar.
- She doesn't eat _____ meat because she's a vegetarian.





6. Can you buy _____ milk from the store?
7. There are _____ sandwiches on the table for lunch.
8. _____ students brought their own snacks to the party.
9. He drank _____ cups of coffee this morning.
10. We need _____ bottles of water for the trip.

ANSWER KEY

Exercise 1: Ordering Practice

1. Server: Good evening! Welcome to [restaurant name]. May I take your order?
Customer: Yes, please. I would like the [food item] and a glass of [beverage].
2. Server: Are you ready to order?
Customer: Yes, I would like the [main course] with [side dish].
3. Server: Can I get you something to drink?
Customer: Yes, I'll have a [beverage], please.
4. Server: Thank you for your order. It will be ready shortly.
Customer: Thank you.

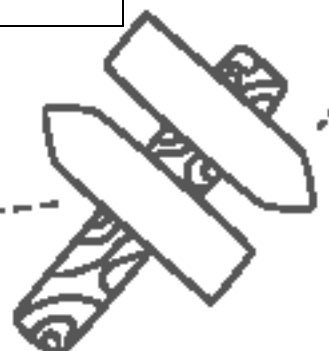
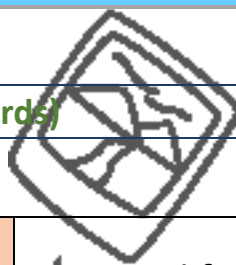
Exercise 2:

1. Many
2. Some
3. Several
4. Few
5. Any
6. Some
7. Several
8. Many
9. Several
10. Several

3.14. My new words (Flash cards)

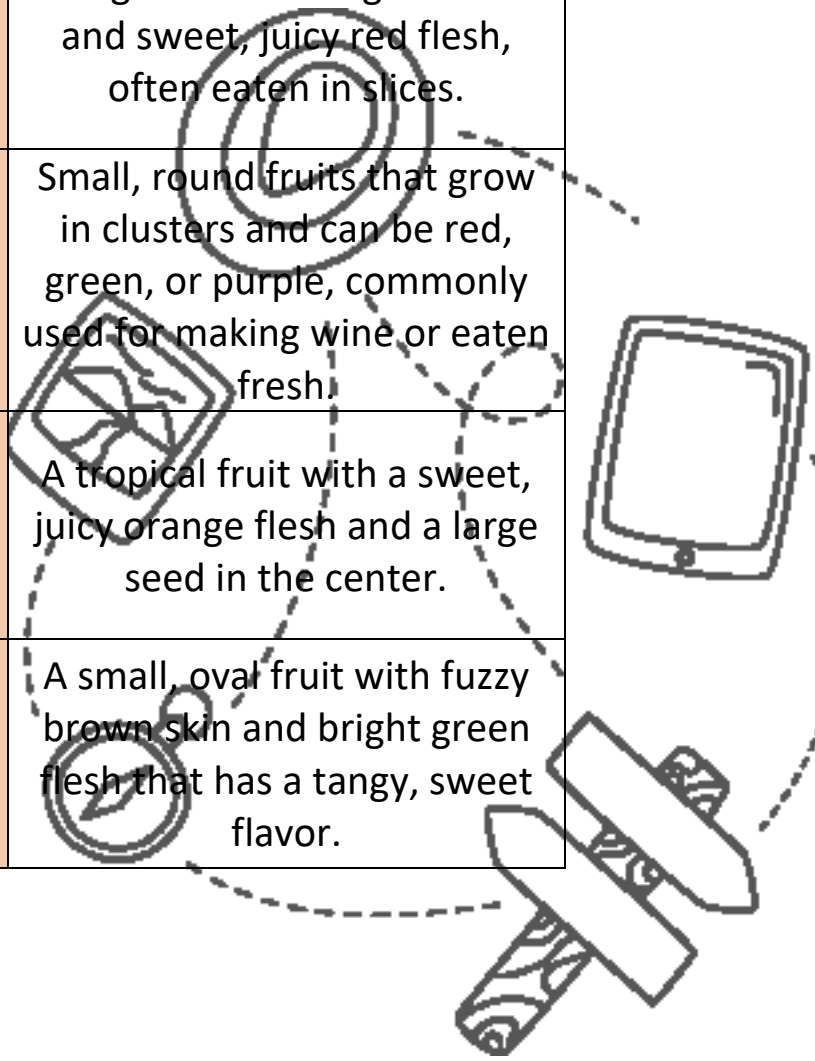
Apple

A round fruit with firm flesh and a thin skin that can be red, green, or yellow.



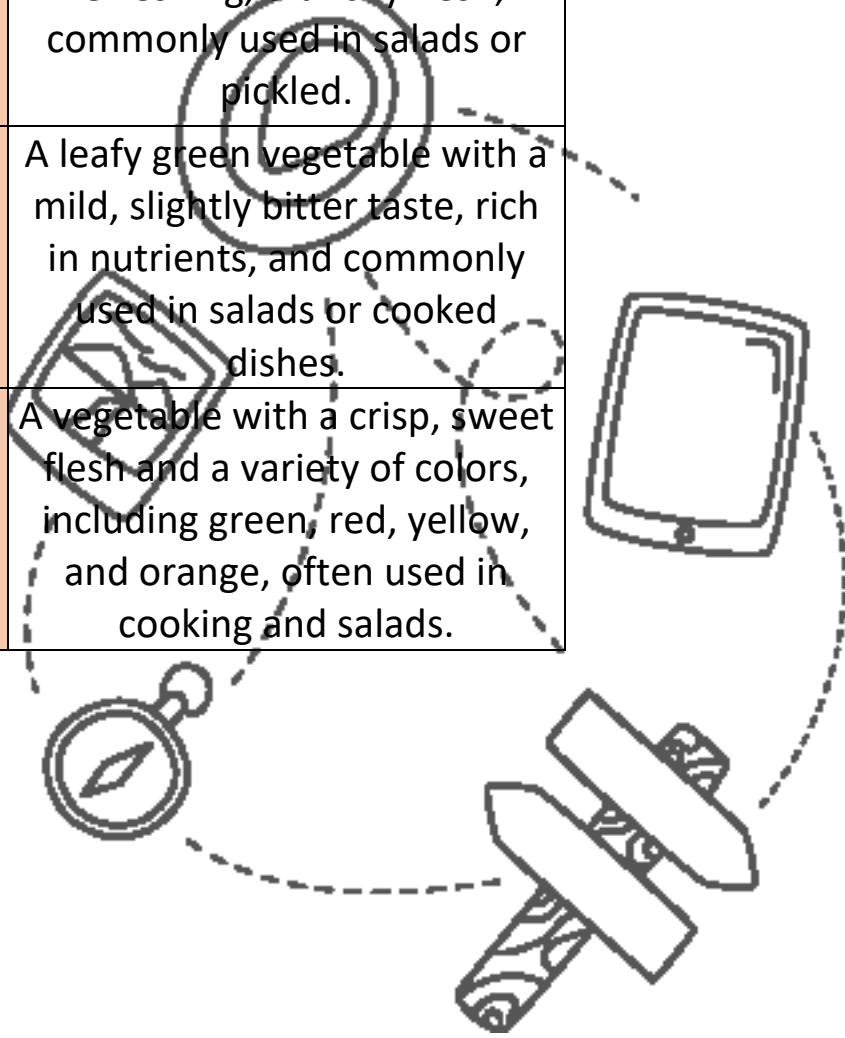


Banana	A curved fruit with a soft, creamy flesh and a yellow peel.
Orange	A citrus fruit with a bright orange skin and juicy, segmented flesh.
Strawberry	A small, sweet fruit with a red, juicy flesh and tiny seeds on the surface.
Pineapple	A tropical fruit with a tough, spiky skin, sweet yellow flesh, and a core in the center.
Watermelon	A large fruit with a green rind and sweet, juicy red flesh, often eaten in slices.
Grapes	Small, round fruits that grow in clusters and can be red, green, or purple, commonly used for making wine or eaten fresh.
Mango	A tropical fruit with a sweet, juicy orange flesh and a large seed in the center.
Kiwi	A small, oval fruit with fuzzy brown skin and bright green flesh that has a tangy, sweet flavor.





Blueberry	A small, round fruit with a dark blue or purple skin and a sweet, juicy flesh.
Carrot	A root vegetable with an orange color and a crisp, sweet taste, often eaten raw or cooked.
Broccoli	A green vegetable with a compact head and stalks that can be eaten steamed or stir-fried.
Tomato	A red, juicy vegetable (technically a fruit) often used in salads, sauces, and as a base for many dishes.
Cucumber	A long, green vegetable with a refreshing, crunchy flesh, commonly used in salads or pickled.
Spinach	A leafy green vegetable with a mild, slightly bitter taste, rich in nutrients, and commonly used in salads or cooked dishes.
Bell Pepper	A vegetable with a crisp, sweet flesh and a variety of colors, including green, red, yellow, and orange, often used in cooking and salads.





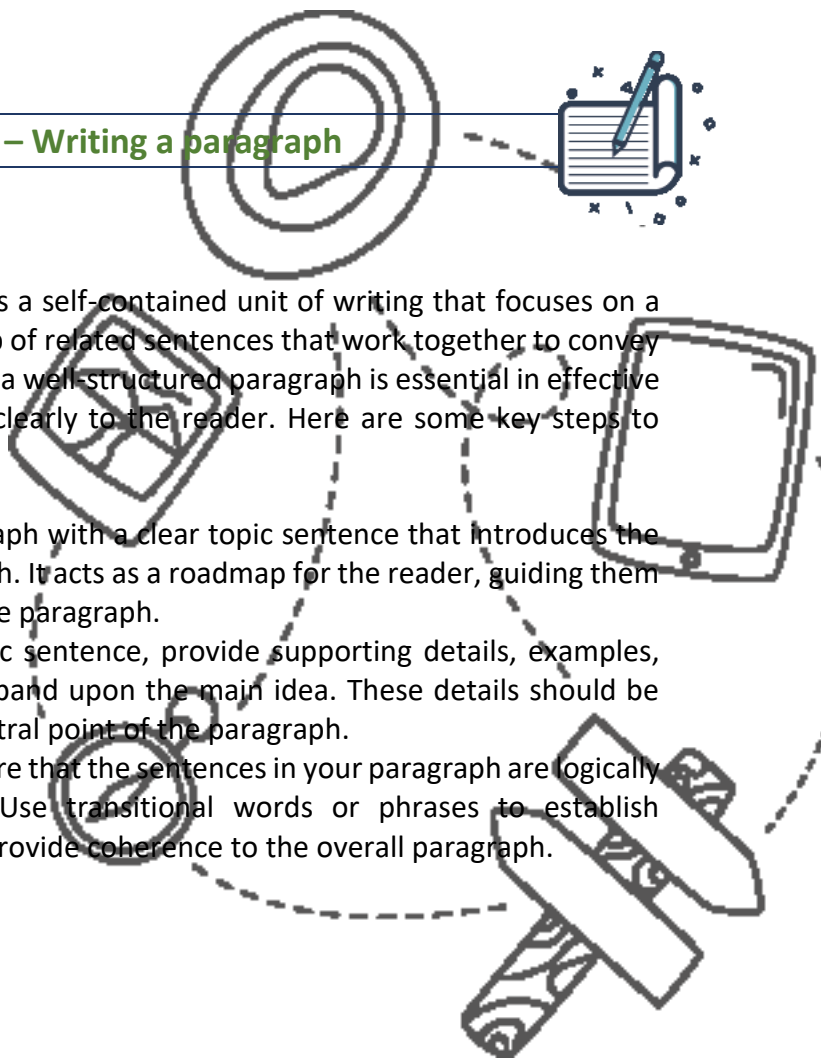
Onion	A bulb vegetable with layers of skin and a pungent flavor, commonly used as a seasoning in various dishes.
Cauliflower	A white vegetable with a compact head made up of small florets, often used as a low-carb substitute for rice or in soups.
Potato	A starchy root vegetable with a brown or yellow skin and white flesh, commonly boiled, baked, or mashed.
Zucchini	A green summer squash with a mild flavor and soft texture, often used in sautés, stir-fries, or as a substitute for pasta.

3.15. Expanding my grammar – Writing a paragraph



How to Write a Paragraph: A paragraph is a self-contained unit of writing that focuses on a specific idea or topic. It consists of a group of related sentences that work together to convey a coherent message or argument. Writing a well-structured paragraph is essential in effective communication and helps convey ideas clearly to the reader. Here are some key steps to consider when writing a paragraph:

1. **Topic Sentence:** Start your paragraph with a clear topic sentence that introduces the main idea or point of the paragraph. It acts as a roadmap for the reader, guiding them on what to expect in the rest of the paragraph.
2. **Supporting Details:** After the topic sentence, provide supporting details, examples, evidence, or explanations that expand upon the main idea. These details should be relevant and help develop the central point of the paragraph.
3. **Coherence and Organization:** Ensure that the sentences in your paragraph are logically connected and flow smoothly. Use transitional words or phrases to establish relationships between ideas and provide coherence to the overall paragraph.





4. **Unity:** Maintain focus and unity within the paragraph by keeping all sentences relevant to the main idea. Avoid introducing unrelated information or going off-topic.
5. **Conclusion:** Conclude the paragraph by summarizing the main points or drawing a conclusion that reinforces the main idea. This helps provide closure and prepares the reader for the next paragraph or section.

Types of Paragraphs: There are various types of paragraphs, each serving a different purpose in writing. Here are some common types:

1. **Narrative Paragraph:** Tells a story or recounts a series of events. It often includes characters, a setting, a plot, and a conclusion.
2. **Descriptive Paragraph:** Provides vivid details and sensory information to describe a person, place, object, or event. It aims to create a clear and vivid image in the reader's mind.
3. **Expository Paragraph:** Presents information, explains a concept, or provides facts and evidence to support a thesis statement or main idea.
4. **Persuasive Paragraph:** Conveys an argument or opinion and aims to persuade the reader to agree or take a specific action. It presents reasons, evidence, and appeals to logic and emotions.
5. **Comparative Paragraph:** Compares and contrasts two or more subjects, highlighting their similarities and differences. It may focus on specific criteria or characteristics for comparison.
6. **Cause and Effect Paragraph:** Examines the causes and consequences of a particular event, situation, or phenomenon. It explains the relationship between actions and outcomes.
7. **Problem-Solution Paragraph:** Identifies a problem, presents the underlying causes, and proposes potential solutions or remedies.

Remember, the structure and content of a paragraph may vary depending on the purpose and context of your writing. Practice writing paragraphs of different types to develop your skills in conveying ideas effectively and engaging your readers.

3.16. Storytelling 3- The Sweet Legacy of Jugos y Zumos Doña Miriandita

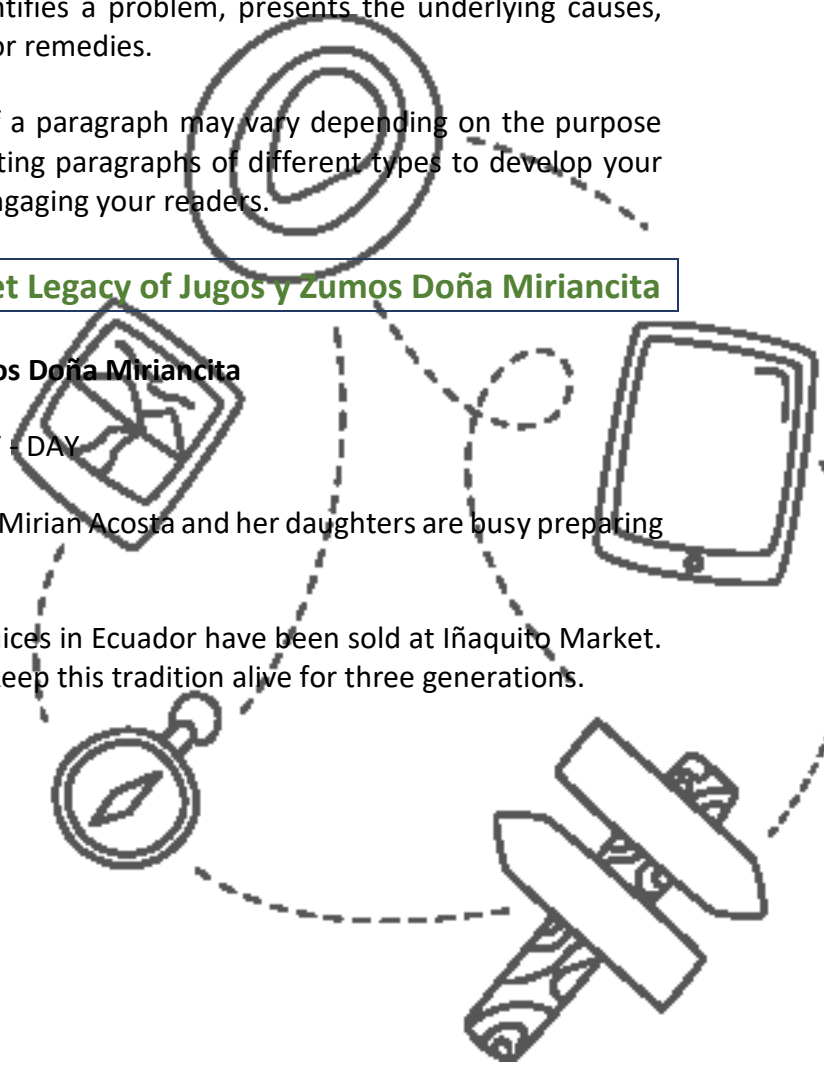
Title: The Sweet Legacy of Jugos y Zumos Doña Miriandita

INT. JUICE STAND IN IÑAQUITO MARKET - DAY

A vibrant juice stand in Iñaquito Market. Mirian Acosta and her daughters are busy preparing and serving fresh juices to customers.

NARRATOR (V.O) Since 1947, the best juices in Ecuador have been sold at Iñaquito Market. Doña Mirian Acosta and her daughters keep this tradition alive for three generations.

INT. JUICE STAND - COUNTER - DAY





The counter is filled with a spectacular variety of fruit juices made from the finest fruits in Ecuador.

NARRATOR (V.O) Located in Iñaquito Market in the north center of the city, they offer an incredible variety of fruit juices, such as naranjilla, mora, guanábana, taxo, tamarind, and lemon. They also offer unique combinations like mora with guanábana and mora with coconut. And, of course, their famous alfalfa with naranjilla juice.

INT. JUICE STAND - WALL OF AWARDS - DAY

Several awards and recognitions are displayed on the wall of the juice stand.

NARRATOR (V.O) They have won the First Place in the Best Huecas of Quito's Markets in 2017. They have also participated prominently in events like Quito en Boca, MESABE 2015, La Yapa 2016, and La Yapa 2017.

INT. JUICE STAND - CUSTOMER SERVICE COUNTER - DAY

Customers approach the counter and place their orders for fresh juices.

NARRATOR (V.O) Their address is Jorge Drom and Alfonso Pereira, in Iñaquito Market, stall 9. They open early, starting from 6 in the morning, to serve customers with their delicious juices.

EXT. STREETS OF AMBATO AND QUITO - FLASHBACK - DAY

Flashback to the 1930s. In Ambato, a young woman from Quito and an ice cream vendor, Ricardo Acosta, fall in love. Both share a passion for gastronomy and Ecuadorian fruits.

NARRATOR (V.O) The romance of a young woman from Quito and an ice cream vendor in the 1930s marks the beginning of a beautiful gastronomic tradition that has delighted visitors of Iñaquito Market for decades.

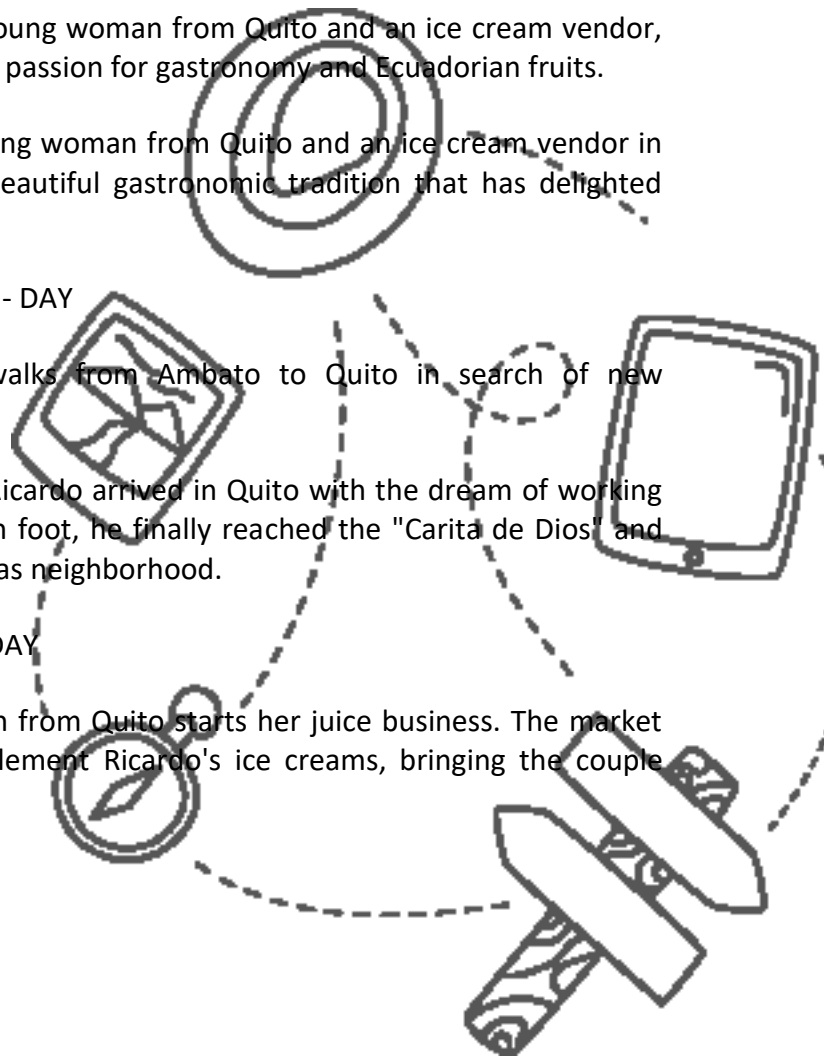
EXT. STREETS OF AMBATO - FLASHBACK - DAY

Ricardo Acosta, a 12-year-old boy, walks from Ambato to Quito in search of new opportunities.

NARRATOR (V.O) Being from Ambato, Ricardo arrived in Quito with the dream of working and prospering. After a long journey on foot, he finally reached the "Carita de Dios" and found shelter with a family in the San Blas neighborhood.

EXT. SAN BLAS MARKET - FLASHBACK - DAY

In the San Blas market, a young woman from Quito starts her juice business. The market becomes the place where fruits complement Ricardo's ice creams, bringing the couple together in their shared passion.





NARRATOR (V.O) The permanent juice stand in San Blas complemented Ricardo's mobile ice cream sales in Alameda and San Francisco parks. The connection between their businesses was as strong as their love for each other.

EXT. SAN BLAS MARKET - FLASHBACK - DAY

Mirian, Ricardo and the young woman's daughter, shows her love for sales from an early age.

NARRATOR (V.O) The passion for sales was passed down to Mirian from a young age. She inherited her parents' entrepreneurial spirit and began selling juices on the streets of Quito, carrying on her mother's legacy.

EXT. SAN BLAS MARKET - FLASHBACK - DAY

The San Blas market catches fire, and the vendors are relocated to a makeshift market called Plaza Arenas.

NARRATOR (V.O) The fire in the San Blas market forced the vendors, including Mirian, to move to a makeshift market called Plaza Arenas. However, the new market saw fewer customers, and sales dropped drastically. Mirian recalls asking her mother, Doña Carmen Amelia Catota, for permission to sell juices on the streets of Quito. Her mother agreed and handed her the first bucket of naranjilla juice.

EXT. STREETS OF QUITO - FLASHBACK - DAY

Mirian walks the streets of Quito, selling juices in different parts of the city.

NARRATOR (V.O) Mirian quickly became an expert saleswoman. She walked from Pichincha Street to San Blas, then continued to the Coliseum, reached Marín Street, and headed to Plaza de San Francisco, where she met her father. She covered a long distance, selling naranjilla, mora, guanábana, taxo, tamarind, and lemon juices, favorites among her customers.

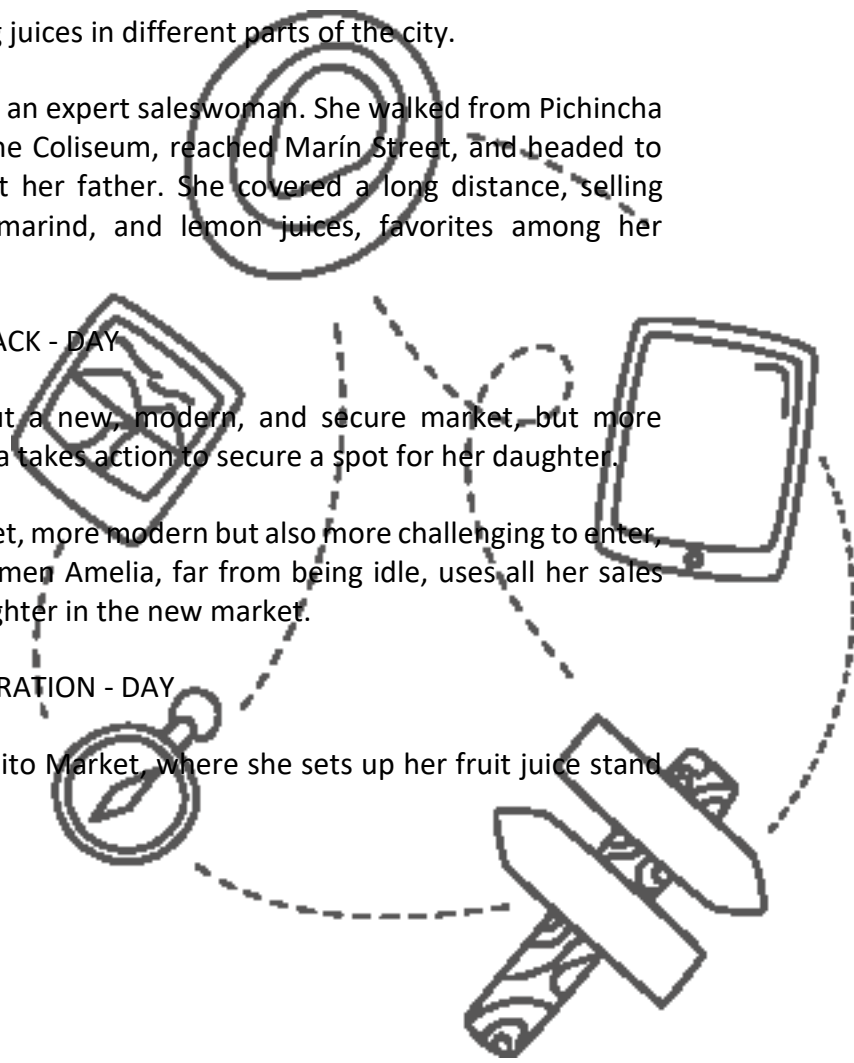
EXT. NEW IÑAQUITO MARKET - FLASHBACK - DAY

Rumors circulate in Plaza Arenas about a new, modern, and secure market, but more difficult to get into. Doña Carmen Amelia takes action to secure a spot for her daughter.

NARRATOR (V.O) Rumors of a new market, more modern but also more challenging to enter, spread through Plaza Arenas. Doña Carmen Amelia, far from being idle, uses all her sales experience to secure a spot for her daughter in the new market.

INT. NEW IÑAQUITO MARKET - INAUGURATION - DAY

Doña Mirian inaugurates the new Iñaquito Market, where she sets up her fruit juice stand that can still be visited today.





NARRATOR (V.O) Doña Mirian was the one who inaugurated the new Iñaquito Market, where she established her fruit juice stand that remains active to this day.

INT. JUICE STAND - DAY

Customers enjoy Doña Miriancita's delicious juices, savoring the fresh flavors and unparalleled quality.

NARRATOR (V.O) Doña Miriancita's juices are not just a refreshing drink but a unique gastronomic experience. The quality and taste of their juices have captured the hearts of customers, keeping the tradition of Ecuador's best juices alive since 1947.

END

3.17. Unit Evaluation 3



Exercise 1: Demonstratives Fill in the blank with the appropriate demonstrative (this, that, these, those).

1. Can you pass me _____ book on the table?
2. _____ are my favorite flowers in the garden.
3. I like _____ shoes you're wearing.
4. _____ over there is my car.
5. _____ in the picture is my family.

Exercise 2: Quantifiers Choose the correct quantifier (some, any, many, few, several) to complete the sentence.

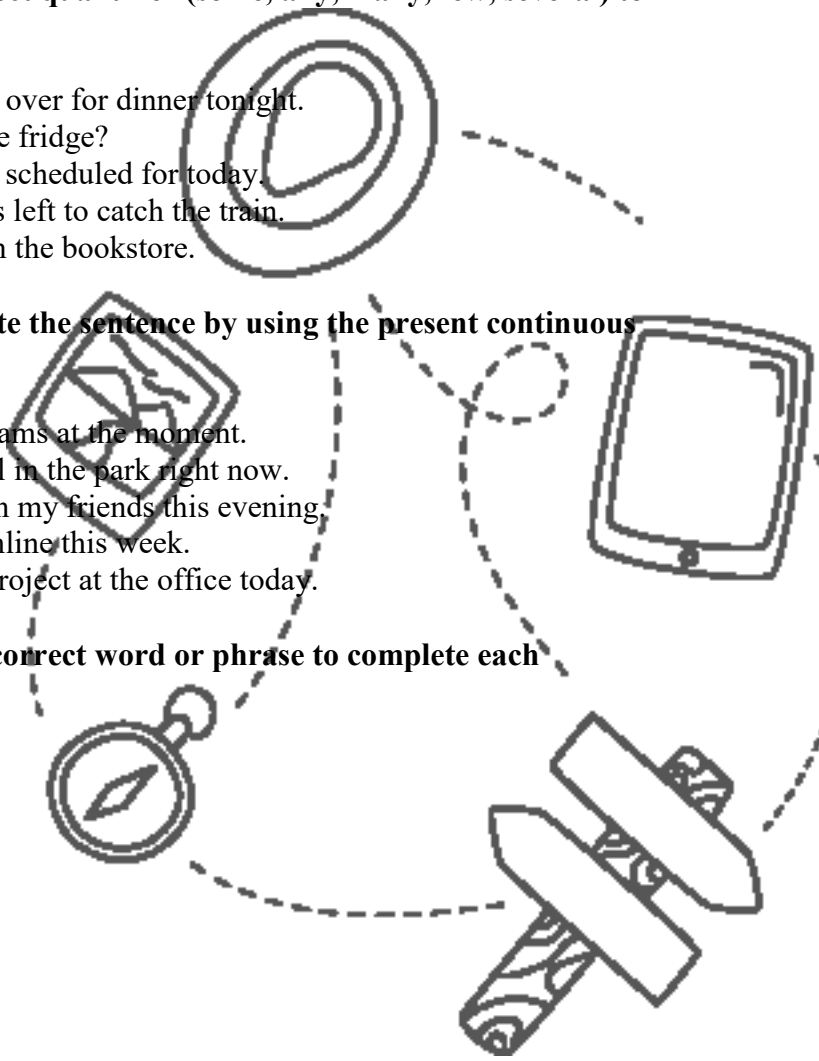
1. I have _____ friends coming over for dinner tonight.
2. Is there _____ milk left in the fridge?
3. She has _____ appointments scheduled for today.
4. We only have _____ minutes left to catch the train.
5. He bought _____ books from the bookstore.

Exercise 3: Present Continuous Complete the sentence by using the present continuous form of the verb in parentheses.

1. She _____ (study) for her exams at the moment.
2. They _____ (play) basketball in the park right now.
3. I _____ (watch) a movie with my friends this evening.
4. We _____ (learn) Spanish online this week.
5. He _____ (work) on a new project at the office today.

Exercise 4: Mixed Exercise Choose the correct word or phrase to complete each sentence.

- 1) _____ is my favorite color.
a) This
b) These





- c) That
d) Those
- 2) There are _____ oranges in the basket.
a) much
b) many
c) a lot of
d) some
- 3) She _____ a book right now. a) is reading b) reads c) has read d) will read
- 4) We don't have _____ time to finish the project. a) some b) any c) much d) several
- 5) _____ of my friends are coming to the party. a) Few b) Little c) Many d) Several

Exercise 5: Sentence Transformation Rewrite the following sentences using a different quantifier or demonstrative.

1. I want that cake. (Change to "this")
2. There are some apples on the table. (Change to "several")
3. She has many books on her shelf. (Change to "few")
4. Are there any chairs available? (Change to "those")
5. He wants a few pens for his project. (Change to "many")

ANSWER KEY

Exercise 1: Demonstratives

1. that
2. Those
3. these
4. That
5. This

Exercise 2: Quantifiers

1. several
2. any
3. many
4. a few
5. several

Exercise 3: Present Continuous

1. is studying
2. are playing
3. am watching
4. are learning
5. is working



Exercise 4: Mixed Exercise

1. c) That is my favorite color.
2. b) Many oranges are in the basket.
3. a) She is reading a book right now.
4. c) We don't have much time to finish the project.
5. d) Several of my friends are coming to the party.

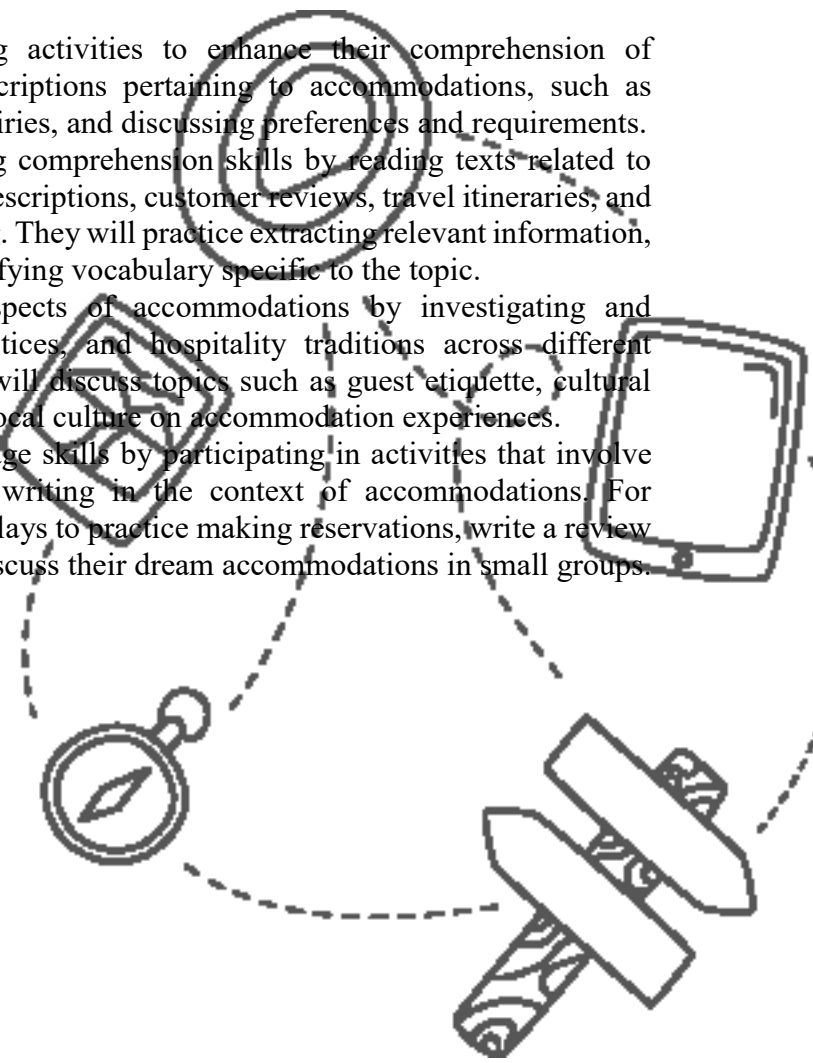
Exercise 5: Sentence Transformation

1. I want this cake.
2. There are several apples on the table.
3. She has few books on her shelf.
4. Are those chairs available?
5. He wants many pens for his project.

4. UNIT 4 – Accommodations

UNIT OBJECTIVES

1. Students will acquire and utilize vocabulary related to accommodations, including words and phrases associated with types of accommodations, amenities, services, and booking procedures.
2. Students will engage in listening activities to enhance their comprehension of conversations, dialogues, and descriptions pertaining to accommodations, such as booking a hotel room, making inquiries, and discussing preferences and requirements.
3. Students will develop their reading comprehension skills by reading texts related to accommodations, including hotel descriptions, customer reviews, travel itineraries, and articles on different types of lodging. They will practice extracting relevant information, understanding key ideas, and identifying vocabulary specific to the topic.
4. Students will explore cultural aspects of accommodations by investigating and comparing lodging customs, practices, and hospitality traditions across different English-speaking countries. They will discuss topics such as guest etiquette, cultural expectations, and the influence of local culture on accommodation experiences.
5. Students will integrate their language skills by participating in activities that involve listening, speaking, reading, and writing in the context of accommodations. For instance, they may engage in role-plays to practice making reservations, write a review of a hotel they have stayed at, or discuss their dream accommodations in small groups.





4.1. My practice time!



Exercise 1: Choose the appropriate quantifier to complete each sentence.

1. _____ of the students ordered pizza for lunch.
2. I need to buy _____ lemons for the recipe.
3. There are _____ packets of chips on the table.
4. She ate _____ of the cake at the party.
5. Can you pass me _____ pepper, please?

Exercise 2: Fill in the blanks with the correct quantifier: "much," "many," "a few," "a lot of," or "little."

1. How _____ sugar do you want in your coffee?
2. There are _____ apples in the basket.
3. We have _____ time to finish the project.
4. I have _____ books to read over the weekend.
5. He drinks _____ water every day.

Exercise 3: Choose the correct quantifier to complete each sentence.

1. _____ of the students passed the math exam.
2. Do you have _____ time to help me with this task?
3. We need to buy _____ bottles of water for the trip.
4. She has _____ cups of coffee every morning.
5. Can you grab _____ bags of chips from the pantry?

ANSWER KEY

Exercise 1:

1. Many
2. Several
3. Some
4. A lot of
5. The

Exercise 2:



1. Much
2. Many
3. Little
4. A few
5. Much

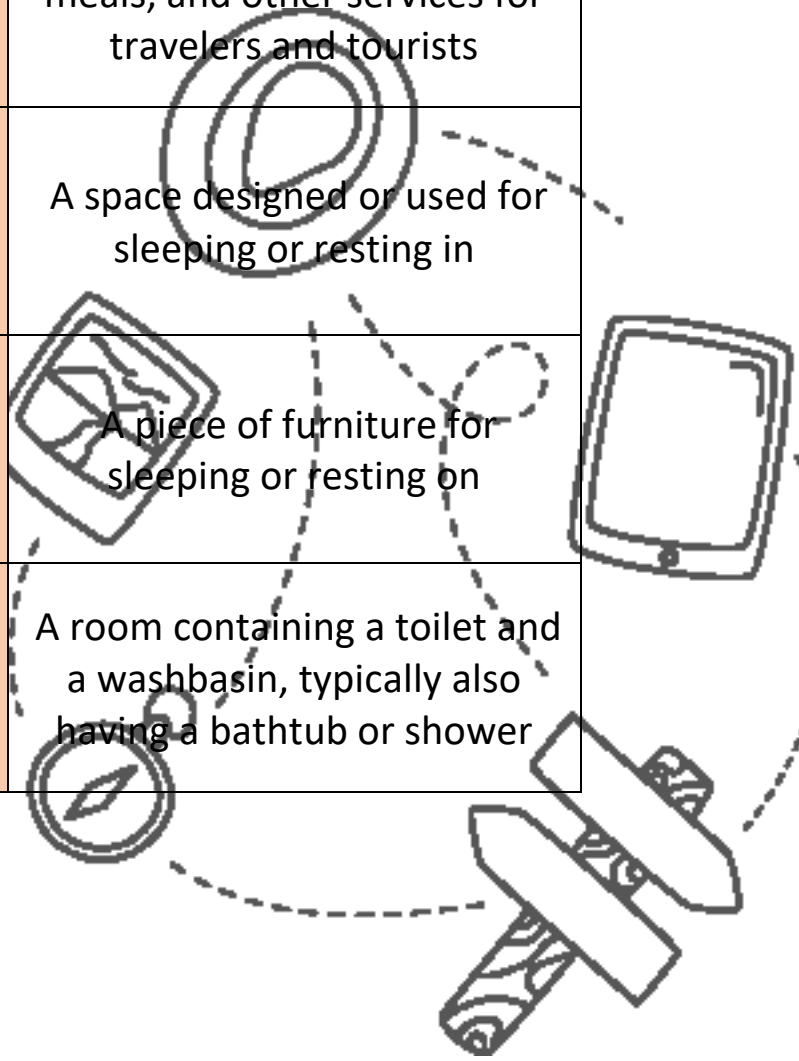
Exercise 3:

1. Many
2. Much
3. Several
4. A lot of
5. Some

4.2. My new words (Flash cards)

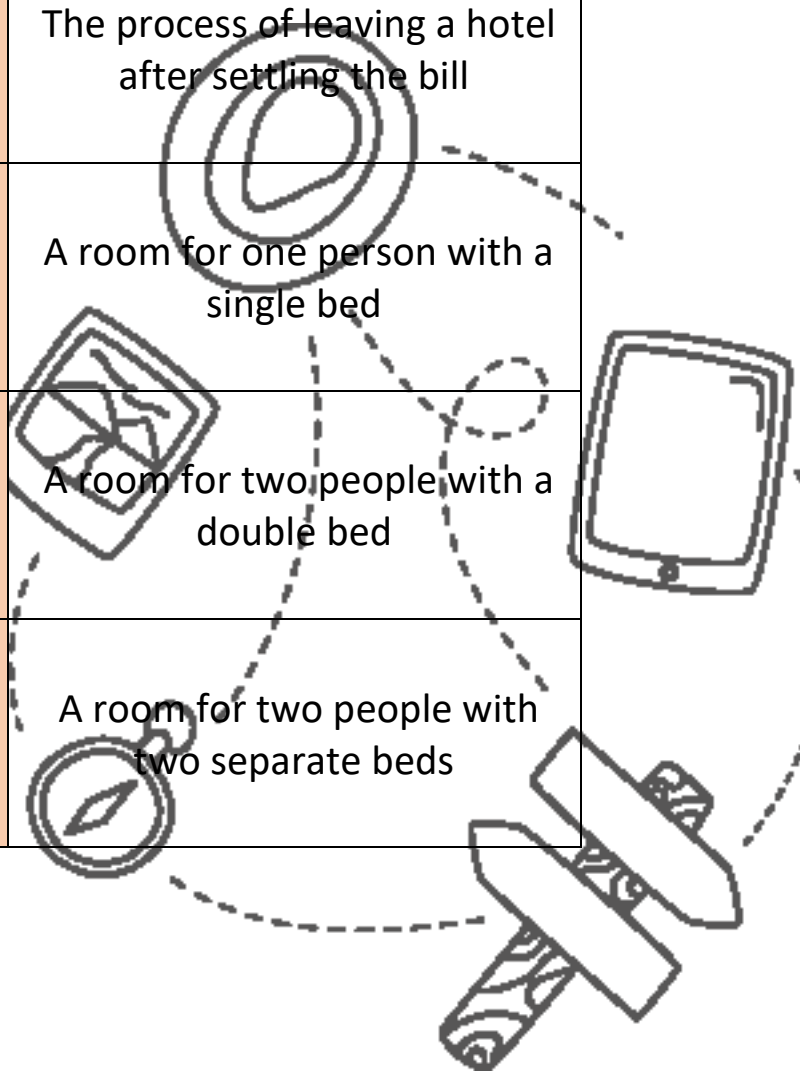


Hotel	A place providing lodging, meals, and other services for travelers and tourists
Room	A space designed or used for sleeping or resting in
Bed	A piece of furniture for sleeping or resting on
Bathroom	A room containing a toilet and a washbasin, typically also having a bathtub or shower



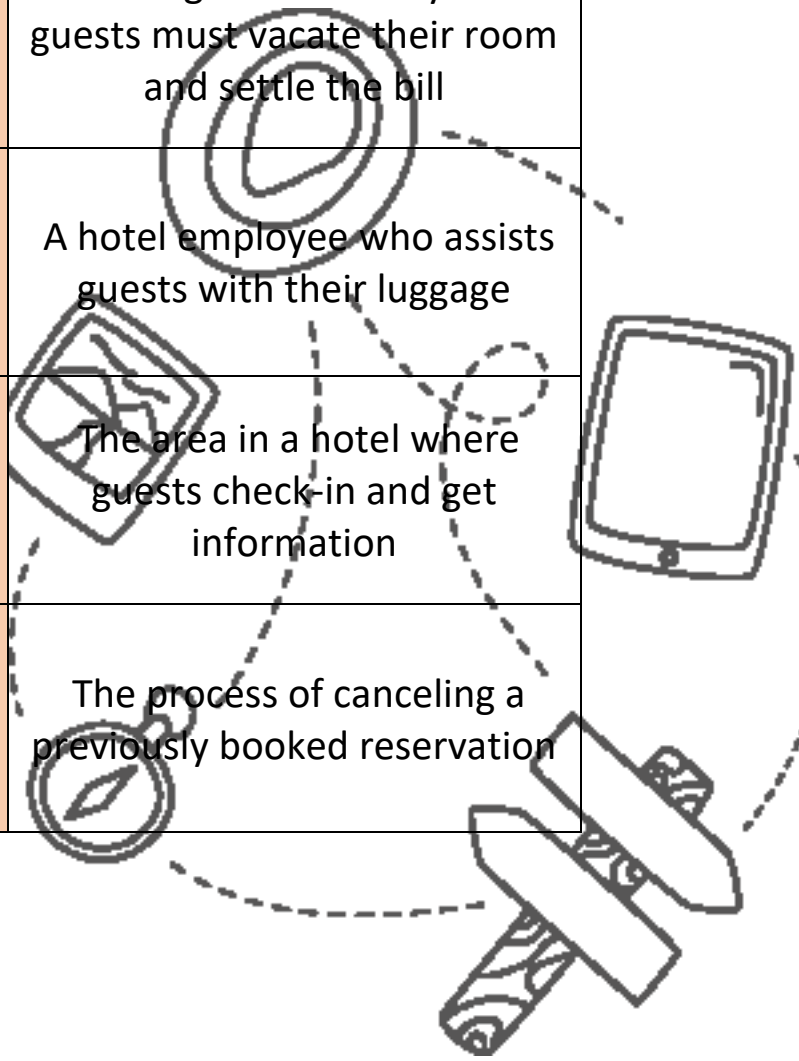


Reception	The area in a hotel where guests check-in and get information
Key	A small metal object used to open locks
Reservation	An arrangement in which a room or rooms are booked in advance
Check-in	The process of arriving at a hotel and registering as a guest
Check-out	The process of leaving a hotel after settling the bill
Single room	A room for one person with a single bed
Double room	A room for two people with a double bed
Twin room	A room for two people with two separate beds





Reservation confirmation	A document or email that confirms the booking of a room
Receptionist	The person who works at the hotel's front desk and assists guests
Amenities	Additional facilities and services provided by a hotel
Check-in time	The designated time when guests can arrive and check-in at the hotel
Check-out time	The designated time by which guests must vacate their room and settle the bill
Bellhop	A hotel employee who assists guests with their luggage
Reception desk	The area in a hotel where guests check-in and get information
Reservation cancellation	The process of canceling a previously booked reservation





4.3. Expanding my grammar – Describing people



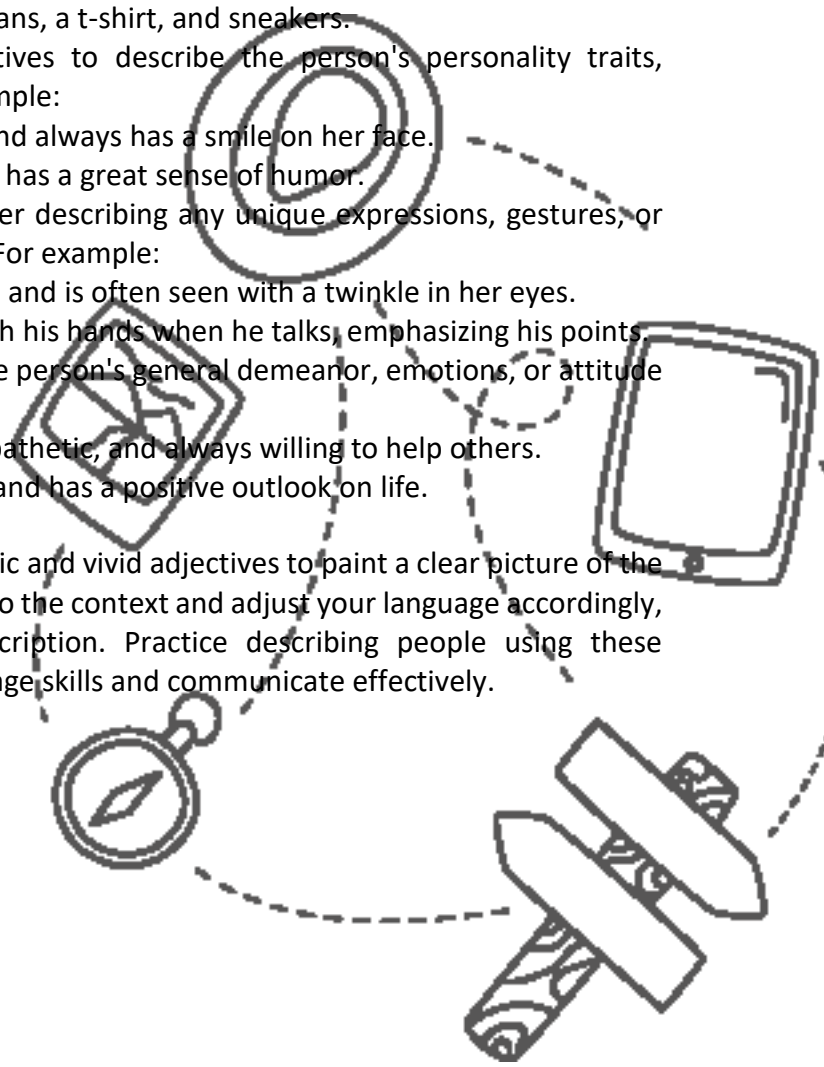
Describing People in English:

When describing people in English, we often use a variety of adjectives and expressions to provide details about their appearance, personality, and characteristics. Here are some key points to keep in mind:

1. **Physical Appearance:** Start by describing the person's physical features such as height, build, hair color, eye color, and age. For example:
 - She is tall and slim with long blonde hair and blue eyes.
 - He is a middle-aged man with a muscular build and a beard.
2. **Facial Features:** Describe the person's facial features like their face shape, nose, lips, and complexion. For example:
 - She has an oval-shaped face, a small nose, and full lips.
 - He has a round face, a prominent nose, and a fair complexion.
3. **Clothing Style:** Mention the person's clothing style or any notable accessories they are wearing. For example:
 - She is wearing a stylish black dress with matching high heels.
 - He is dressed casually in jeans, a t-shirt, and sneakers.
4. **Personality Traits:** Include adjectives to describe the person's personality traits, demeanor, and behavior. For example:
 - She is friendly, outgoing, and always has a smile on her face.
 - He is intelligent, witty, and has a great sense of humor.
5. **Expressions and Gestures:** Consider describing any unique expressions, gestures, or mannerisms that the person has. For example:
 - She has a contagious laugh and is often seen with a twinkle in her eyes.
 - He tends to gesticulate with his hands when he talks, emphasizing his points.
6. **Emotions and Attitude:** Discuss the person's general demeanor, emotions, or attitude towards others. For example:
 - She is compassionate, empathetic, and always willing to help others.
 - He is confident, assertive, and has a positive outlook on life.

Remember to use a combination of specific and vivid adjectives to paint a clear picture of the person you are describing. Pay attention to the context and adjust your language accordingly, whether it's a formal or informal description. Practice describing people using these guidelines to enhance your English language skills and communicate effectively.

(check the list of adjectives in annex 6)





4.4. I'm speaking

In this dialogue, Erik is seeking accommodation recommendations, and Luisa provides suggestions and information about the hotel's rooms, facilities, and convenience to tourist attractions. Luisa also offers to help with the booking process.

Erik: Hi, I'm looking for a place to stay during my trip. Can you recommend a good hotel?

Luisa: Absolutely! How long will you be staying, and what's your budget?

Erik: I'll be staying for four nights, and I have a moderate budget.

Luisa: In that case, I suggest you consider the Riverside Hotel. It's centrally located and offers reasonable rates.

Erik: That sounds good. What type of rooms do they have?

Luisa: They have a variety of rooms to choose from, including standard rooms, deluxe rooms, and suites.

Erik: Are the rooms spacious and comfortable?

Luisa: Yes, the rooms are spacious and equipped with modern amenities. You'll have a comfortable stay.

Erik: Great! And what about the hotel facilities? Do they have a restaurant or gym?

Luisa: Yes, the hotel has an on-site restaurant that serves delicious meals, and they also have a well-equipped fitness center.

Erik: Perfect. Is it easy to get to popular tourist attractions from the hotel?

Luisa: Absolutely. The hotel is conveniently located near major attractions, and they also provide transportation services.

Erik: That's exactly what I need. Can you help me with the booking process?

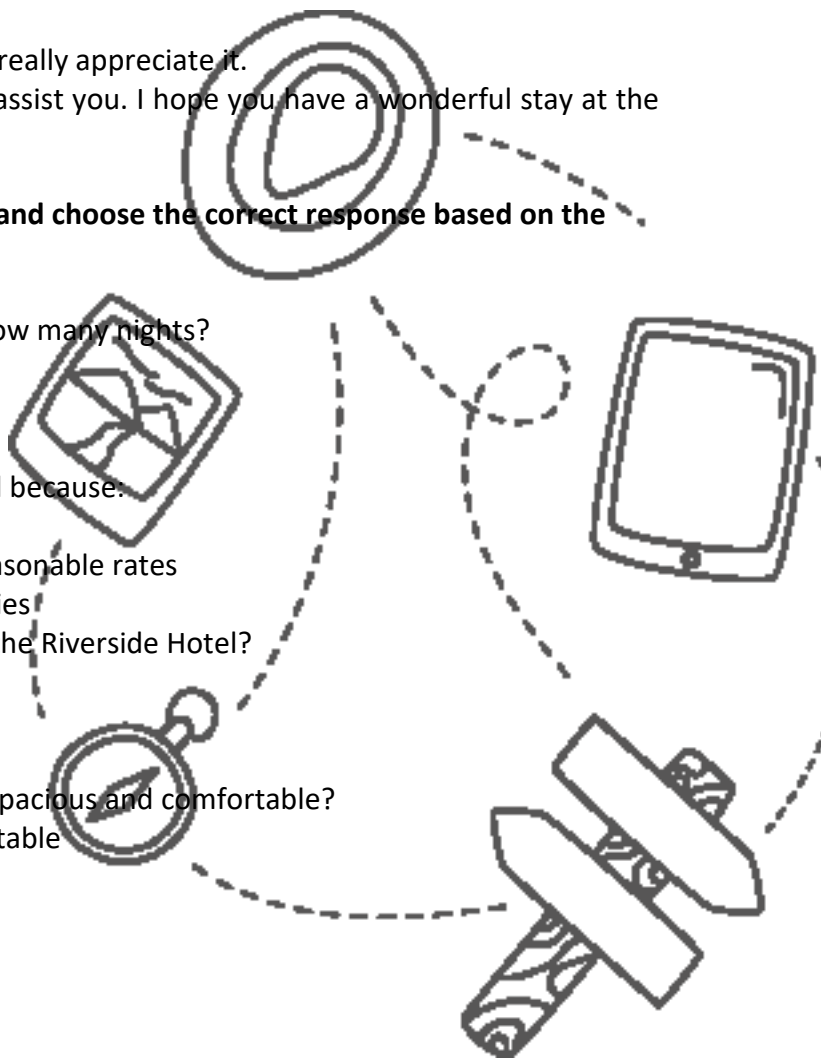
Luisa: Of course! I can assist you with making the reservation and provide you with the necessary details.

Erik: Thank you so much for your help. I really appreciate it.

Luisa: You're welcome! I'm glad I could assist you. I hope you have a wonderful stay at the Riverside Hotel!

Exercise: Read the following statements and choose the correct response based on the information provided in the dialogue.

- 1) Erik is looking for a place to stay for how many nights?
 - a) Two nights
 - b) Three nights
 - c) Four nights
- 2) Luisa recommends the Riverside Hotel because:
 - a) It's cheap and budget-friendly
 - b) It's centrally located and offers reasonable rates
 - c) It has luxurious rooms and amenities
- 3) What types of rooms are available at the Riverside Hotel?
 - a) Only standard rooms
 - b) Standard rooms and suites
 - c) Deluxe rooms and suites
- 4) Are the rooms at the Riverside Hotel spacious and comfortable?
 - a) Yes, they are spacious and comfortable

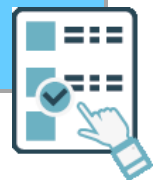




- b) No, they are small and uncomfortable
- c) It's not mentioned in the dialogue
- 5) Does the hotel have a restaurant and a gym?
 - a) No, it doesn't have any facilities
 - b) Yes, it has a restaurant and a gym
 - c) Only a gym, no restaurant
- 6) Is it easy to access popular tourist attractions from the hotel?
 - a) Yes, the hotel is conveniently located near major attractions
 - b) No, it's quite far from the tourist attractions
 - c) It's not mentioned in the dialogue
- 7) Can Luisa assist with the booking process?
 - a) No, Luisa cannot help with the booking process
 - b) Yes, Luisa can help with the booking process
 - c) Luisa is unsure about the booking process
- 8) Erik expresses gratitude for Luisa's help. What is Luisa's response?
 - a) "You're welcome! I'm happy to assist you."
 - b) "No problem. It's my job to help guests."
 - c) "I'm sorry, I didn't do much to help."

ANSWER KEY

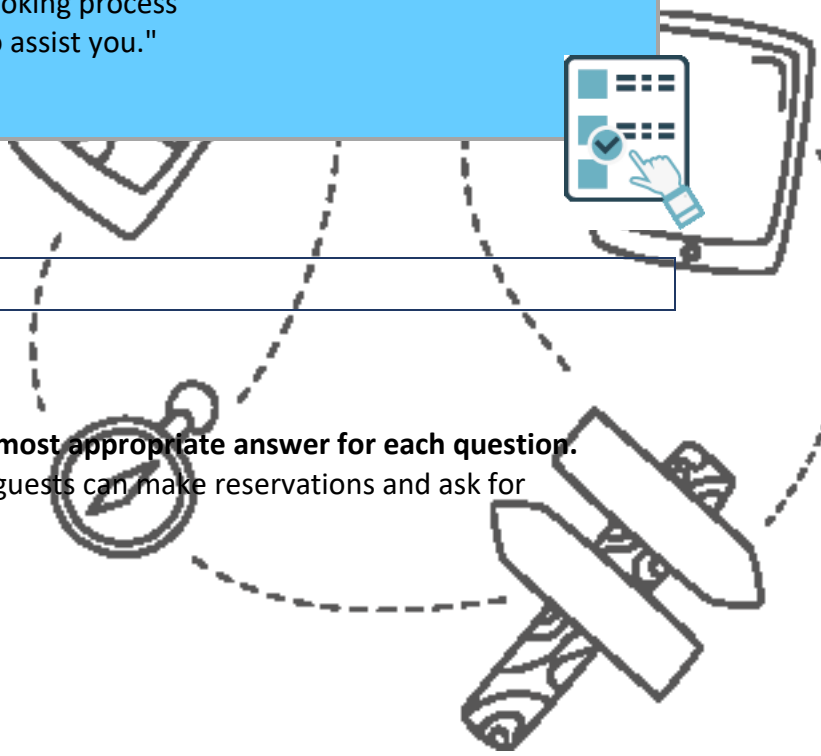
1. c) Four nights
2. b) It's centrally located and offers reasonable rates
3. b) Standard rooms and suites
4. a) Yes, they are spacious and comfortable
5. b) Yes, it has a restaurant and a gym
6. a) Yes, the hotel is conveniently located near major attractions
7. b) Yes, Luisa can help with the booking process
8. a) "You're welcome! I'm happy to assist you."



4.5. My practice time!

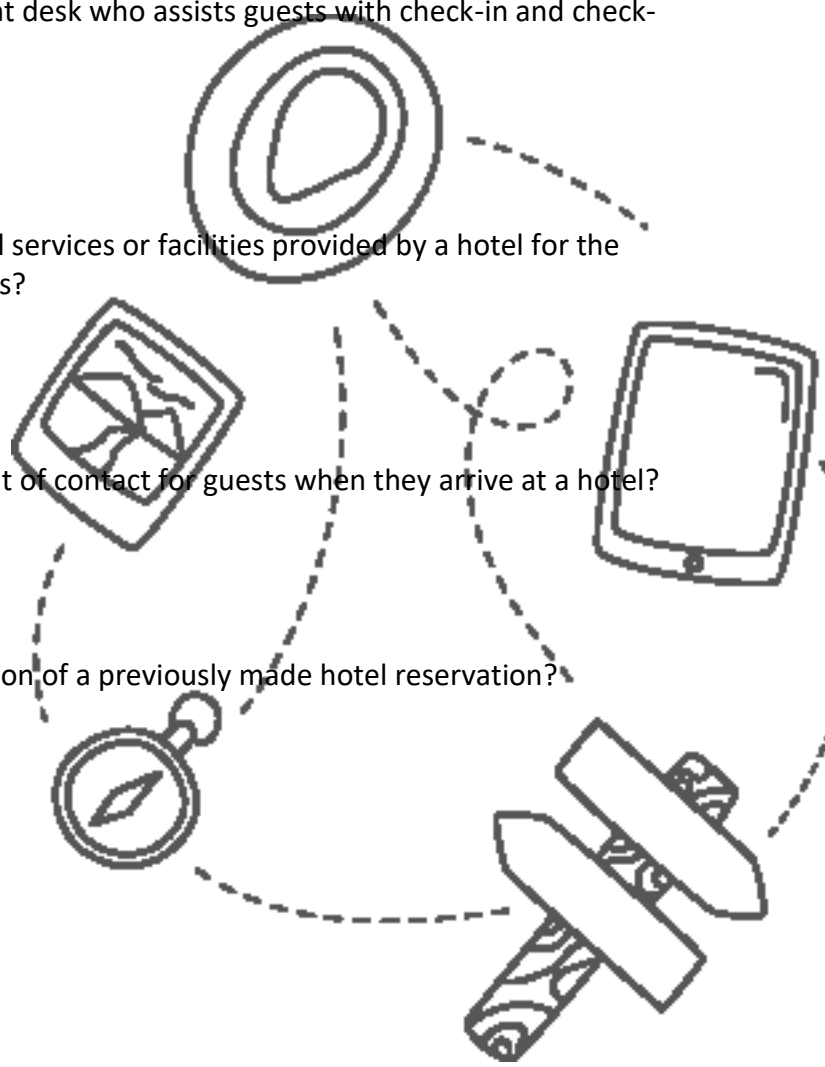
Exercise 1: Multiple Choice - Choose the most appropriate answer for each question.

1. What is the area in a hotel where guests can make reservations and ask for assistance called?





- a) Reception
 - b) Housekeeping
 - c) Concierge
 - d) Bellhop
2. Which term refers to the time when guests officially leave their hotel rooms?
 - a) Check-in
 - b) Check-out
 - c) Reservation
 - d) Reception
 3. What type of room accommodates a single occupant?
 - a) Single room
 - b) Double room
 - c) Twin room
 - d) Suite
 4. What is the process of registering as a guest upon arrival at a hotel called?
 - a) Check-in
 - b) Check-out
 - c) Housekeeping
 - d) Reservation
 5. Which term refers to the official time by which guests must vacate their hotel rooms?
 - a) Check-in time
 - b) Check-out time
 - c) Reservation time
 - d) Reception time
 6. What is the Andreat the hotel front desk who assists guests with check-in and check-out called?
 - a) Receptionist
 - b) Concierge
 - c) Bellhop
 - d) Doorman
 7. What term refers to the additional services or facilities provided by a hotel for the comfort and convenience of guests?
 - a) Amenities
 - b) Housekeeping
 - c) Room service
 - d) Fitness center
 8. Which term refers to the first point of contact for guests when they arrive at a hotel?
 - a) Reception desk
 - b) Check-in counter
 - c) Housekeeping request
 - d) Doorman
 9. What is the term for the cancellation of a previously made hotel reservation?
 - a) Reservation confirmation
 - b) Reservation policy
 - c) Reservation cancellation
 - d) Reservation amendment





10. What is the person who assists guests with their luggage and escorts them to their rooms called?
- a) Bellhop
 - b) Receptionist
 - c) Concierge
 - d) Doorman

Exercise 2: Choose the most adequate answer:

- 1. Is the tour guide's appearance:
 - a) Professional and well-groomed
 - b) Casual and untidy
 - c) Sloppy and disheveled
- 2. Would you say the hotel receptionist is:
 - a) Friendly and helpful
 - b) Rude and unhelpful
 - c) Indifferent and uncaring
- 3. Does the local street vendor selling souvenirs have a(n):
 - a) Colorful and vibrant appearance
 - b) Dull and unremarkable appearance
 - c) Messy and unprofessional appearance
- 4. Is the bus driver who takes tourists to popular attractions:
 - a) Polite and attentive
 - b) Impolite and inattentive
 - c) Indifferent and careless
- 5. Does the tour group leader exhibit:
 - a) Strong leadership skills
 - b) Weak leadership skills
 - c) No leadership skills

ANSWER KEY

Exercise 1: Multiple Choice

- 1. a) Reception
- 2. b) Check-out
- 3. a) Single room
- 4. a) Check-in
- 5. b) Check-out time
- 6. a) Receptionist
- 7. a) Amenities
- 8. a) Reception desk
- 9. c) Reservation cancellation
- 10. a) Bellhop



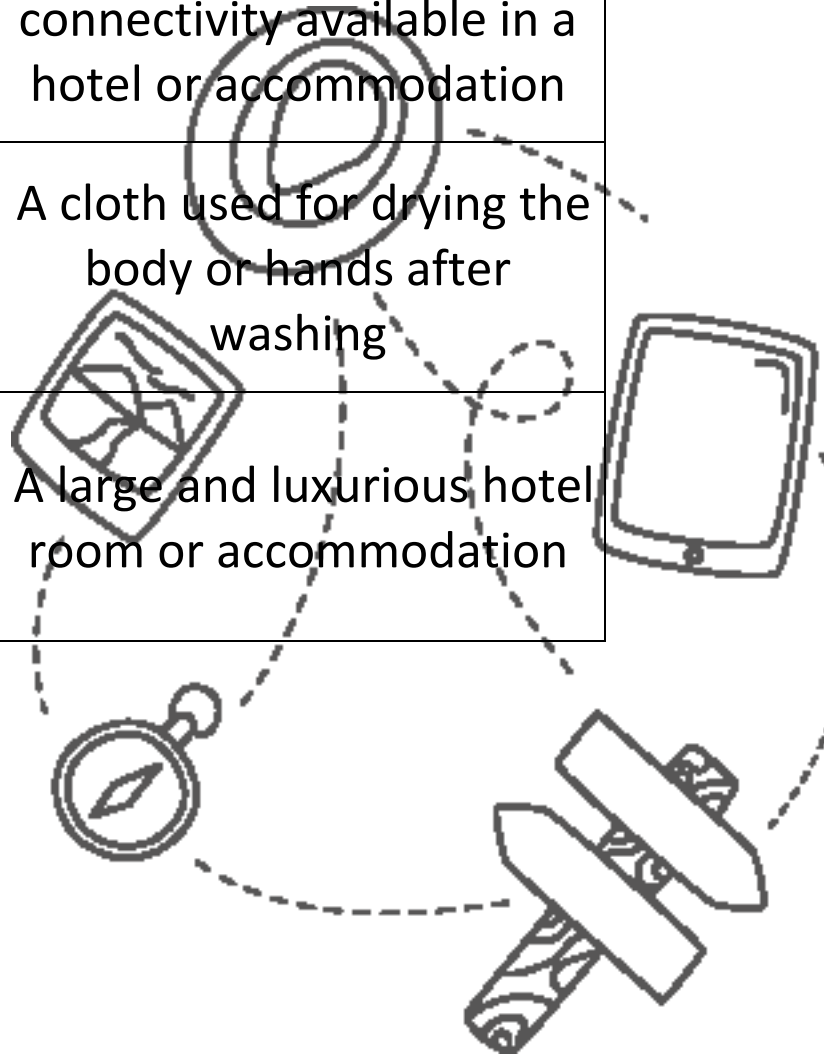
Exercise 2

1. a) Professional and well-groomed
2. a) Friendly and helpful
3. a) Colorful and vibrant appearance
4. a) Polite and attentive
5. b) Weak leadership skills

4.6. My new words (Flash cards)

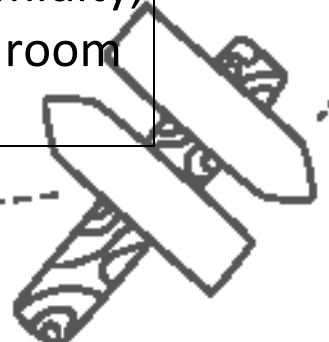
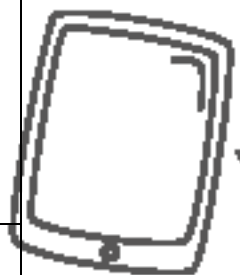
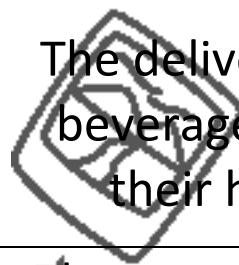


Breakfast	The first meal of the day, typically served in the morning
Wi-Fi	Wireless internet connectivity available in a hotel or accommodation
Towel	A cloth used for drying the body or hands after washing
Suite	A large and luxurious hotel room or accommodation



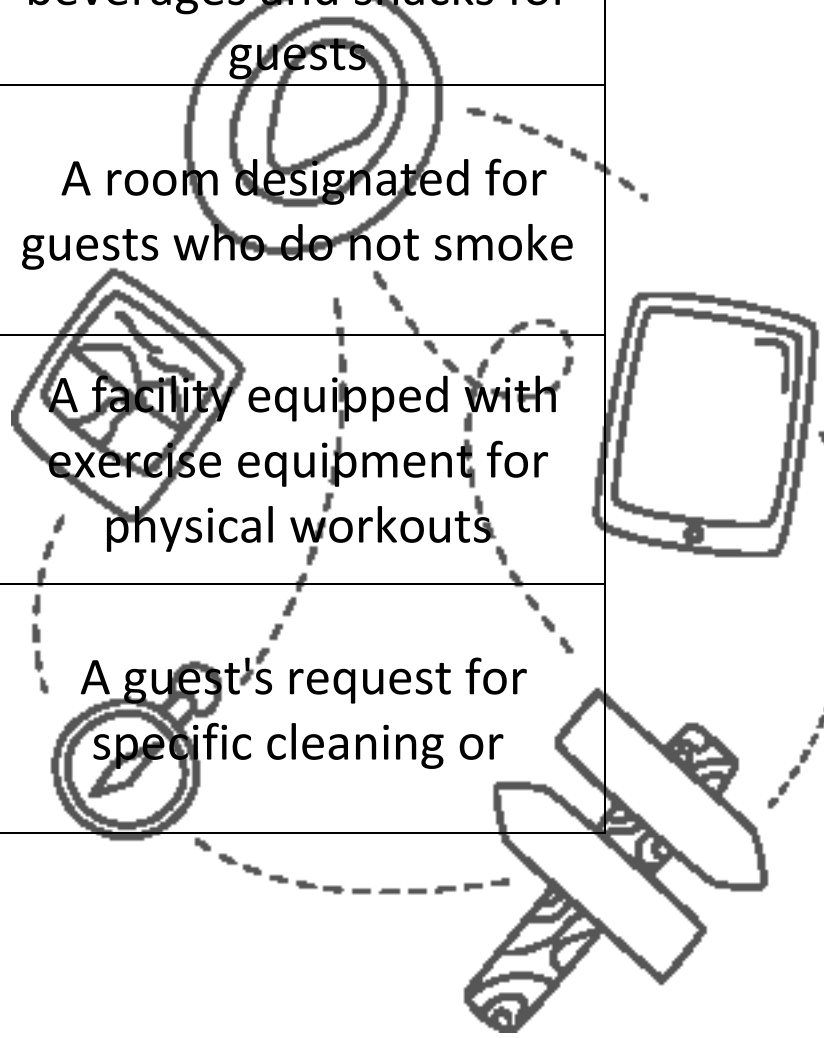


Reservation policy	The rules and conditions related to making and canceling reservations
Housekeeping	The department responsible for cleaning and maintaining hotel rooms
Concierge	A staff member who assists guests with various services and information
Elevator	A device used for vertical transportation between different floors of a building
View	The sight or prospect of a landscape, cityscape, or other scenic area
Room service	The delivery of food and beverages to guests in their hotel rooms
Air conditioning	The system or process of controlling and regulating the temperature, humidity, and ventilation of a room or building





Check-in counter	The designated area in a hotel where guests check-in and receive their room keys
Doorman	A person, typically stationed near the entrance of a building, who welcomes and assists visitors
Valet parking	A service offered by hotels where staff park and retrieve guests' cars
Mini-bar	A small refrigerator in a hotel room stocked with beverages and snacks for guests
Non-smoking room	A room designated for guests who do not smoke
Fitness center	A facility equipped with exercise equipment for physical workouts
Housekeeping request	A guest's request for specific cleaning or





	maintenance services in their room
Complimentary	Provided free of charge as a courtesy or gesture of goodwill
Hotel policy	The rules and regulations set by a hotel for the conduct and behavior of its guests

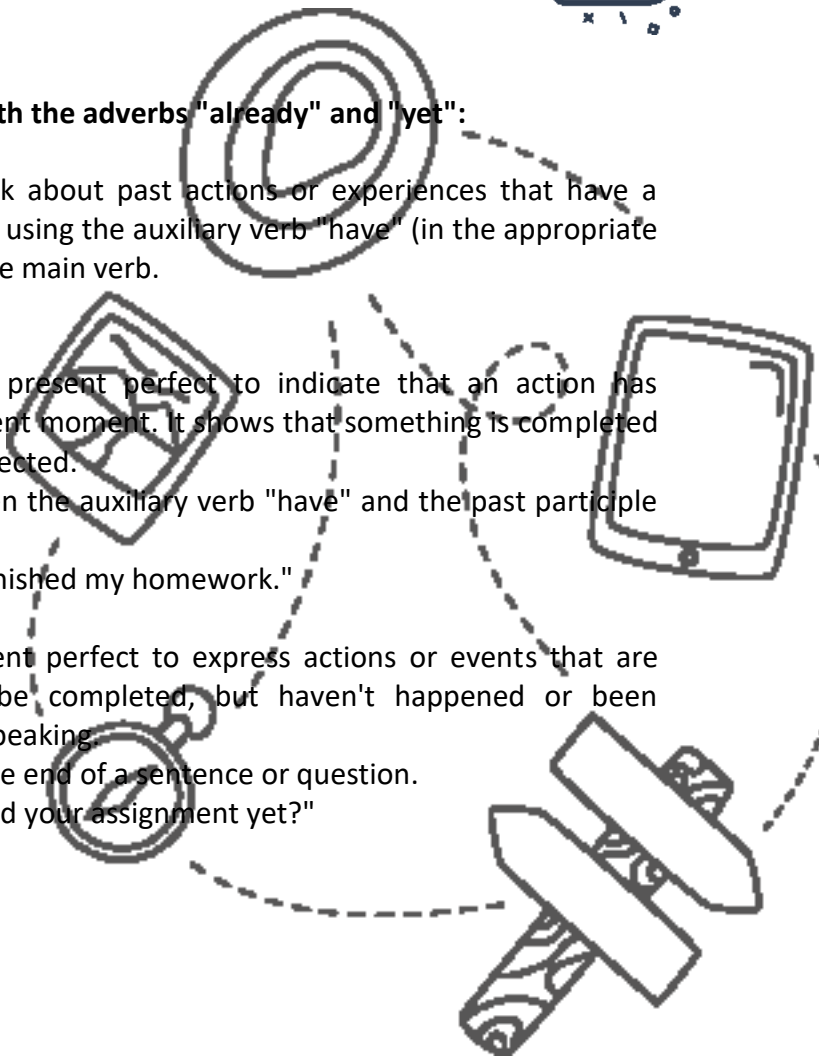
4.7. Expanding my grammar – Present Perfect Tense



How to use the present perfect tense, with the adverbs "already" and "yet":

The present perfect tense is used to talk about past actions or experiences that have a connection to the present. It is formed by using the auxiliary verb "have" (in the appropriate form) followed by the past participle of the main verb.

1. "Already":
 - We use "already" in the present perfect to indicate that an action has happened before the present moment. It shows that something is completed or finished earlier than expected.
 - "Already" is placed between the auxiliary verb "have" and the past participle of the main verb.
 - Example: "I have already finished my homework."
2. "Yet":
 - We use "yet" in the present perfect to express actions or events that are expected to happen or be completed, but haven't happened or been completed at the time of speaking.
 - "Yet" is usually placed at the end of a sentence or question.
 - Example: "Have you finished your assignment yet?"





Here are some additional points to remember when using the present perfect tense:

- The present perfect focuses on the result or the consequence of an action rather than the action itself.
- It is often used with time expressions like "just," "recently," "so far," "ever," "never," and "before."
- The present perfect is commonly used to talk about experiences, changes, accomplishments, or actions that have a lasting effect.
- In negative sentences and questions, "not" is placed between the auxiliary verb "have" and the past participle of the main verb.

Example sentences:

- "She has already visited Paris three times."
- "I haven't seen that movie yet."
- "Have you ever traveled to Asia?"
- "They have never been to a concert before."

Remember that the specific usage of the present perfect tense may vary depending on the context and the intended meaning. It's important to consider the overall context and the time relationship between the past and the present when using "already" and "yet" in the present perfect tense.

4.8. Reading Knowing Ecuador

Source: www.goraymi.com



Hacienda Hipolongo Cruz de Mayo, Quero

"Discover what the countryside is... green, intense, and gently vast." In Hipolongo, you can feel like a true chagra and be surrounded by nature with your family or friends.

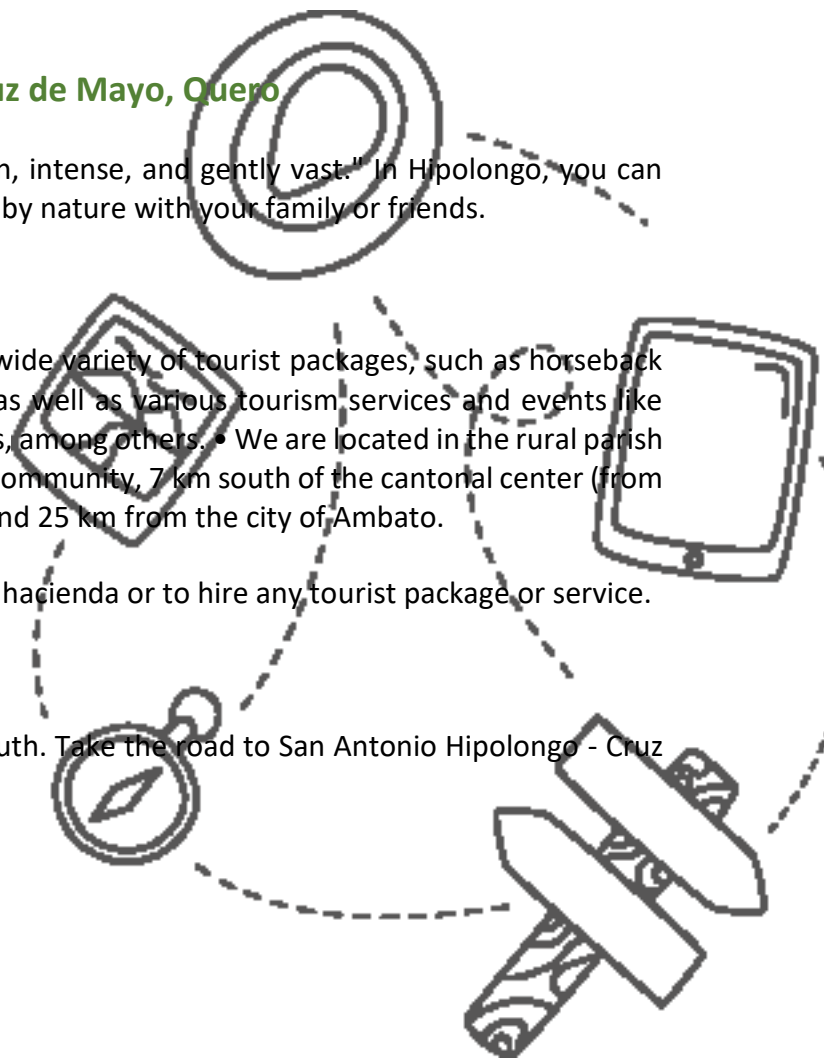
What should you know?

At Hacienda Hipolongo, you can enjoy a wide variety of tourist packages, such as horseback riding, hikes, and experiential activities, as well as various tourism services and events like accommodation, camping, country parties, among others. • We are located in the rural parish of Rumipamba, Hipolongo Cruz de Mayo community, 7 km south of the cantonal center (from the center of Quero towards the South) and 25 km from the city of Ambato.

A prior reservation is required to visit the hacienda or to hire any tourist package or service.

How to get to Hacienda Hipolongo?

From Quero's Central Park, head 7 km south. Take the road to San Antonio Hipolongo - Cruz de Mayo.





Hacienda Hipolongo offers a wide range of tourism options, including:

- Horseback riding, which varies in cost depending on the level of difficulty and duration.
 - One-day packages that include hikes and experiential activities within the hacienda. Special tours are available for school groups.
 - Two-day/one-night packages, each with different activities suitable for various types of visitors.
 - Country parties, where you can enjoy delicious local gastronomy, dance with a live band, and use the hacienda's small bullring.
 - Chapel, where the Holy Cross of May rests. Religious ceremonies such as baptisms, weddings, etc., can be performed there.
 - Camping area, with two zones: one near the main house and another in the highland area of Toro Singuna, in the Iqualata páramo.
 - Accommodation, with shared lodging options. There is a villa with 3 bedrooms that can accommodate up to 14 people, and a cabin that accommodates up to 6 people.
 - Cerro Iqualata páramo, where the owners of Hacienda Hipolongo have around 400 hectares. It features a pine forest over 25 years old, the Cimarrón Waterfall, and extensive grasslands, rich in endemic flora and fauna characteristic of the páramo ecosystem.
 - Holy Cross of May, a hidden treasure dating back to the 18th century (1734), the result of the exquisite artistic sense of the indigenous soul left by the Jesuits at Hacienda Hipolongo.
 - Local gastronomy, cooked with firewood to give it a special and unique countryside flavor.
 - Tractor rides, ideal for young children, providing an adventurous tour of the hacienda and its surroundings.
 - Toro gol, a combination of village bullfights and soccer, promises excitement and attracts bullfighting enthusiasts. Toro gol involves young bulls in the hacienda's bullring.
- Hacienda Hipolongo Between the years 1708 and 1709, Hacienda Hipolongo belonged to the following landowners: Don Felipe de Salazar, owner of 20 caballerías of land in Hipolongo; Don Antonio de Cepeda, owner of 40 caballerías. In 1720, the Jesuit Fathers arrived in Quero, taking possession of some haciendas, including Hipolongo (with around 16,000 caballerías). With the expulsion of the religious order in 1767, their assets were meticulously cataloged by the notaries of the Royal Audiencia and sold at public auction. In its entirety, the Jesuits' assets passed into private hands, including Hacienda Hipolongo, which came under the ownership of Mrs. Rosa Mateus Aranda, legitimate daughter of the Marquises of Maeza. After approximately 20 years, Hacienda Hipolongo became the property of Dr. José Antonio Maldonado, brother of the geographer Don Pedro Vicente Maldonado Sotomayor. In January 1792, Hacienda Hipolongo passed into the hands of Don Mariano Cevallos, father of the historian Don Pedro Fermín Cevallos. Shortly before the earthquake of February 4, 1797, the hacienda came under the ownership of Don Pedro Herdoíza de Paz. Subsequent owners are not known exactly, but on April 8, 1844, Lizardo Ruiz sold Hacienda Hipolongo to Juan Francisco Pérez y Zúñiga. On July 19, 1843, Juan Francisco Pérez's son was born, who would later become known as Taita Dios de Quero (Father God of Quero). Between September 1884 and January 1885, Juan Francisco Pérez y Zúñiga passed away, and in 1887, his son took possession of Hacienda Hipolongo. After

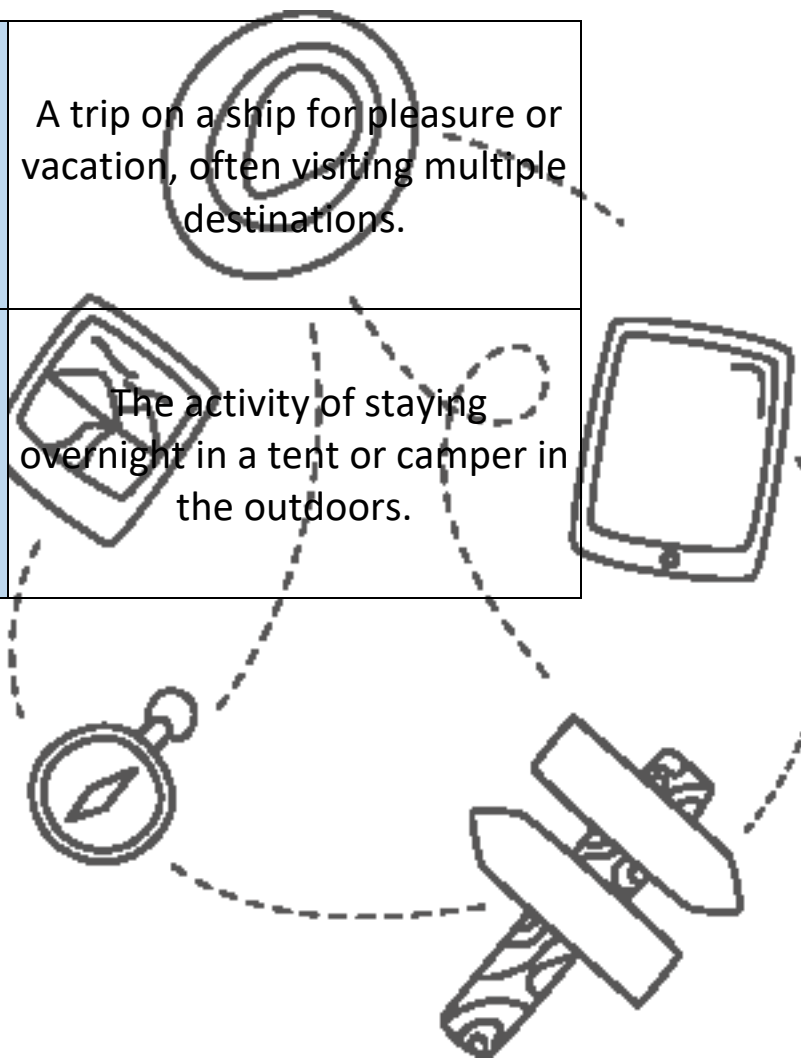


the death of the esteemed figure Don Juan Francisco Pérez on January 13, 1913, his son Mr. Eladio Pérez Freire inherited the hacienda. Upon the death of Don Eladio Pérez Freire on February 2, 1961, his daughter, Mrs. Gladys Pérez Rodríguez de Ribadeneira, became the owner of the hacienda. Along with her children and grandchildren, they care for and maintain the hacienda as it was in its early days. Since 2012, the Ribadeneira Pérez family, thanks to the idea of Engineer Vinicio Ribadeneira Benavidez (+), embarked on a rural tourism project. They felt the need to showcase all the historical, religious, cultural, and natural attractions within the hacienda. Currently, the project is led by Engineer Eladio Ribadeneira and his granddaughter, Engineer Grace Ribadeneira.

True or False Exercise:

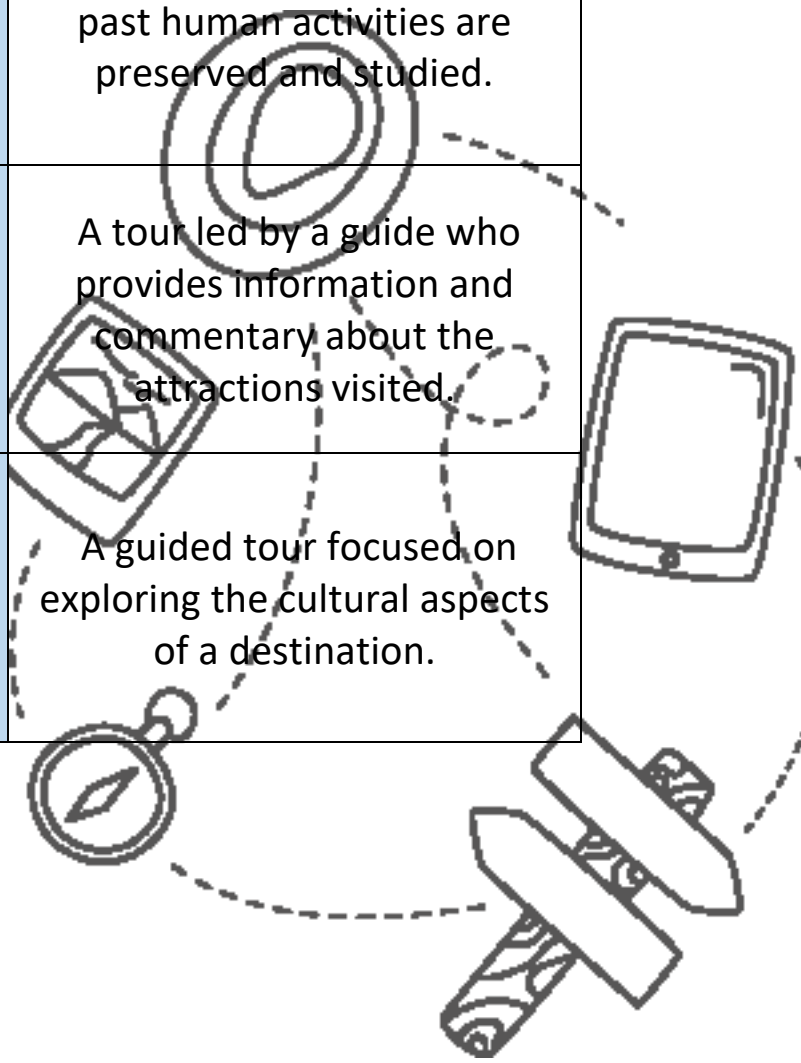
1. Hacienda Hipolongo offers various tourist packages and services. (True)
2. The hacienda is located in the urban area of Quero. (False)
3. A prior reservation is not necessary to visit the hacienda or hire any services. (False)
4. Horseback riding is not available at Hacienda Hipolongo. (False)
5. The chapel at the hacienda is used exclusively for religious ceremonies. (False)
6. The hacienda has only one camping area near the main house. (False)
7. The Santísima Cruz de Mayo at the hacienda dates back to the 19th century. (False)
8. Tractor rides are suitable for adults rather than children. (False)
9. The hacienda has been owned by the Ribadeneira Pérez family since 2012. (True)
10. The history of Hacienda Hipolongo involves the Jesuit Fathers and multiple changes in ownership over the years. (True)

Cruise	A trip on a ship for pleasure or vacation, often visiting multiple destinations.
Camping	The activity of staying overnight in a tent or camper in the outdoors.



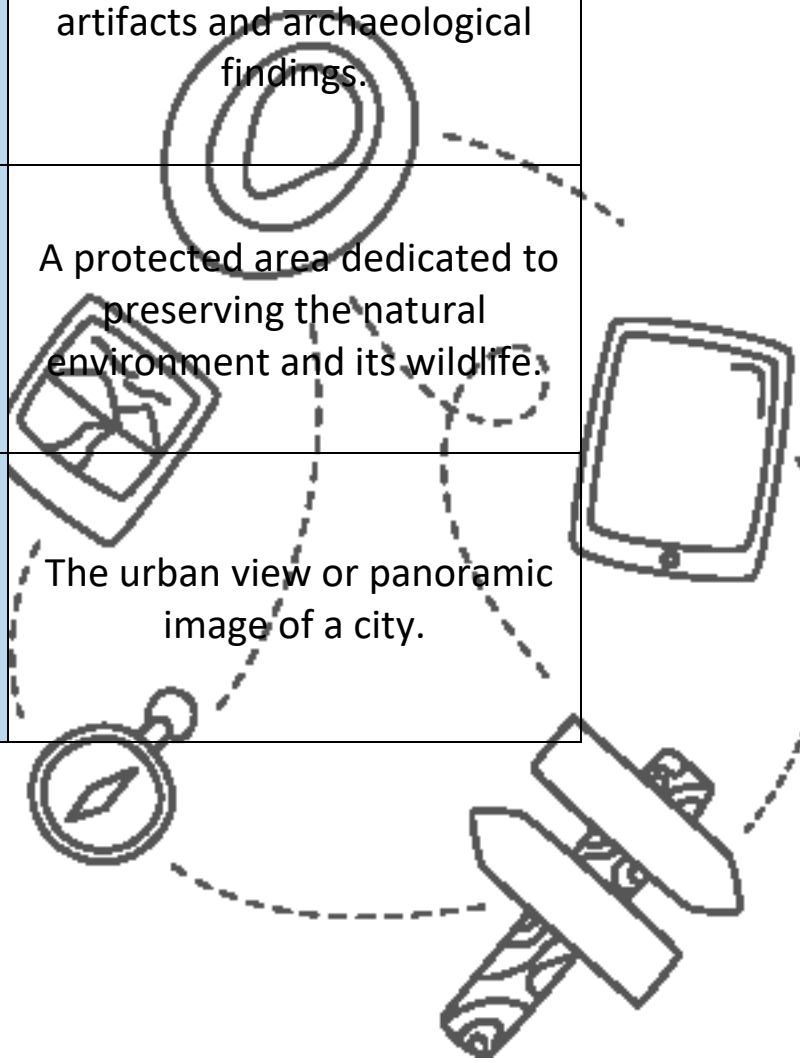


Picnic	An outdoor meal or snack eaten in a park or countryside.
Postcard	A printed card with a picture on one side, often sent as a greeting or souvenir.
Adventure tourism	Tourism activities that involve excitement, risk, and exploration.
Archaeological site	A place where the remains of past human activities are preserved and studied.
Guided tour	A tour led by a guide who provides information and commentary about the attractions visited.
Cultural tour	A guided tour focused on exploring the cultural aspects of a destination.



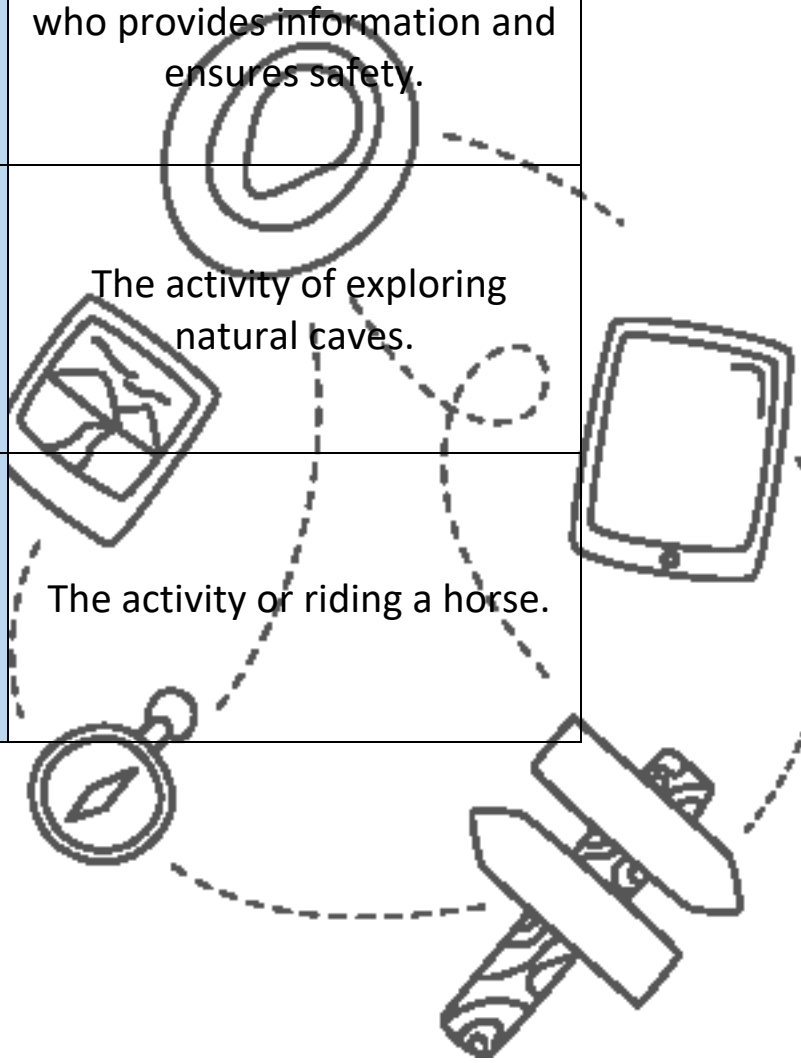


Local cuisine	The traditional food and dishes of a particular region or country.
Theme park	An amusement park with a specific theme, such as fantasy or adventure.
Scenic drive	A road trip along a route known for its beautiful scenery.
Archaeological museum	A museum that exhibits artifacts and archaeological findings.
Natural reserve	A protected area dedicated to preserving the natural environment and its wildlife.
Cityscape	The urban view or panoramic image of a city.





Adventure park	An outdoor recreational area with various thrilling activities and attractions.
Canopy tour	A tour that involves traveling through the treetops using zip lines or suspension bridges.
Rafting	The activity of navigating rivers or rapids in an inflatable raft.
Guided hike	A hiking trip led by a guide who provides information and ensures safety.
Caving	The activity of exploring natural caves.
Horseback riding	The activity of riding a horse.





4.9. My practice time!



Exercise 1: True or False

Determine whether the following statements are true or false.

1. The reception is the area in a hotel where guests can make reservations and ask for assistance.
2. Check-out is the process of registering as a guest upon arrival at a hotel.
3. A double room is designed to accommodate two occupants.
4. Housekeeping is responsible for guest check-in and check-out procedures.
5. The check-in time is the official time by which guests must vacate their hotel rooms.
6. A receptionist assists guests with check-in and check-out procedures.
7. Amenities refer to the additional services or facilities provided by a hotel.
8. The reception desk is the first point of contact for guests when they arrive at a hotel.
9. Reservation cancellation refers to the confirmation of a previously made hotel reservation.
10. A bellhop assists guests with their luggage and escorts them to their rooms.

Exercise: Present Perfect and Simple Present in Tourism

Instructions: Fill in the blanks with the correct form of the verb in either the present perfect or simple present tense. Choose the most appropriate tense based on the context provided.

1. I _____ (visit) many famous landmarks around the world.
2. The tour guide _____ (provide) interesting information about the historical sites.
3. We _____ (explore) the ancient ruins of Machu Picchu last year.
4. She _____ (never/try) traditional cuisine from this region before.
5. The travel agency _____ (offer) various vacation packages to exotic destinations.

ANSWER KEY

Exercise 1: True or False

1. True
2. False
3. True
4. False



5. False
6. True
7. True
8. True
9. True
10. True

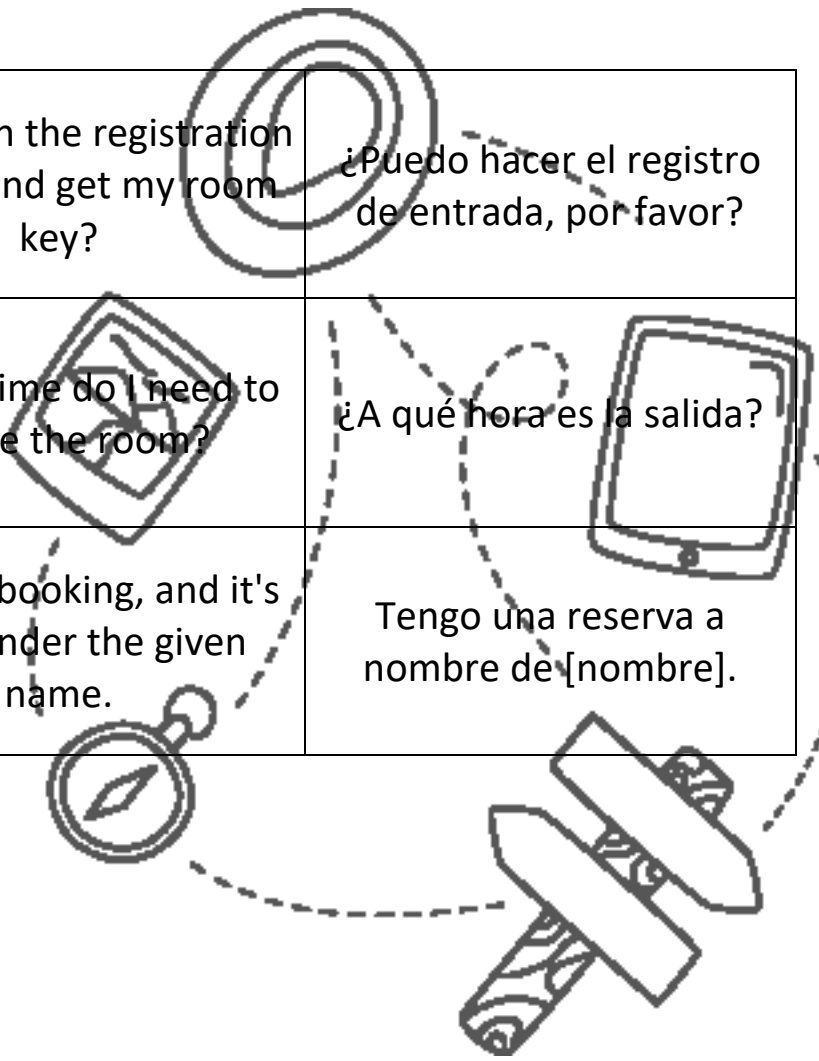
Exercise 2:

1. have visited
2. provides
3. explored
4. has never tried
5. offers

4.10. My new words (Flash cards)

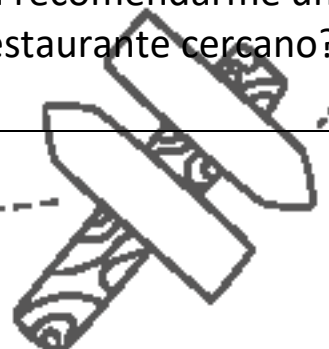
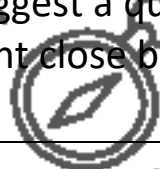
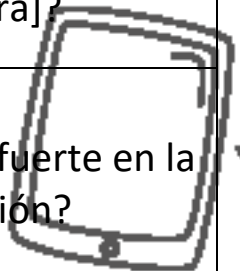


Can I check-in, please?	Can I begin the registration process and get my room key?	¿Puedo hacer el registro de entrada, por favor?
What time is check-out?	At what time do I need to vacate the room?	¿A qué hora es la salida?
I have a reservation under the name of [name].	I made a booking, and it's listed under the given name.	Tengo una reserva a nombre de [nombre].



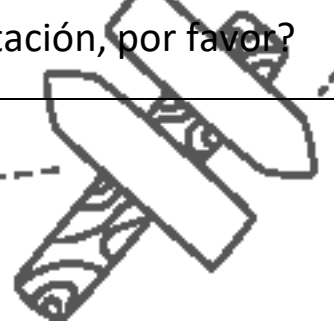
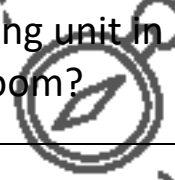
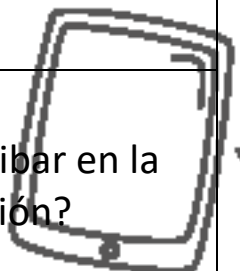
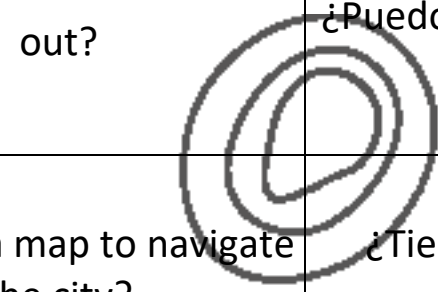


Is breakfast included in the room rate?	Does the cost of the room cover breakfast?	¿Está incluido el desayuno en el precio de la habitación?
Could I have a room with a view, please?	Can I get a room with a nice view, if available?	¿Podría tener una habitación con vista, por favor?
Where is the nearest ATM?	Where can I find the closest ATM (automated teller machine)?	¿Dónde está el cajero automático más cercano?
Is there free Wi-Fi available?	Fi available?	¿Hay Wi-Fi gratuito disponible?
Could I have some extra towels, please?	Can I get additional towels?	¿Podría tener algunas toallas adicionales, por favor?
Can I have a wake-up call at [time]?	up call at [time]?	¿Puedo recibir una llamada de despertador a las [hora]?
Is there a safe in the room?	Does the room have a secure box for valuables?	¿Hay una caja fuerte en la habitación?
Could you recommend a good restaurant nearby?	Can you suggest a quality restaurant close by?	¿Podría recomendarme un buen restaurante cercano?





Where can I find the fitness center?	Where is the gym located?	¿Dónde puedo encontrar el gimnasio?
Is there a shuttle service to the airport?	Is there a transportation service to the airport?	¿Hay un servicio de transporte al aeropuerto?
Could you please call a taxi for me?	Can you arrange a taxi to pick me up?	¿Podría llamar un taxi para mí, por favor?
Is there a laundry service available?	Can I have my clothes laundered here?	¿Hay servicio de lavandería disponible?
Can I have a late check-out?	out?	¿Puedo hacer el check-out más tarde?
Do you have a map of the city?	Can I get a map to navigate the city?	¿Tiene un mapa de la ciudad?
Is there a minibar in the room?	Does the room have a small fridge with refreshments?	¿Hay un minibar en la habitación?
Could you please fix the air conditioning in my room?	Can you repair the air conditioning unit in my room?	¿Podría arreglar el aire acondicionado en mi habitación, por favor?





Thank you for your assistance.

I appreciate your help.

Gracias por su ayuda.

4.11. Expanding my grammar – Conjunctions (and but)



Conjunctions are essential words in the English language that connect words, phrases, or clauses within a sentence. They play a crucial role in establishing relationships and coherence between different parts of a sentence, allowing us to express complex ideas and create smooth and logical connections in our communication.

There are three primary types of conjunctions: coordinating conjunctions, subordinating conjunctions, and correlative conjunctions.

1. **Coordinating Conjunctions:** Coordinating conjunctions join words, phrases, or independent clauses of equal grammatical importance. They are typically used to connect similar elements and provide balance or contrast within a sentence. The most common coordinating conjunctions are "and," "but," "or," "nor," "for," "yet," and "so."

Example 1: I like coffee, and my sister prefers tea.

Example 2: He wanted to go to the park, but it started raining.

2. **Subordinating Conjunctions:** Subordinating conjunctions introduce subordinate clauses that depend on the main clause for their meaning. They establish a hierarchy, indicating that one clause is less important than the other. Subordinating conjunctions often show cause-and-effect relationships, time, condition, or contrast.

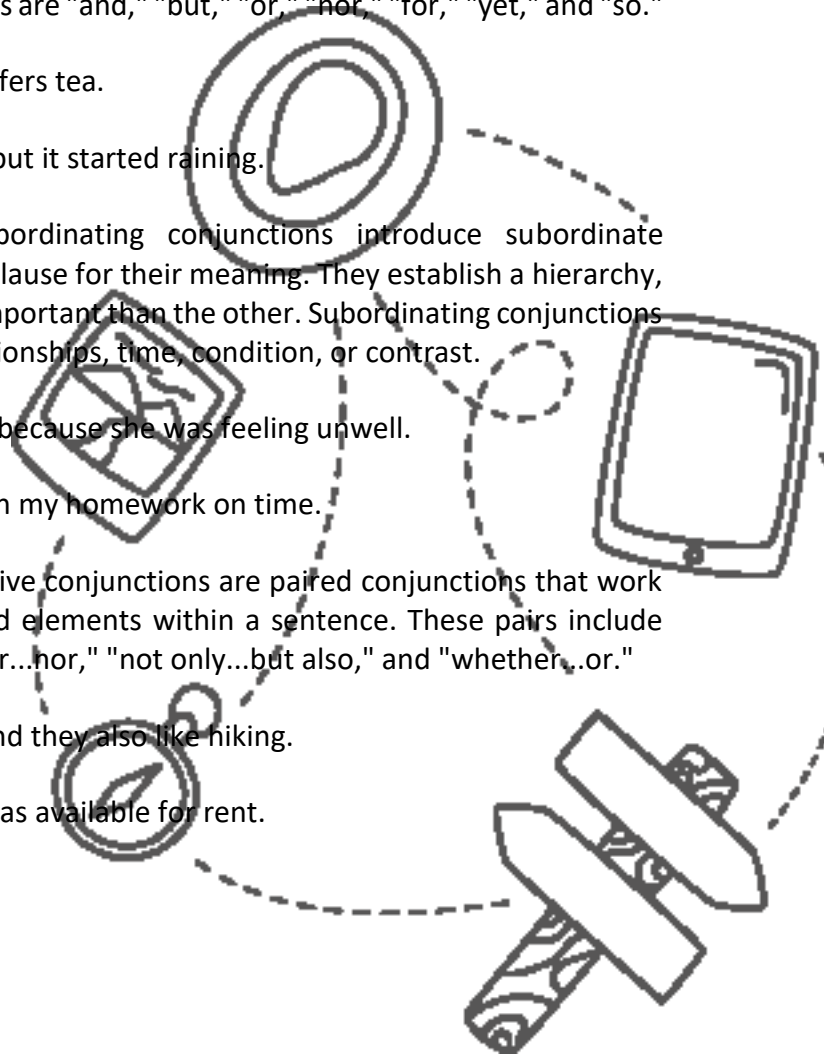
Example 1: She couldn't attend the party because she was feeling unwell.

Example 2: I will go to the movies if I finish my homework on time.

3. **Correlative Conjunctions:** Correlative conjunctions are paired conjunctions that work together to connect two balanced elements within a sentence. These pairs include "both...and," "either...or," "neither...nor," "not only...but also," and "whether...or."

Example 1: They both enjoy swimming, and they also like hiking.

Example 2: Neither the car nor the bike was available for rent.





It's important to note that conjunctions help create clear and concise sentences, improving the flow and coherence of our language. However, it's essential to use conjunctions appropriately and be mindful of the correct placement within a sentence to ensure grammatical accuracy.

By understanding and effectively utilizing conjunctions, we can construct well-structured sentences, convey complex ideas, and communicate with clarity and precision.

4.12. In Action! Present Perfect vs. simple present

Title: Present Perfect vs. Simple Present: Explaining the Difference

INT. LIVING ROOM - DAY

A person sits comfortably in a living room, facing the camera.

PERSON (looking directly at the camera) Do you sometimes find it confusing to choose between the present perfect and the simple present tense? Well, today, we'll clear up that confusion once and for all.

INT. CLASSROOM - DAY (FLASHBACK)

The scene transitions to a classroom, where the person becomes a teacher standing in front of a whiteboard.

TEACHER (pointing at the whiteboard) Let's start by understanding the basic difference between the present perfect and the simple present tense.

The whiteboard shows two columns: "Present Perfect" and "Simple Present."

TEACHER (CONT'D) The present perfect tense is used to talk about past actions or experiences that have a connection to the present. We often use it with time expressions such as "already," "yet," "ever," and "never."

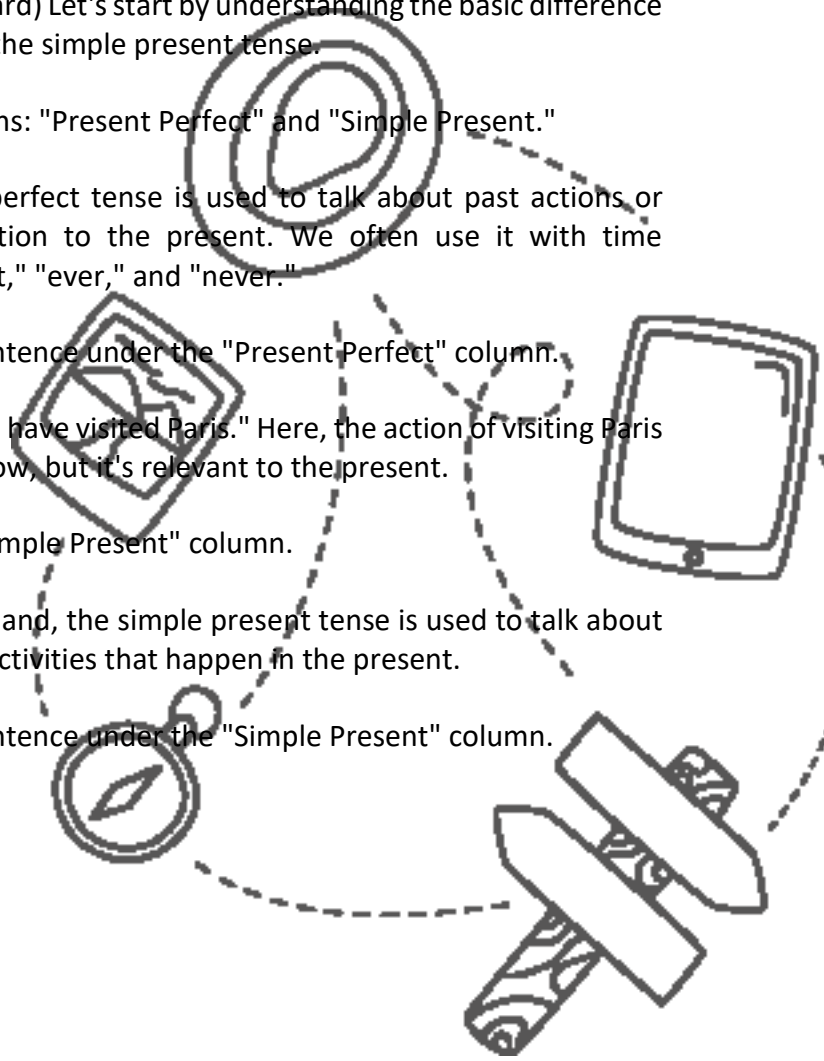
The teacher writes an example sentence under the "Present Perfect" column.

TEACHER (CONT'D) For example: "I have visited Paris." Here, the action of visiting Paris happened at some point before now, but it's relevant to the present.

The teacher then moves to the "Simple Present" column.

TEACHER (CONT'D) On the other hand, the simple present tense is used to talk about general truths, habits, or regular activities that happen in the present.

The teacher writes an example sentence under the "Simple Present" column.





TEACHER (CONT'D) For example: "I visit my grandparents every Sunday." This sentence describes a regular action that happens in the present, indicating a routine or habit.

INT. LIVING ROOM - DAY

The scene transitions back to the person in the living room.

PERSON (nods) So, to summarize, the present perfect is used for past actions or experiences with a connection to the present, while the simple present is used for general truths, habits, or regular activities happening in the present.

INT. CLASSROOM - DAY (FLASHBACK)

The scene transitions back to the classroom.

TEACHER That's correct! Now, let's look at some more examples to help solidify the difference between the two.

The teacher writes additional example sentences on the whiteboard, demonstrating both the present perfect and the simple present tense.

TEACHER (CONT'D) Present Perfect: "She has eaten sushi before." (Past experience with a present connection)

TEACHER (CONT'D) Simple Present: "She eats sushi every Friday." (Regular activity in the present)

INT. LIVING ROOM - DAY

The scene transitions back to the person in the living room.

PERSON (confidently) By understanding the context and purpose of each tense, we can effectively choose between the present perfect and the simple present in our conversations or writing.

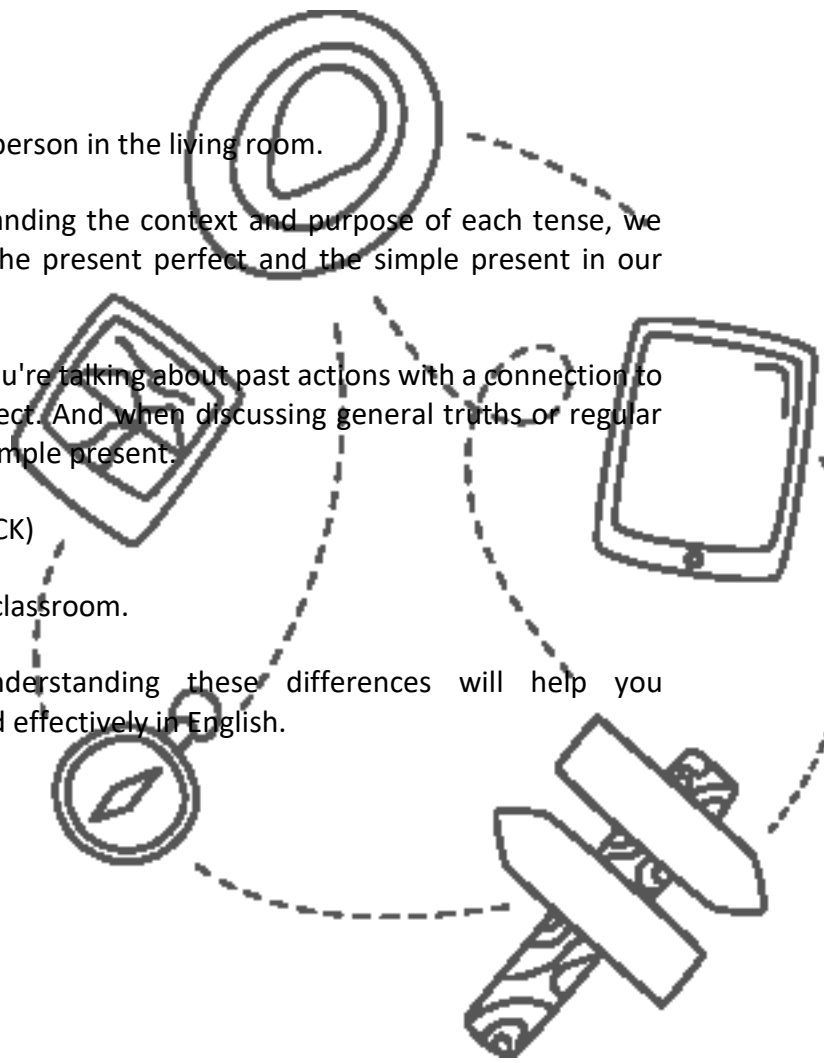
PERSON (CONT'D) So, next time you're talking about past actions with a connection to the present, use the present perfect. And when discussing general truths or regular activities in the present, use the simple present.

INT. CLASSROOM - DAY (FLASHBACK)

The scene transitions back to the classroom.

TEACHER (smiling) Exactly! Understanding these differences will help you communicate more accurately and effectively in English.

INT. LIVING ROOM - DAY





The scene transitions back to the person in the living room.

PERSON (grateful) Thank you for joining us today and learning about the present perfect and the simple present tense. Remember, practice makes perfect!

The person waves goodbye to the camera.

FADE OUT.

4.13. My practice time!



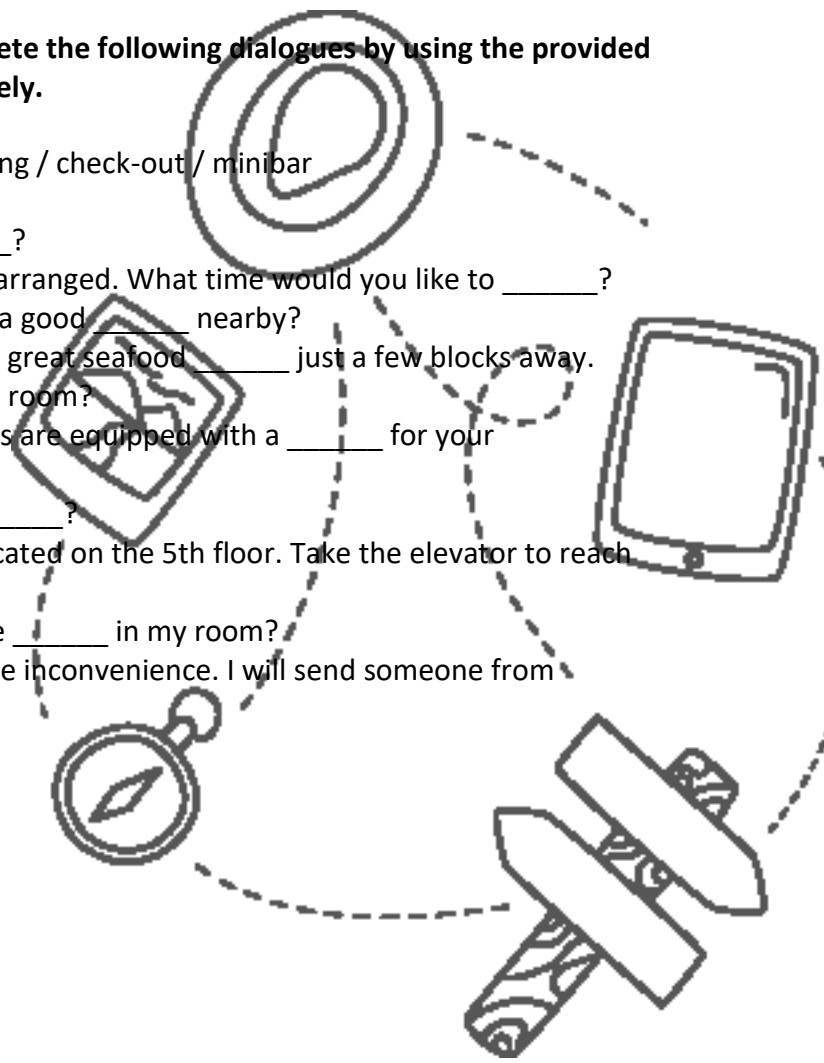
Exercise 1: Fill in the Blanks - Fill in the blanks with the appropriate vocabulary words to complete the sentences.

1. Can I check-in, _____?
2. What time is _____?
3. I have a reservation under the name of _____.
4. Is _____ included in the room rate?
5. Could I have a room with a _____, please?
6. Where is the nearest _____?
7. Is there free _____ available?
8. Could I have some extra _____, please?
9. Can I have a _____ at [time]?
10. Is there a _____ in the room?

Exercise 2: Dialogue Completion - Complete the following dialogues by using the provided vocabulary words to respond appropriately.

fitness center / restaurant / air conditioning / check-out / minibar

1. Guest: Can I have a late _____?
Receptionist: Yes, that can be arranged. What time would you like to _____?
2. Guest: Could you recommend a good _____ nearby?
Concierge: Certainly! There's a great seafood _____ just a few blocks away.
3. Guest: Is there a _____ in the room?
Receptionist: Yes, all our rooms are equipped with a _____ for your convenience.
4. Guest: Where can I find the _____?
Receptionist: The _____ is located on the 5th floor. Take the elevator to reach it.
5. Guest: Could you please fix the _____ in my room?
Receptionist: I apologize for the inconvenience. I will send someone from maintenance right away.





ANSWER KEY

Exercise 1: Fill in the Blanks

1. please?
2. check-out?
3. [name]
4. Breakfast
5. view
6. ATM
7. Wi-Fi
8. towels
9. wake-up call
10. safe

Exercise 2

- a) check-out
- b) restaurant
- c) minibar
- d) fitness center
- e) air conditioning

4.14. My new words (Flash cards)

Guest	A person who stays or is accommodated at a hotel or other lodging facility.
Accommodation	A place where people can stay, especially when traveling or on vacation.



Lodging	Temporary accommodations provided for travelers or guests, typically in hotels, motels, or inns.
Stay	The period of time during which a person resides or lodges in a place.
Front desk	The reception area of a hotel or accommodation where guests check-in and check out, and information is provided.
Porter	An employee who assists guests with their luggage and other tasks at a hotel.
Bell service	Assistance provided to guests in handling their luggage, typically by bellhops.
Housekeeper	An employee responsible for cleaning and maintaining guest rooms and other areas of the accommodation.
Pillow	A soft cushion used to support the head while sleeping.
Linens	Bed sheets, pillowcases, towels, and other fabric items provided in guest rooms.



Room service menu	A menu of food and beverages that can be ordered and delivered to guest rooms.
In-room amenities	Facilities and services provided in guest rooms for the comfort and convenience of guests.
Hotel facilities	The various services, amenities, and areas offered by the hotel for guests' use.
Room rate	The cost or price charged for staying in a particular room or accommodation.
Early check-in	Checking-in to the accommodation before the regular check-in time.
Late check-out	Staying in the accommodation past the regular check-out time.
Suite upgrade	A change to a higher category room with more amenities and space.
Housekeeping schedule	A planned timetable for cleaning and maintaining guest rooms and common areas.



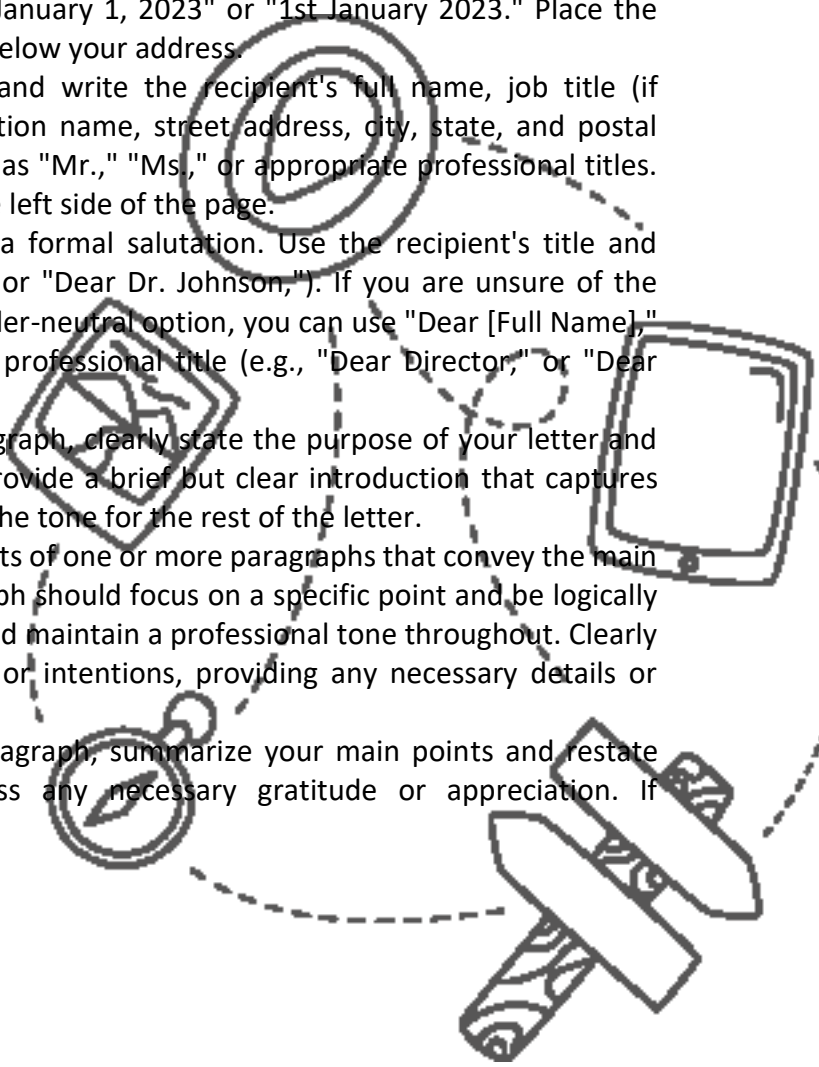
Complimentary toiletries	Free personal care items provided in the bathroom for guests.
Concierge services	Personalized assistance and services provided by the concierge to fulfill guests' needs and requests.

4.15. Expanding my grammar – How to write a letter



Here's an explanation on how to write a formal letter:

1. **Sender's Address:** Begin the letter by including your own address at the top right corner of the page. Include your full name, street address, city, state, and postal code. This information should be aligned to the right.
2. **Date:** After your address, skip a line and write the current date. It is essential to use a consistent date format, such as "January 1, 2023" or "1st January 2023." Place the date on the left side of the page, below your address.
3. **Recipient's Address:** Skip a line and write the recipient's full name, job title (if applicable), company or organization name, street address, city, state, and postal code. Use formal salutations such as "Mr.," "Ms.," or appropriate professional titles. Align the recipient's address to the left side of the page.
4. **Salutation:** Begin the letter with a formal salutation. Use the recipient's title and surname (e.g., "Dear Mr. Smith," or "Dear Dr. Johnson,"). If you are unsure of the recipient's gender or prefer a gender-neutral option, you can use "Dear [Full Name]," or address the recipient by their professional title (e.g., "Dear Director," or "Dear Hiring Manager,").
5. **Introduction:** In the opening paragraph, clearly state the purpose of your letter and introduce yourself if necessary. Provide a brief but clear introduction that captures the recipient's attention and sets the tone for the rest of the letter.
6. **Body:** The body of the letter consists of one or more paragraphs that convey the main message or request. Each paragraph should focus on a specific point and be logically organized. Use formal language and maintain a professional tone throughout. Clearly explain your thoughts, concerns, or intentions, providing any necessary details or supporting information.
7. **Conclusion:** In the concluding paragraph, summarize your main points and restate your purpose if needed. Express any necessary gratitude or appreciation. If





appropriate, mention your willingness to provide further information or discuss the matter in more detail.

8. Closing: End the letter with a formal closing, such as "Sincerely," "Yours faithfully," or "Best regards." Leave a few lines of space for your handwritten signature.
9. Signature: Below the closing, type your full name. Leave a blank space between the closing and your typed name to sign the letter by hand. If you are sending a digital letter, you can simply type your name.
10. Enclosures: If you are enclosing any additional documents, such as a resume or other supporting materials, mention them briefly at the end of the letter by writing "Enclosures" or "Attachments" followed by a list of the documents.
11. Copy Notation: If you are sending a copy of the letter to another recipient, indicate this with a "cc:" notation followed by the recipient's name.
12. Proofread and Edit: Before sending the letter, thoroughly proofread it for any grammatical or spelling errors. Ensure the content is clear, concise, and follows a logical structure.

Remember, formal letters should maintain a professional tone, be polite and concise, and follow the appropriate formatting guidelines.

4.16. Storytelling 4

Title: The Andaluza Hacienda Hotel at the Foot of Chimborazo

INT. HOTEL LOBBY - DAY

The Andaluza Hotel, located at the foot of Chimborazo, is a place filled with history and offers top-notch services in dining, spa, events, and community tourism. It's an unmissable destination in the historic haciendas of Ecuador.

NARRATOR (V.O) What you need to know:

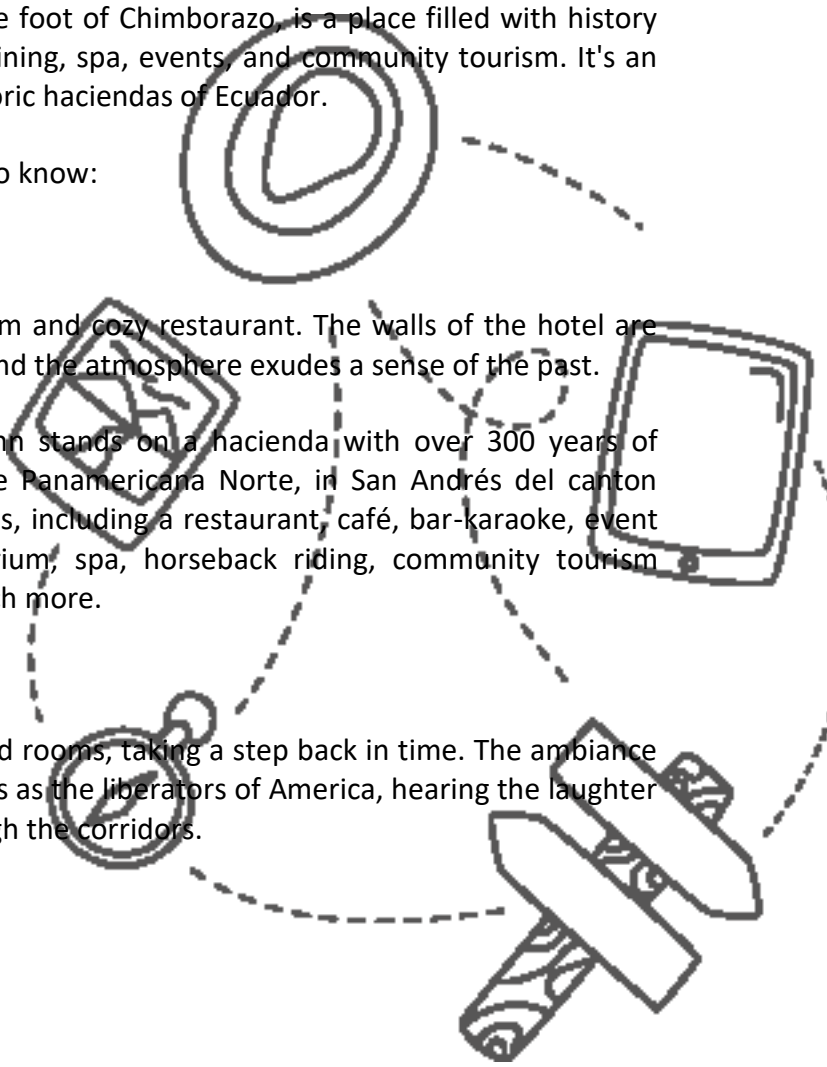
INT. HOTEL RESTAURANT - DAY

Guests enjoy their meals in a warm and cozy restaurant. The walls of the hotel are adorned with historical artifacts, and the atmosphere exudes a sense of the past.

NARRATOR (V.O) The Andaluza Inn stands on a hacienda with over 300 years of history. Situated at Km 16 on the Panamericana Norte, in San Andrés del canton Guano, it offers a range of services, including a restaurant, café, bar-karaoke, event halls for 300 people, an auditorium, spa, horseback riding, community tourism activities, historical tours, and much more.

INT. HOTEL BEDROOM - NIGHT

Guests relax in beautifully designed rooms, taking a step back in time. The ambiance allows them to imagine themselves as the liberators of America, hearing the laughter of Manuelita Saenz echoing through the corridors.





NARRATOR (V.O) It would be a sin to visit the Andean region without exploring this historic hacienda, which serves as a reminder of the past and helps us avoid repeating its mistakes.

INT. HOTEL LOBBY - DAY

Catherine Gallegos Delgado, the General Manager and shareholder of the hotel, speaks about the property's extraordinary details.

NARRATOR (V.O) The Gallegos family acquired the hotel in 2011 as a complement to the Samari Spa, which was inaugurated in 2008 in Baños de Agua Santa.

INT. HOTEL CONFERENCE ROOM - DAY

Catherine Gallegos Delgado, a passionate woman in her late 40s, explains the hotel's vision.

CATHERINE GALLEGOS DELGADO The Andaluza Inn aims to provide a unique experience, combining the present-day hotel industry with a backdrop of the past.

NARRATOR (V.O) The hotel has a rich history and is considered a museum hotel due to its unique personality. It holds a certification for sustainable tourism development, thanks to its operational management with the community and, of course, its more than 300 years of existence.

INT. HOTEL LOBBY - DAY

Guests explore the hotel's surroundings, captivated by its beauty and historical significance.

NARRATOR (V.O) The Andaluza Inn unquestionably contributes to the local community by providing direct employment opportunities and supporting community services. It also indirectly benefits various stakeholders associated with its operations.

EXT. HACIENDA GROUNDS - DAY

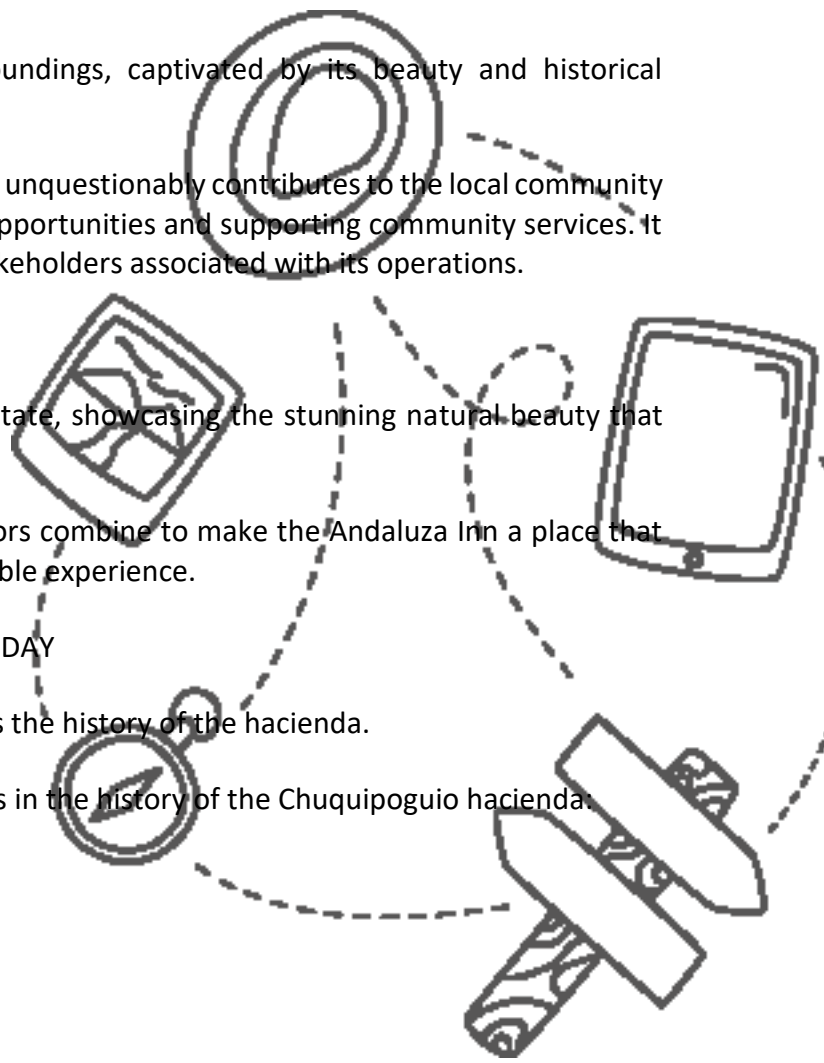
The camera pans over the vast estate, showcasing the stunning natural beauty that surrounds the Andaluza Inn.

NARRATOR (V.O) All of these factors combine to make the Andaluza Inn a place that leaves every guest with a memorable experience.

INT. HOTEL CONFERENCE ROOM - DAY

Catherine Gallegos Delgado shares the history of the hacienda.

NARRATOR (V.O) Important events in the history of the Chuquipogui hacienda.





EXT. HACIENDA GROUNDS - DAY (FLASHBACK)

The scene transitions to the past, depicting historical figures and events in the hacienda's timeline.

NARRATOR (V.O) In 1843, Chuquipoguo became the meeting place to plan the "Revolution of the Three Pesos," also known as the Marcist Revolution.

INT. HOTEL LOBBY - DAY

Guests admire the antique furnishings and architecture, transported back in time.

NARRATOR (V.O) The hacienda was even designated as the "Capital of the Province" in 1844, with its house serving as the "Capital of Arms."

EXT. HACIENDA GROUNDS - DAY (FLASHBACK)

Simón Bolívar, the great liberator of South America, is seen being welcomed by the people of Mocha during his journey north. He takes respite in the hacienda before arriving in Riobamba.

INT. HOTEL LOBBY - DAY

Guests gaze at historical photographs and artifacts, immersed in the rich heritage of the region.

NARRATOR (V.O) The most prominent figures who participated in the First Constituent Assembly also stayed in the hacienda.

INT. HOTEL CONFERENCE ROOM - DAY

Catherine Gallegos Delgado speaks passionately about the hotel's mission and vision.

NARRATOR (V.O) The Andaluza Hotel's mission is to provide quality service and contribute to the improvement of tourism in the Chimborazo province through sustainable tourism development.

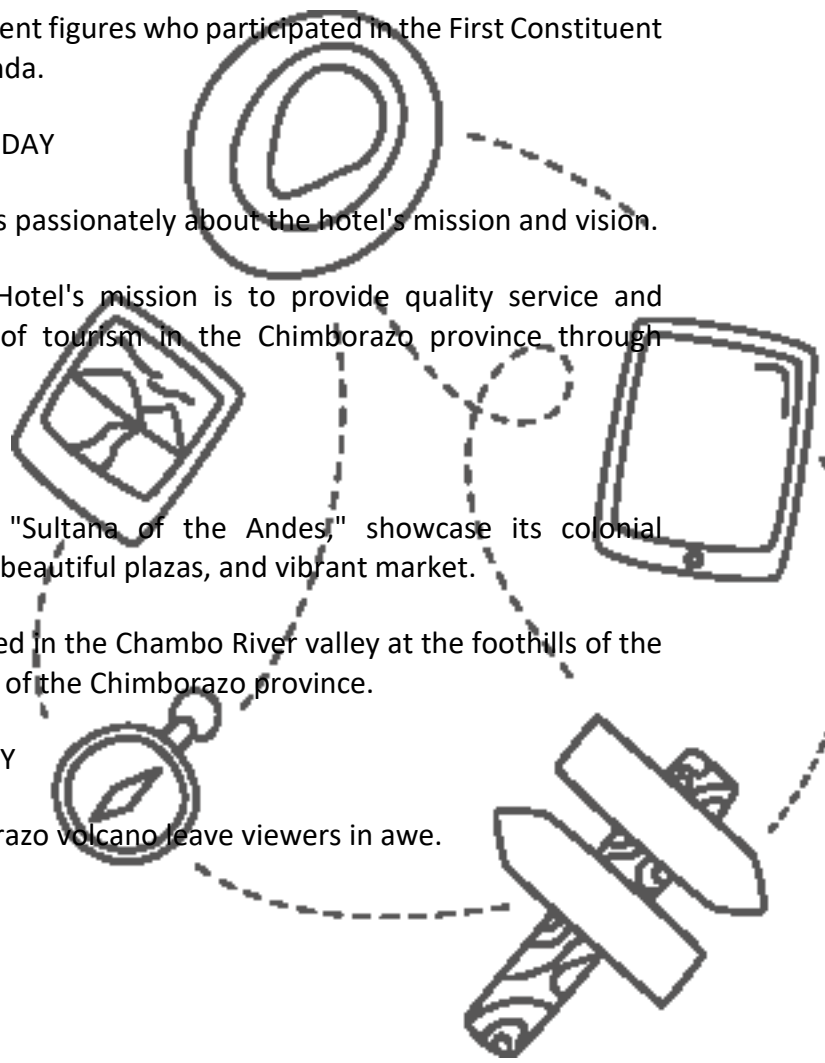
EXT. RIOMBAMBA CITY - DAY

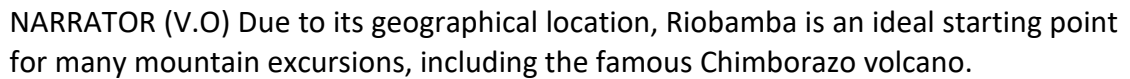
Scenic shots of Riobamba, the "Sultana of the Andes," showcase its colonial architecture, cobblestone streets, beautiful plazas, and vibrant market.

NARRATOR (V.O) Riobamba, located in the Chambo River valley at the foothills of the Chimborazo volcano, is the capital of the Chimborazo province.

EXT. CHIMBORAZO VOLCANO - DAY

Breathtaking views of the Chimborazo volcano leave viewers in awe.





INT. HOTEL SPA - DAY

Guests indulge in spa treatments, experiencing relaxation and rejuvenation.

NARRATOR (V.O) Riobamba's temperate climate, with temperatures ranging from 14°C to 23°C, makes it a perfect destination for travelers seeking tranquility and natural beauty.

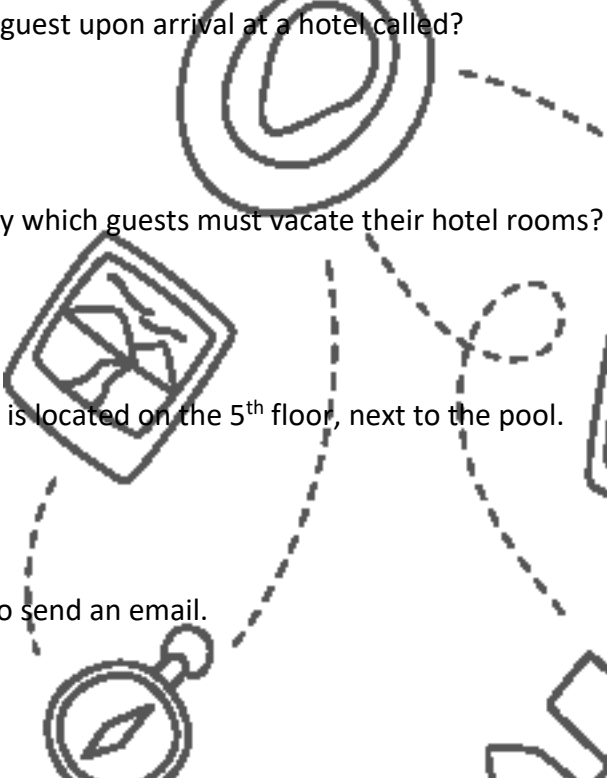
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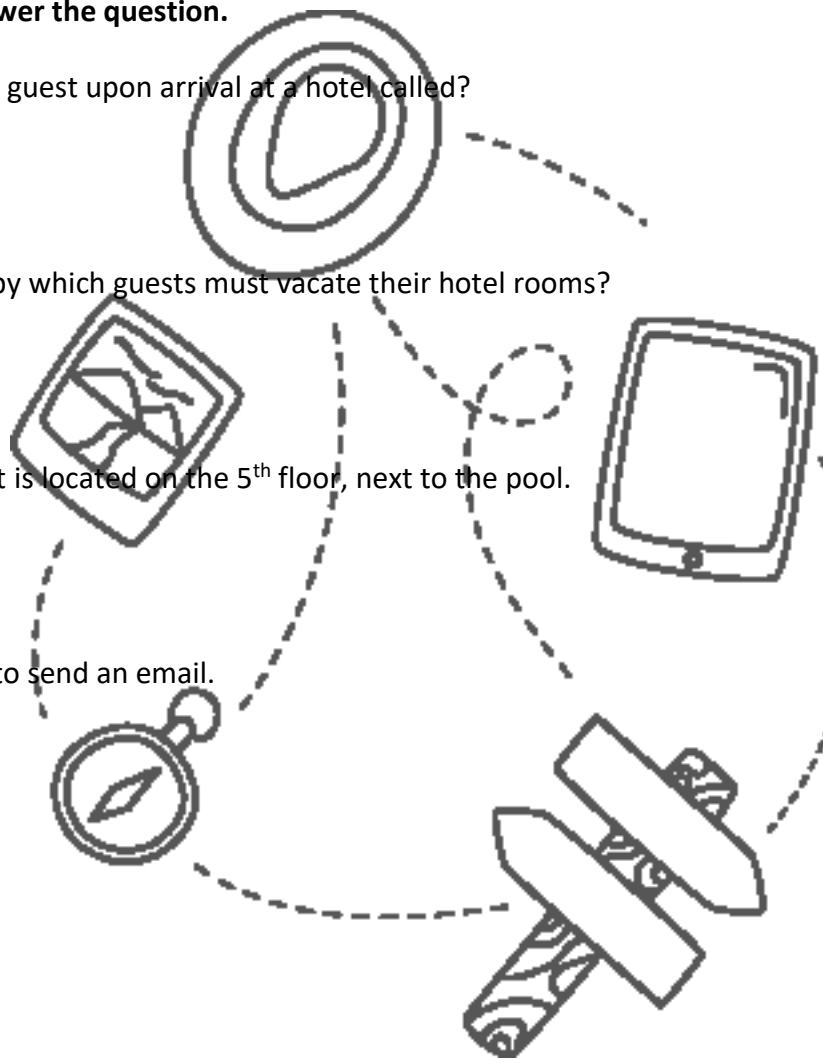


Exercise 1: Fill in the blanks with the best word for the given vocabulary. (check-in / reservation / Breakfast / Reception)

- 1) Client: Can I _____, please?
Receptionist: Certainly, what is your room number?
- 2) I have a _____ under the name of John Smith.
- 3) _____ is included in the room rate, and it is served from 6:00 am to 9:00 am.
- 4) The _____ is the area in a hotel where guests can make reservations and ask for assistance.

Exercise 2 Choose the best option to answer the question.

- 
- 5) What is the process of registering as a guest upon arrival at a hotel called?
- a) Check-out
 - b) Check-in
 - c) Concierge
 - d) Bellhop
- 6) What is the term for the official time by which guests must vacate their hotel rooms?
- a) Check-out time
 - b) Check-in time
 - c) Room
 - d) Bags
- 7) Where can I find the _____ center? It is located on the 5th floor, next to the pool.
- a) amenities
 - b) fitness
 - c) bellhop
 - d) receptionist
- 8) Is there free _____ available? I need to send an email.
- a) Room
 - b) Concierge
 - c) Pool
 - d) Wi-Fi





- 9) Could I have some extra towels, please?
- a) Yes, you can have a late check-out
 - b) Yes, certainly. We will bring you some extra towels.
 - c) Sure, a receptionist is available 24 hours a day.
- 10) Can I have a late check-out?
- a) Yes, you can have a late check-out, let us know what time it will be.
 - b) Yes, certainly. We will bring you some extra towels.
 - c) Sure, a receptionist is available 24 hours a day.

Exercise 3: Present Perfect and Simple Present in Tourism

Instructions: Fill in the blanks with the correct form of the verb in either the present perfect or simple present tense. Choose the most appropriate tense based on the context provided.

- 1) They _____ (already/visit) three countries in South America.
- 2) Our flight _____ (arrive) on time, and we _____ (enjoy) a smooth journey.
- 3) The hotel staff _____ (always/be) friendly and helpful to the guests.
- 4) He _____ (not/see) the famous Eiffel Tower yet.
- 5) The tourists _____ (take) many photos during their trip.

Exercise 4 Instructions: Fill in the blanks with the appropriate conjunction (and / or / because / while) to complete each sentence.

- 1. I like to read _____ write.
- 2. He went to the gym _____ he wanted to exercise.
- 3. You can have cake _____ ice cream for dessert in our restaurant.
- 4. The children played in pool, _____ their parents watched them.
- 5. We have to hurry _____ we will miss the train.
- 6. I want to go to the beach, _____ I have to buy the tickets first.
- 7. He worked hard _____ but he couldn't pay for the cruise.
- 8. She is both intelligent _____ hardworking.
- 9. I will either go to the beach _____ stay home and relax.
- 10. She didn't have much time _____ she was working.

ANSWER KEY

Exercise 1

- 1. check-in
- 2. reservation
- 3. Breakfast
- 4. Reception



Exercise 2

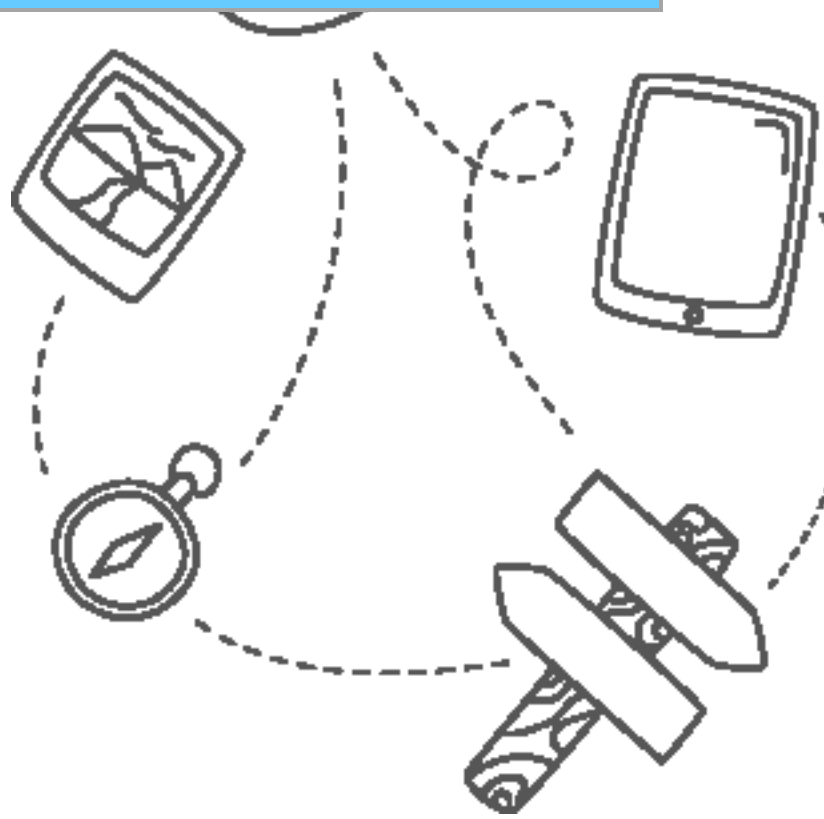
5. Check-in
6. Check-out time
7. fitness
8. Wi-Fi available?
9. Yes, certainly. We will bring you some extra towels.
10. Yes, you can have a late check-out, let us know what time it will be.

Exercise 3

1. have already visited
2. arrived; enjoyed
3. has always been
4. has not seen
5. took

Exercise 4

1. and
2. because
3. or
4. while
5. or
6. or
7. but
8. and
9. or
10. because





5. UNIT 5 – Touristic Activities

UNIT OBJECTIVES

1. Students will acquire and utilize vocabulary related to touristic activities, including words and phrases associated with popular attractions, sightseeing, adventure tours, and recreational activities.
2. Students will engage in listening activities to enhance their comprehension of touristic conversations, interviews with travelers, and descriptions of different activities.
3. Students will develop their reading comprehension skills by reading texts about touristic activities, including travel brochures, tour itineraries, reviews of tourist destinations, and articles on local attractions. They will practice extracting relevant information, identifying main ideas, and understanding descriptive language used to promote touristic experiences.
4. Students will explore cultural aspects of touristic activities by comparing customs, traditions, and etiquettes in different touristic sites.

5.1. My practice time!



1. What is the area where guests go to check-in and check-out called?
2. What do you call the person who works at the front desk of a hotel and assists guests?
3. What is the term for a room that can accommodate one person?
4. What is the term for a room with two separate beds?
5. What is the name for a room with a larger, more luxurious layout?
6. What time do guests typically have to check-out of a hotel room?
7. What is the term for a document that confirms a reservation?
8. What is the name for the person who helps guests with their luggage at a hotel?
9. What are the additional services or facilities offered by a hotel called?
10. What is the term for the time when guests officially arrive and begin their stay at a hotel?
11. Can I check-in, please? (Is this a statement or a question?)
12. Where can I find the fitness center? (Is this a statement or a question?)
13. Is breakfast included in the room rate? (Is this a statement or a question?)
14. What is the term for a room without smoking allowed?
15. Could I have some extra towels, please? (Is this a statement or a question?)

ANSWER KEY

1. Reception
2. Receptionist
3. Single room
4. Twin room
5. Suite

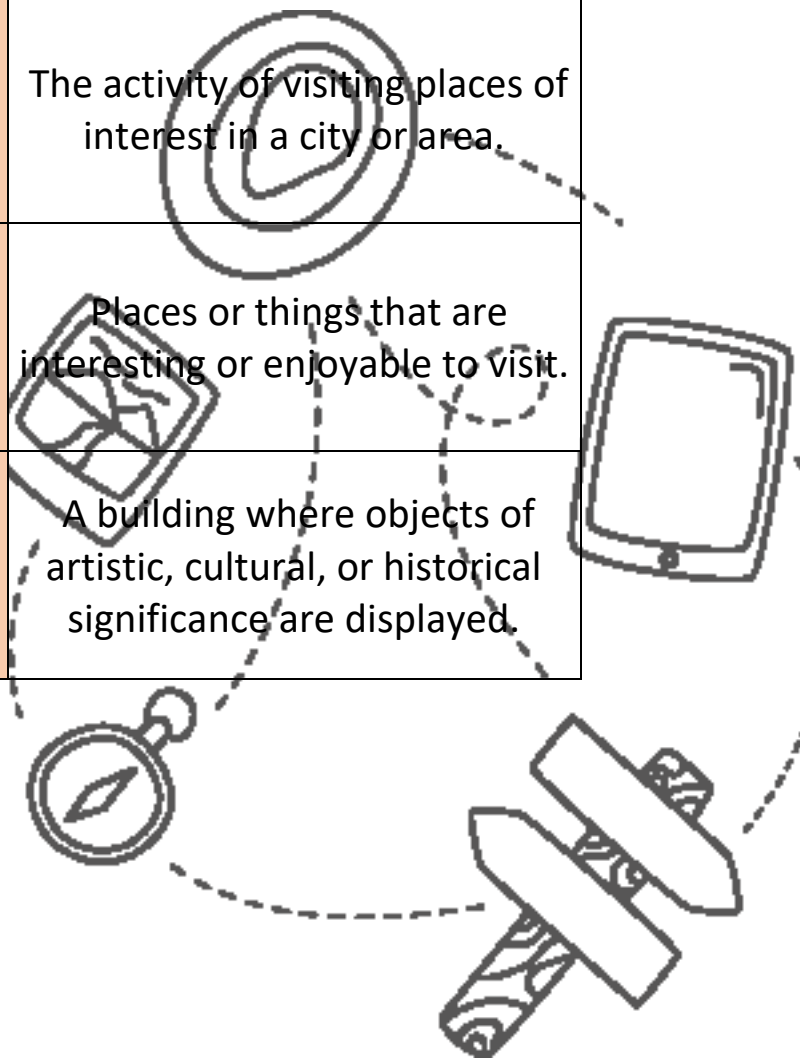


6. Check-out time
7. Reservation confirmation
8. Bellhop
9. Amenities
10. Check-in
11. Question
12. Question
13. Question
14. Non-smoking room
15. Question

5.2. My new words (Flash cards)

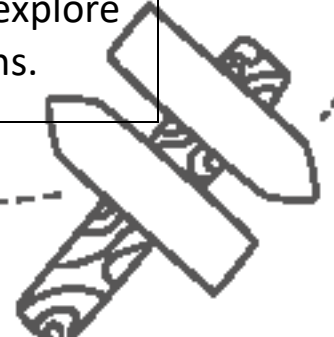
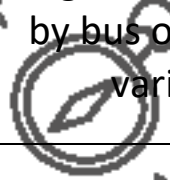
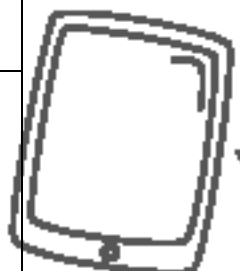
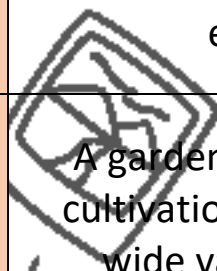
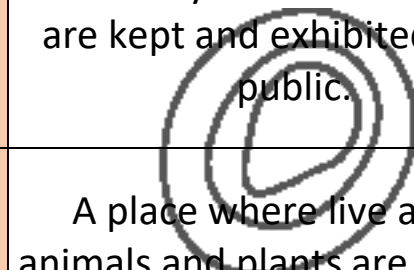


Tourist	A person who is traveling or visiting a place for pleasure or sightseeing.
Sightseeing	The activity of visiting places of interest in a city or area.
Attractions	Places or things that are interesting or enjoyable to visit.
Museum	A building where objects of artistic, cultural, or historical significance are displayed.



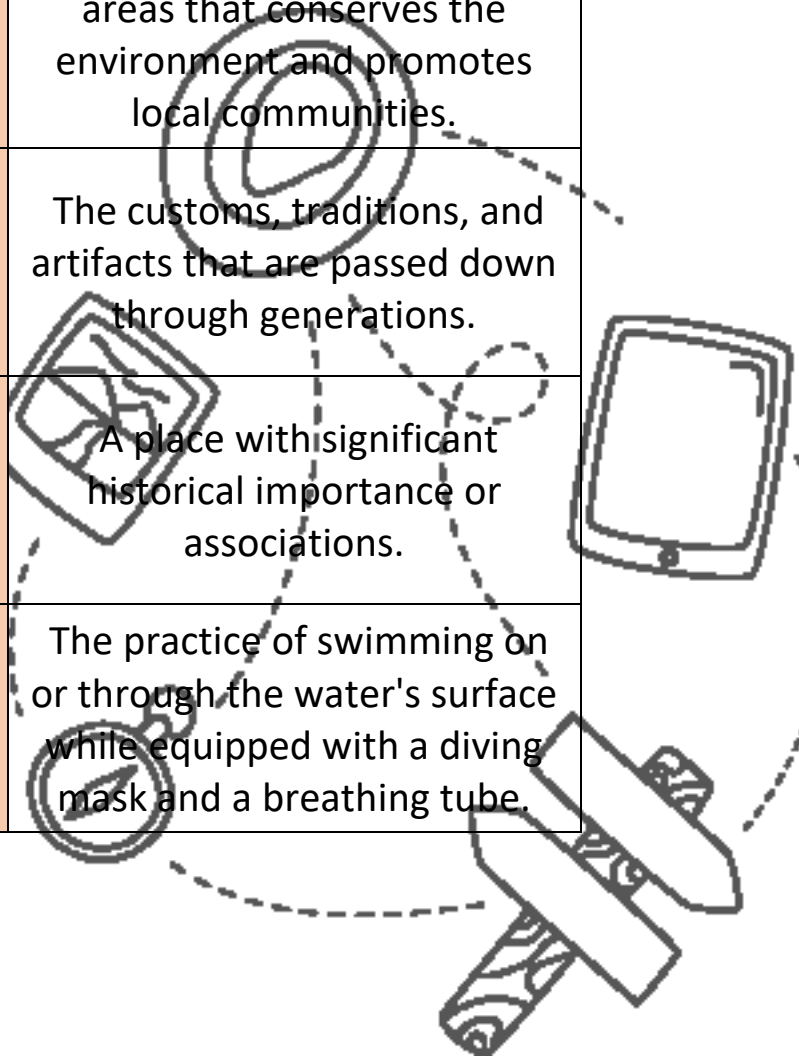


Monument	A structure or building that has historical, cultural, or architectural significance.
Landmark	A recognizable natural or man-made feature used for navigation or as a point of interest.
Beach	A sandy or pebbly shore by the ocean, sea, lake, or river.
Park	A public area with grass, trees, and often playgrounds or recreational facilities.
Zoo	A facility where live animals are kept and exhibited to the public.
Aquarium	A place where live aquatic animals and plants are kept and exhibited.
Botanical garden	A garden dedicated to the cultivation and display of a wide variety of plants.
Land tour	A guided tour on land, usually by bus or walking, to explore various attractions.





City tour	A guided tour of a city to explore its main attractions and landmarks.
Hiking	The activity of walking in natural environments for pleasure or exercise.
Souvenir	An item purchased or kept as a reminder of a place visited.
Tour guide	A person who leads and provides information during a tour.
Ecotourism	Responsible travel to natural areas that conserves the environment and promotes local communities.
Cultural heritage	The customs, traditions, and artifacts that are passed down through generations.
Historical site	A place with significant historical importance or associations.
Snorkeling	The practice of swimming on or through the water's surface while equipped with a diving mask and a breathing tube.





5.3. Expanding my grammar – Modal verbs for giving suggestions



Modal verbs are a category of auxiliary verbs that express different levels of possibility, necessity, or ability in a sentence. When it comes to giving suggestions, modal verbs are commonly used to offer advice, make recommendations, or propose ideas in a polite and indirect manner. They add a sense of politeness and soften the tone of the suggestion. Here are some modal verbs frequently used for giving suggestions:

1. "Could": "Could" is often used to make polite suggestions. It implies that the action is possible or within the realm of capability.

Example: "You could try the new Italian restaurant downtown. It has excellent reviews."

2. "Might": "Might" suggests a possibility or a less assertive suggestion. It indicates that the action is worth considering.

Example: "You might want to take a day trip to the nearby beach. The weather is lovely today."

3. "Would": "Would" is used to make a polite suggestion or offer. It implies a willingness or a desire to assist.

Example: "Would you like me to book a table at that trendy café for tomorrow's lunch?"

4. "Should": "Should" expresses a recommendation or advice. It indicates that the action is considered the right or appropriate course of action.

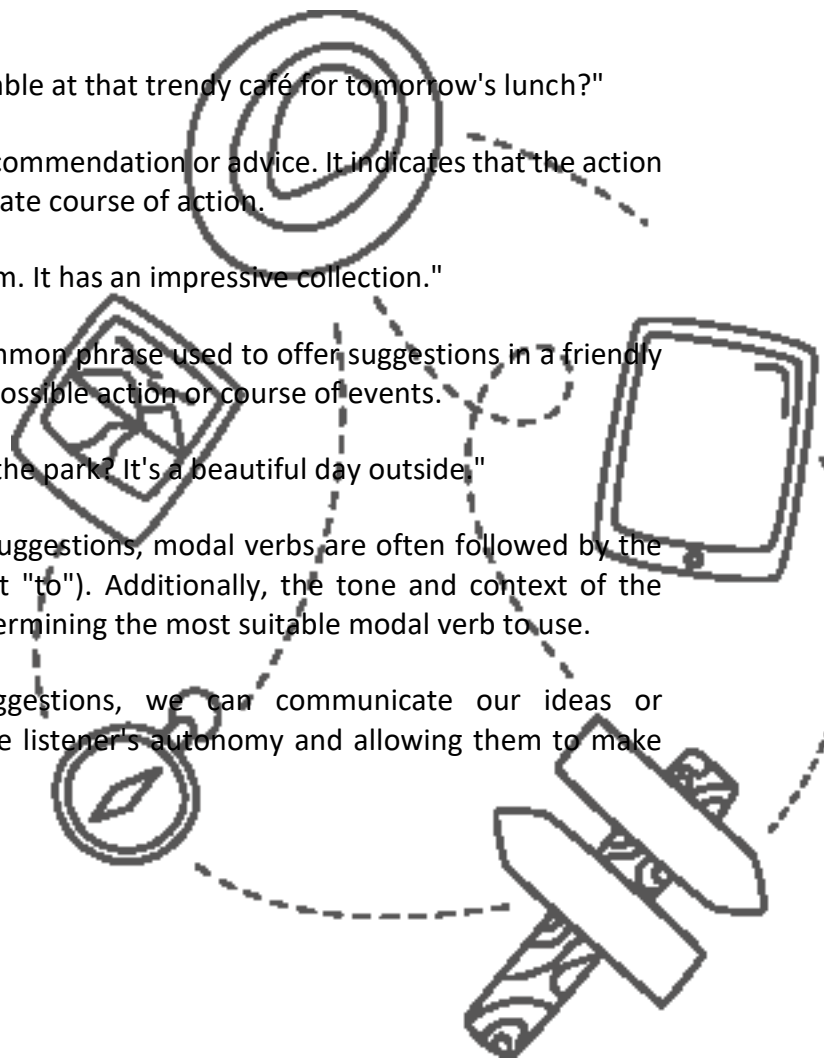
Example: "You should visit the art museum. It has an impressive collection."

5. "Why don't": "Why don't" is a common phrase used to offer suggestions in a friendly and casual manner. It suggests a possible action or course of events.

Example: "Why don't we go for a walk in the park? It's a beautiful day outside."

It's important to note that when giving suggestions, modal verbs are often followed by the base form of the verb (infinitive without "to"). Additionally, the tone and context of the conversation play a significant role in determining the most suitable modal verb to use.

By using modal verbs for giving suggestions, we can communicate our ideas or recommendations politely, respecting the listener's autonomy and allowing them to make their own decisions.





5.4. I'm speaking

In this dialogue, the Tourist Guide provides recommendations for touristic activities in Galapagos, including wildlife encounters, hiking, water activities, and organized tours. The Tourist expresses interest and seeks assistance in booking the desired activities. The Tourist Guide offers support and ensures the Tourist has a memorable experience.

Tourist Guide (TG): Good morning! Welcome to Galapagos. How can I assist you today?

Tourist (T): Hi there! I'm excited to explore the islands. I'm looking for some interesting touristic activities.

TG: That's great! Galapagos offers a variety of activities. Are you interested in wildlife encounters, hiking, or water activities?

T: I'm interested in all of them! Can you recommend any specific wildlife tours?

TG: Absolutely! The Santa Cruz Island tour is a popular choice. It includes visits to the Charles Darwin Research Station and Giant Tortoise Reserve, where you can observe these magnificent creatures up close.

T: That sounds amazing! What about hiking? Are there any good trails?

TG: Definitely! One of the best hiking trails is the Sierra Negra Volcano hike on Isabela Island. It's a moderate-level hike, but the panoramic view from the volcano's rim is truly breathtaking.

T: I'm up for the challenge! And what about water activities? Any snorkeling or diving spots you would recommend?

TG: Galapagos is a paradise for snorkeling and diving enthusiasts. The Kicker Rock dive site near San Cristobal Island is known for its diverse marine life, including sharks, rays, and colorful fish. It's an unforgettable experience!

T: Wow, that sounds incredible! How about organized tours? Do you have any recommendations for those?

TG: Absolutely! There are several boat tours available that will take you to multiple islands. The "Island Hopping" tour is a great option for exploring different ecosystems and experiencing the unique beauty of each island.

T: That sounds perfect! I would love to do the Island Hopping tour. How can I book it?

TG: I can assist you with that. Let's discuss your preferred dates, group size, and any specific requests you may have. We'll make sure to tailor the tour to your preferences.

T: That's wonderful! I appreciate your help. I'm really looking forward to exploring the wonders of Galapagos.

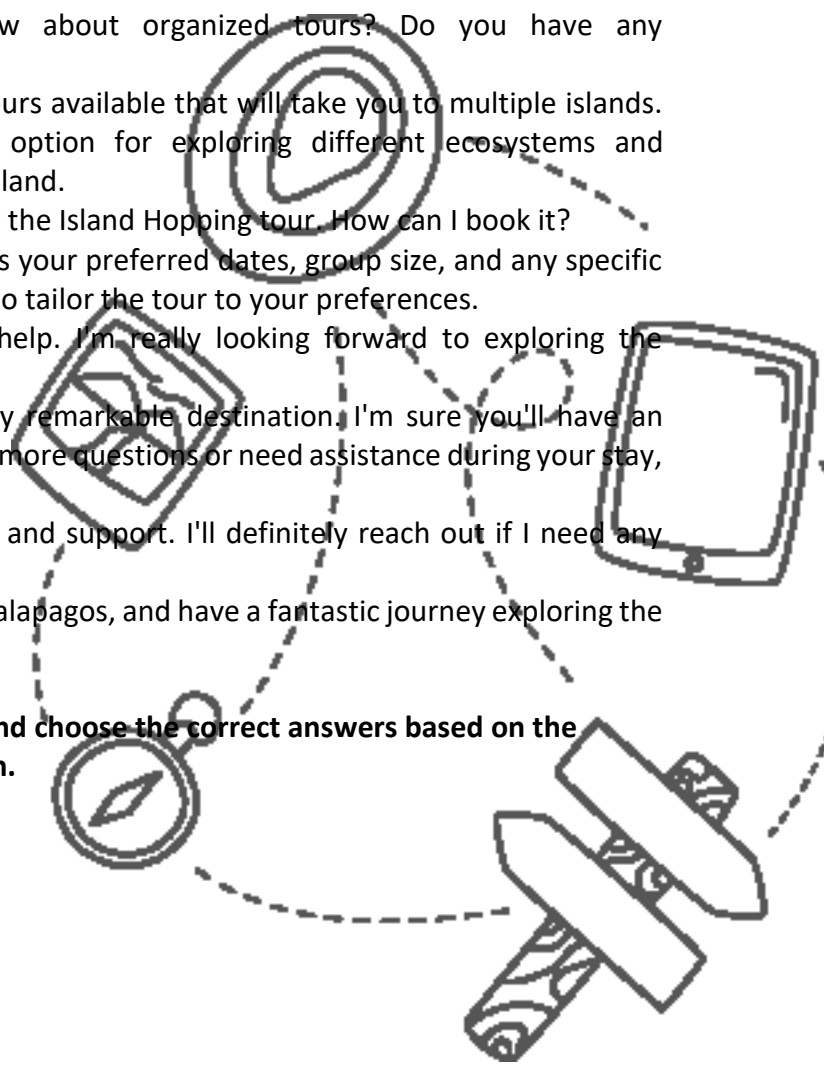
TG: It's my pleasure. Galapagos is a truly remarkable destination. I'm sure you'll have an unforgettable experience. If you have any more questions or need assistance during your stay, feel free to ask.

T: Thank you so much for your guidance and support. I'll definitely reach out if I need any further assistance.

TG: You're welcome! Enjoy your time in Galapagos, and have a fantastic journey exploring the islands!

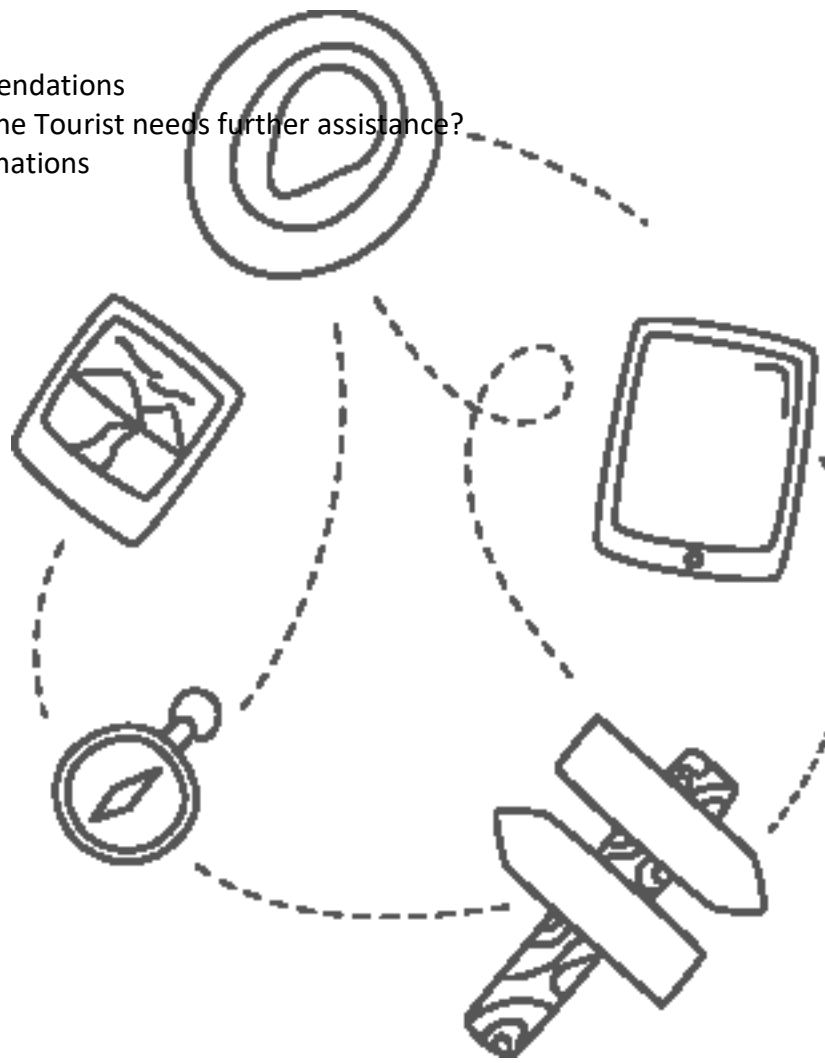
Exercise: Read the following questions and choose the correct answers based on the information provided in the conversation.

1) What is the tourist interested in?





- a) Wildlife encounters only
 - b) Hiking and water activities
 - c) Snorkeling and diving
- 2) Which island tour includes visits to the Charles Darwin Research Station and Giant Tortoise Reserve?
- a) Santa Cruz Island tour
 - b) Sierra Negra Volcano hike
 - c) Kicker Rock dive site
- 3) Where can you find the Sierra Negra Volcano hike?
- a) San Cristobal Island
 - b) Isabela Island
 - c) Santa Cruz Island
- 4) Which dive site is known for its diverse marine life?
- a) Santa Cruz Island dive site
 - b) Kicker Rock dive site
 - c) Sierra Negra Volcano dive site
- 5) What type of tour is recommended for exploring different islands?
- a) Santa Cruz Island tour
 - b) Island Hopping tour
 - c) Charles Darwin Research Station tour
- 6) Who can assist in booking the Island Hopping tour?
- a) Tourist
 - b) Tourist Guide
 - c) Both the Tourist and Tourist Guide
- 7) What does the Tourist express at the end of the conversation?
- a) Gratitude for the assistance
 - b) Disinterest in Galapagos
 - c) Disappointment with the recommendations
- 8) What does the Tourist Guide offer if the Tourist needs further assistance?
- a) Recommendations for other destinations
 - b) Discounts on future tours
 - c) Support during the Tourist's stay





ANSWER KEY

1. b) Hiking and water activities
2. a) Santa Cruz Island tour
3. b) Isabela Island
4. b) Kicker Rock dive site
5. b) Island Hopping tour
6. b) Tourist Guide
7. a) Gratitude for the assistance
8. c) Support during the Tourist's stay

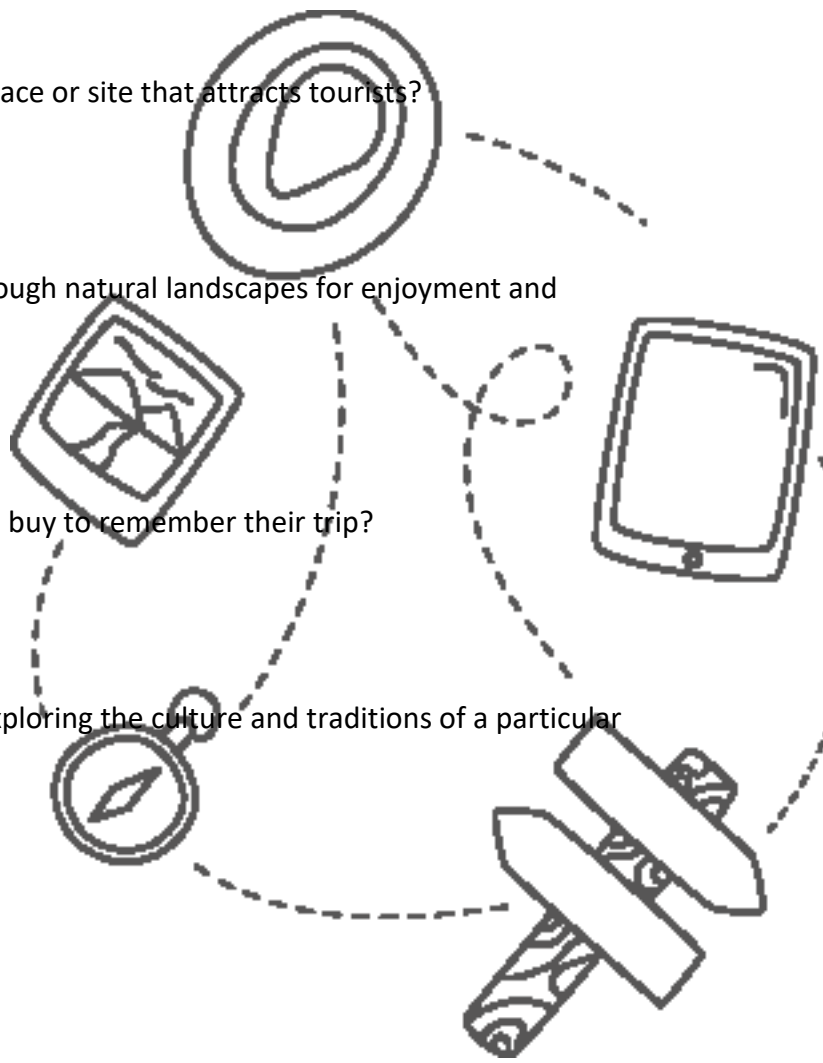


5.5. My practice time!

Exercise 1: Multiple Choice

Choose the most appropriate answer for each question.

1. What term refers to someone who travels for pleasure or leisure?
 - a) Tourist
 - b) Sightseeing
 - c) Adventure tourism
 - d) Cultural heritage
2. Which term describes a popular place or site that attracts tourists?
 - a) Attractions
 - b) Museum
 - c) Beach
 - d) Landmark
3. What activity involves walking through natural landscapes for enjoyment and recreation?
 - a) Hiking
 - b) Camping
 - c) Picnic
 - d) Souvenir
4. What is a typical item that tourists buy to remember their trip?
 - a) Souvenir
 - b) Postcard
 - c) Tour guide
 - d) Adventure tourism
5. What type of tour is focused on exploring the culture and traditions of a particular region?
 - a) Cultural heritage
 - b) Archaeological site



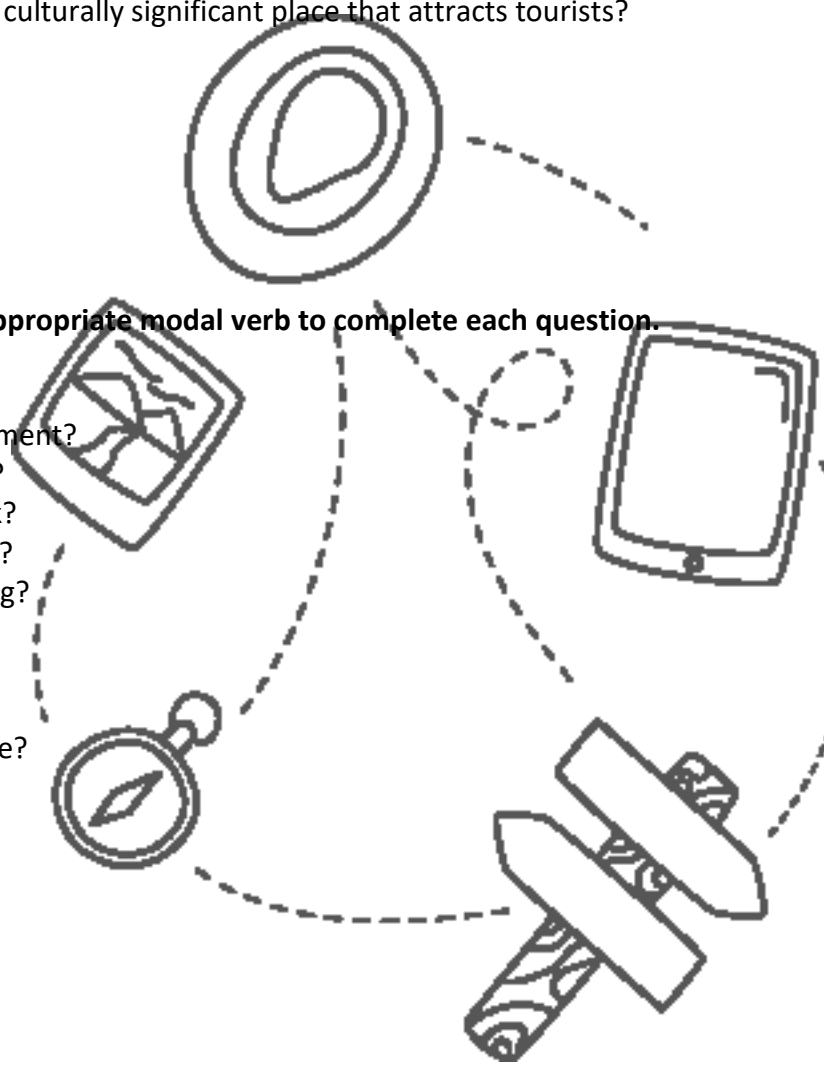


- c) Guided tour
- d) Scenic drive
- 6. What is a large public outdoor space designed for recreational activities and leisure?
 - a) Park
 - b) Zoo
 - c) Aquarium
 - d) Botanical garden
- 7. What is a popular activity in which people explore underwater ecosystems and observe marine life?
 - a) Snorkeling
 - b) Rafting
 - c) Caving
 - d) Horseback riding
- 8. Which term refers to a person who leads a group of tourists and provides information about the attractions?
 - a) Tour guide
 - b) Adventure park
 - c) Canopy tour
 - d) Land tour
- 9. What is the term for tourism that focuses on visiting natural areas and preserving the environment?
 - a) Ecotourism
 - b) Cultural tour
 - c) Local cuisine
 - d) Historical site
- 10. What is a well-known historical or culturally significant place that attracts tourists?
 - a) Historical site
 - b) Theme park
 - c) Archaeological museum
 - d) Natural reserve

Exercise 2

Instructions: Fill in the blanks with the appropriate modal verb to complete each question.

- 1. _____ you like a cup of tea?
- 2. _____ I borrow your pen for a moment?
- 3. _____ I help you carry those bags?
- 4. _____ we go for a walk in the park?
- 5. _____ you please pass me the salt?
- 6. _____ I turn on the air conditioning?
- 7. _____ he play the guitar?
- 8. _____ we order pizza for dinner?
- 9. _____ I open the window?
- 10. _____ you mind if I use your phone?





ANSWER KEY

Exercise 1: Multiple Choice

1. a) Tourist
2. a) Attractions
3. a) Hiking
4. a) Souvenir
5. a) Cultural heritage
6. a) Park
7. a) Snorkeling
8. a) Tour guide
9. a) Ecotourism
10. a) Historical site

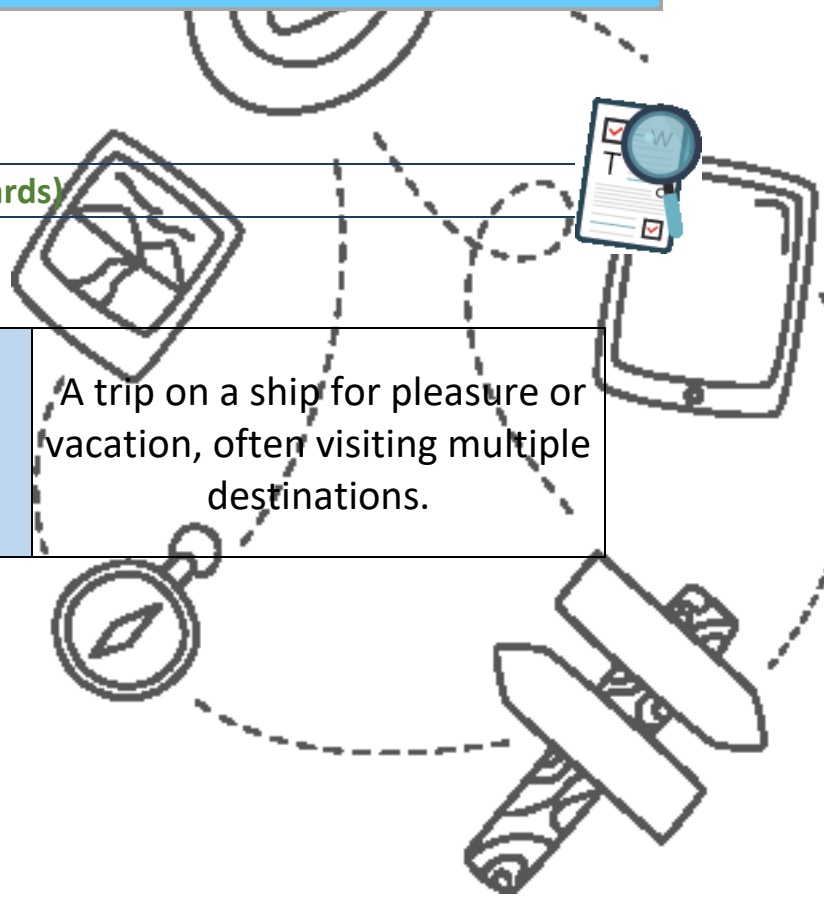
Exercise 2:

1. Would
2. Can
3. May
4. Shall
5. Could
6. May
7. Can
8. Shall
9. May Do

5.6. My new words (Flash cards)

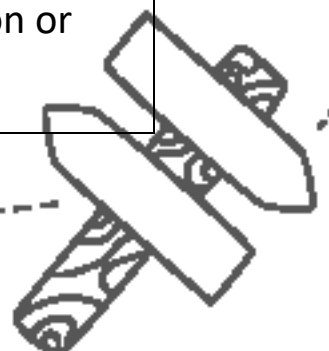
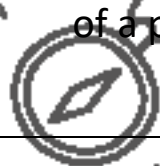
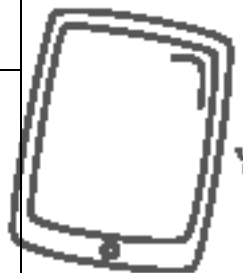
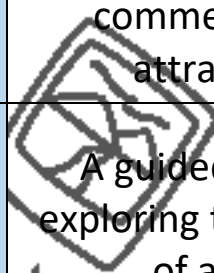
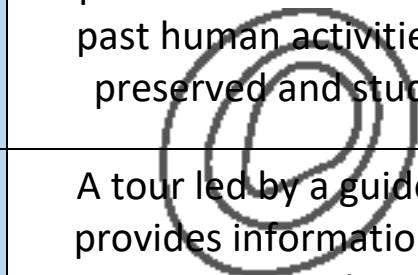
Cruise

A trip on a ship for pleasure or vacation, often visiting multiple destinations.



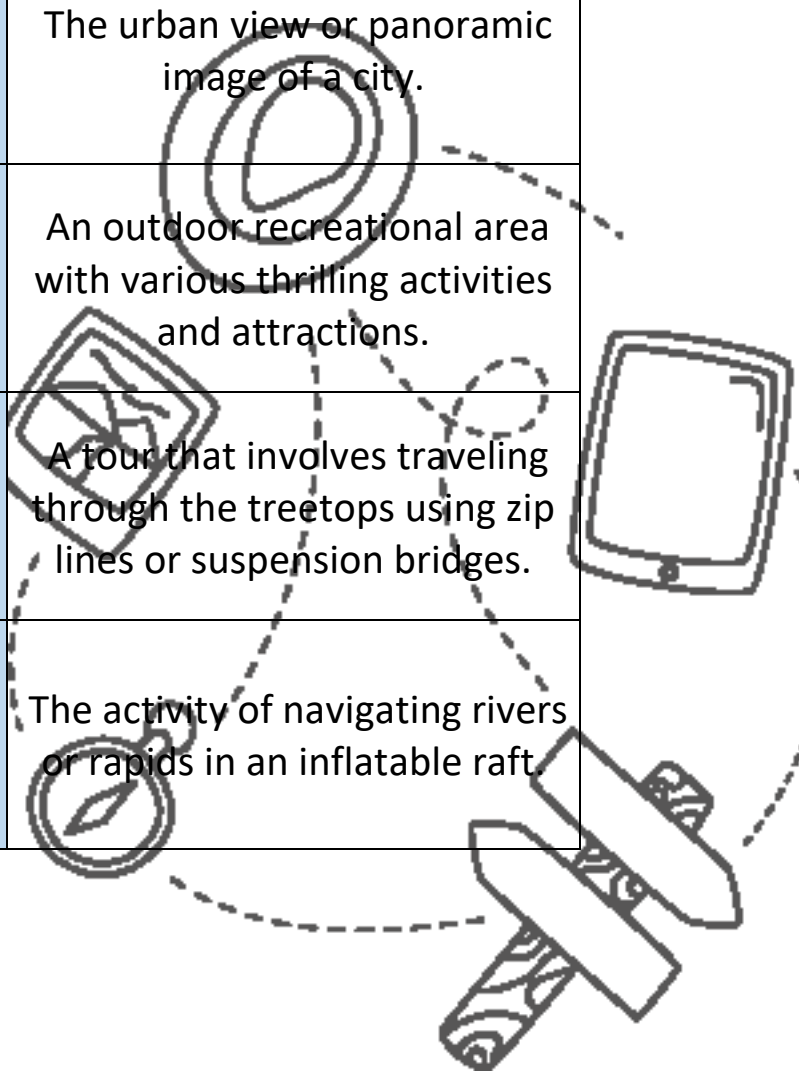


Camping	The activity of staying overnight in a tent or camper in the outdoors.
Picnic	An outdoor meal or snack eaten in a park or countryside.
Postcard	A printed card with a picture on one side, often sent as a greeting or souvenir.
Adventure tourism	Tourism activities that involve excitement, risk, and exploration.
Archaeological site	A place where the remains of past human activities are preserved and studied.
Guided tour	A tour led by a guide who provides information and commentary about the attractions visited.
Cultural tour	A guided tour focused on exploring the cultural aspects of a destination.
Local cuisine	The traditional food and dishes of a particular region or country.





Theme park	An amusement park with a specific theme, such as fantasy or adventure.
Scenic drive	A road trip along a route known for its beautiful scenery.
Archaeological museum	A museum that exhibits artifacts and archaeological findings.
Natural reserve	A protected area dedicated to preserving the natural environment and its wildlife.
Cityscape	The urban view or panoramic image of a city.
Adventure park	An outdoor recreational area with various thrilling activities and attractions.
Canopy tour	A tour that involves traveling through the treetops using zip lines or suspension bridges.
Rafting	The activity of navigating rivers or rapids in an inflatable raft.





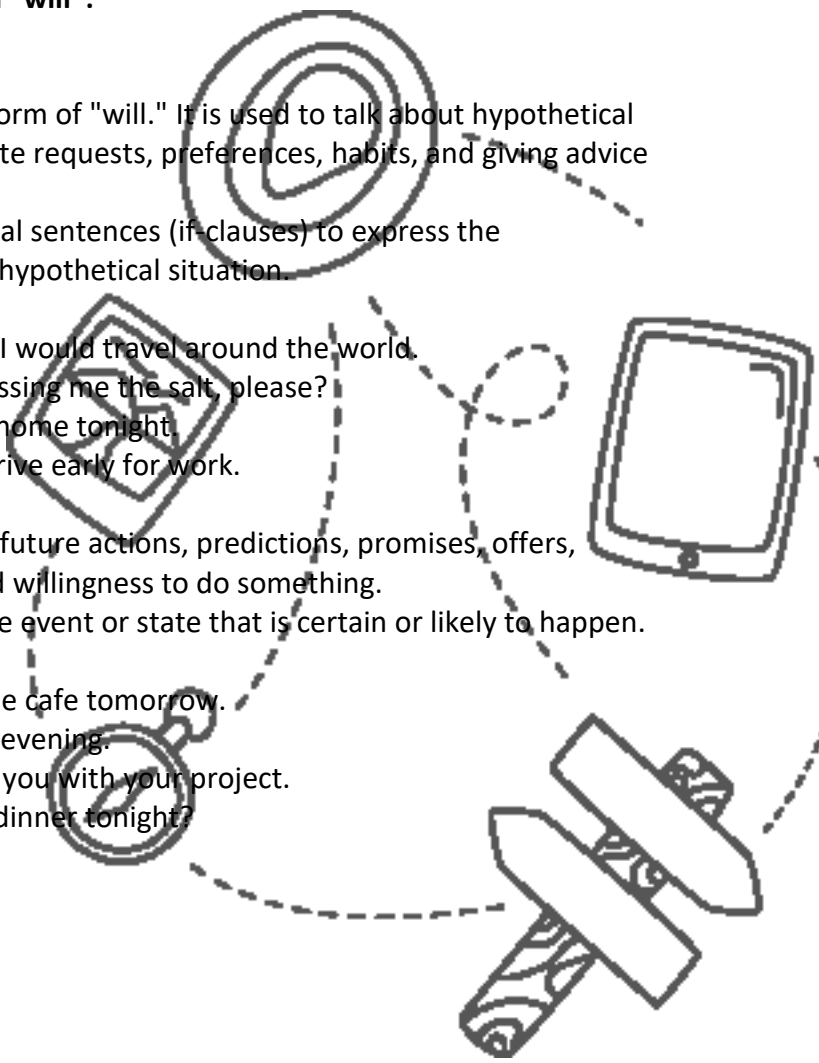
Guided hike	A hiking trip led by a guide who provides information and ensures safety.
Caving	The activity of exploring natural caves.
Horseback riding	The activity of riding a horse.

5.7. Expanding my grammar – Modal verbs would and will



How to use the modal verbs "would" and "will":

1. "Would":
 - "Would" is the past tense form of "will." It is used to talk about hypothetical or imagined situations, polite requests, preferences, habits, and giving advice or suggestions.
 - It is often used in conditional sentences (if-clauses) to express the consequence or result of a hypothetical situation.
 - Examples:
 - If I won the lottery, I would travel around the world.
 - Would you mind passing me the salt, please?
 - I would rather stay home tonight.
 - He would always arrive early for work.
2. "Will":
 - "Will" is used to talk about future actions, predictions, promises, offers, spontaneous decisions, and willingness to do something.
 - It is used to express a future event or state that is certain or likely to happen.
 - Examples:
 - I will meet you at the cafe tomorrow.
 - It will rain later this evening.
 - I promise I will help you with your project.
 - Will you join us for dinner tonight?





- She just called and said she will be here in 10 minutes.

It's important to note that the choice between "would" and "will" depends on the context and the intended meaning of the sentence. "Would" is more commonly used for hypothetical or polite expressions, while "will" is used for future actions and predictions.

Also, keep in mind that "will" is used for all subjects (I, you, he/she/it, we, they), while "would" is used for all subjects except for the third person singular (he/she/it).

Remember to consider the specific context and intended meaning when deciding between "would" and "will" in your sentences.

5.8. Reading Knowing Ecuador

Source: www.goraymi.com



Handcrafted Guitars from Tisaleo, ZAID

When people think of Tisaleo, they automatically think of its guitars. Come and discover how the ZAID workshop keeps this tradition alive.

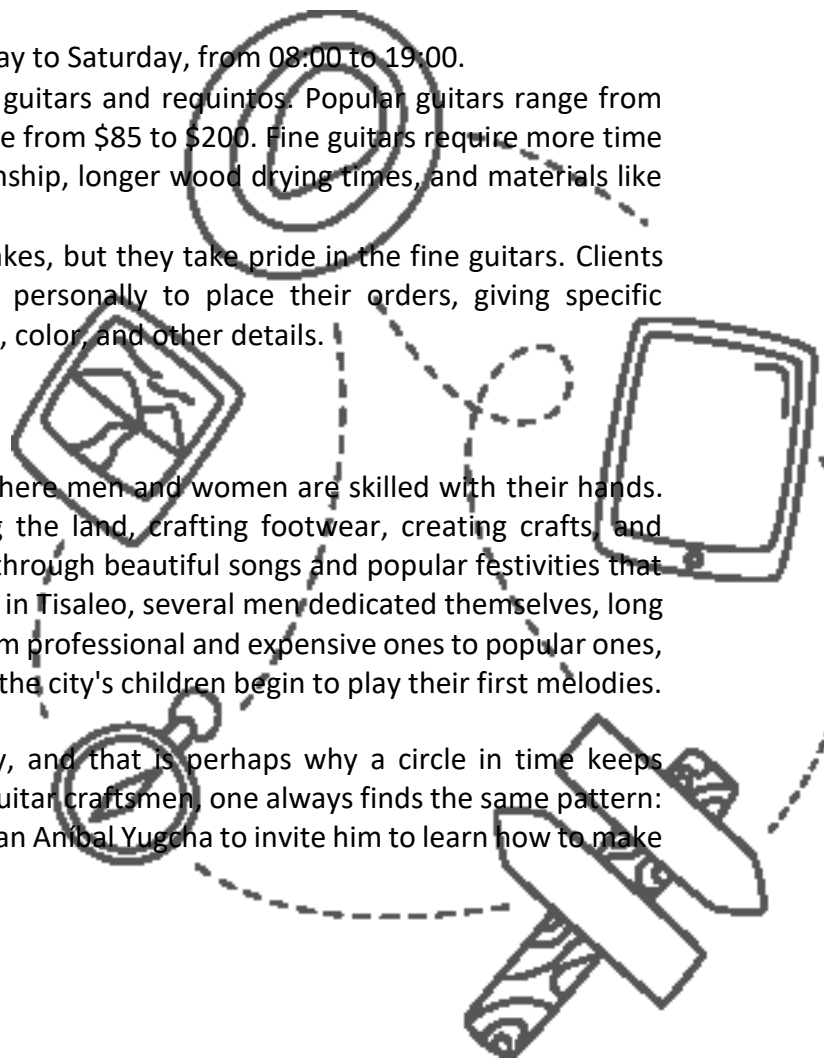
What should you know?

- From the center of Tisaleo, you can reach the workshop by taking the Liga cantonal del Barrio El Paraíso. The street has no name, but asking for Maestro Aníbal will easily lead you there.
- The workshop is open from Monday to Saturday, from 08:00 to 19:00.
- They offer both popular and fine guitars and requintos. Popular guitars range from \$40 to \$50, while fine guitars range from \$85 to \$200. Fine guitars require more time as they involve intricate craftsmanship, longer wood drying times, and materials like imported pine.
- Popular guitars are sold like hotcakes, but they take pride in the fine guitars. Clients from all over the country come personally to place their orders, giving specific instructions regarding size, weight, color, and other details.

Little Guitar Grasshopper

Tisaleo is a land of deep traditions, where men and women are skilled with their hands. These hands are used for cultivating the land, crafting footwear, creating crafts, and keeping the culture of this land alive through beautiful songs and popular festivities that require countless guitars. That is why, in Tisaleo, several men dedicated themselves, long ago, to crafting all types of guitars, from professional and expensive ones to popular ones, even including the guitars with which the city's children begin to play their first melodies.

The guitar is part of Tisaleo's history, and that is perhaps why a circle in time keeps repeating itself. When talking to the guitar craftsmen, one always finds the same pattern: there is always a Néstor Labre finding an Aníbal Yagücha to invite him to learn how to make





guitars. Then, Aníbal Yugcha repeats the story when seeking a new apprentice, a "little guitar grasshopper" who can inherit his art.

This story belongs to Aníbal Yugcha, a 51-year-old man from Tisaleo who decided to become a guitar craftsman at the age of 18. Aníbal recalls his youth, when a moment of joy came to him. It was when Maestro Néstor Labre invited him to his workshop. He remembers it with happiness because it was the first time he could be in close contact with something that captivated him from a very young age.

My impossible love, I love you because you're impossible.

At the age of 5, during a popular festival, specifically at Ingapala, he saw someone playing a guitar. But it was a distant guitar, not his guitar. It was a guitar he couldn't afford. "Why are guitars so expensive?" he wondered. And so began a romance, an almost fixation with that instrument that, although he loved it, seemed so far away. At 18, he found a path to reach his love, but not like everyone else. Aníbal encountered guitars, not to play them, but rather to build them.

In his master's workshop, he learned to perform the simplest tasks, from cutting and drying the wood to planing it. He enjoyed five years of companionship with his master. However, in the sixth year, Aníbal decided to take his first steps by opening his own workshop, which he named ZAID.

To this day, in the canton of Tisaleo in the province of Tungurahua, he continues to play and learn because the art of making guitars always requires improvement. One must keep finding new paths and working as a team. And that's what Aníbal enjoys, which is why he is now looking for an apprentice.

Tisaleo, the land of guitar makers.

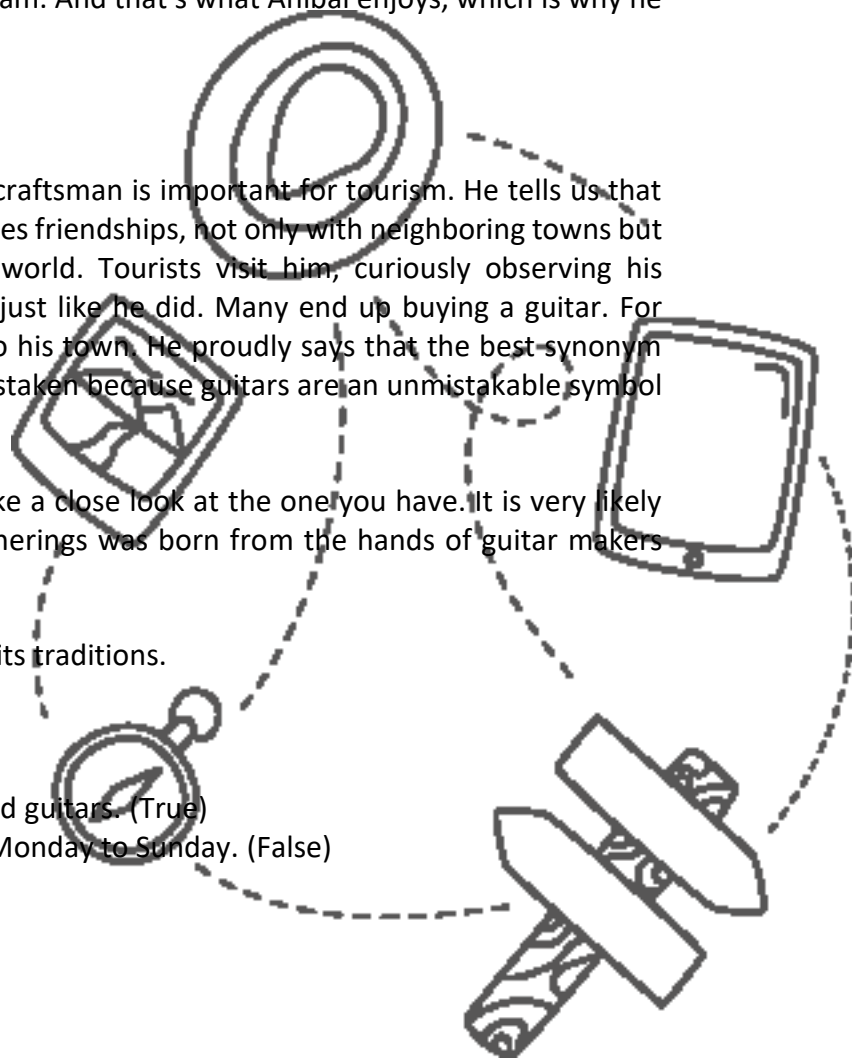
For Aníbal, his profession as a guitar craftsman is important for tourism. He tells us that music brings joy, and serenading creates friendships, not only with neighboring towns but also with people from all over the world. Tourists visit him, curiously observing his workshop, and gradually fall in love, just like he did. Many end up buying a guitar. For Aníbal, his profession gives identity to his town. He proudly says that the best synonym for Tisaleo is guitars. And he is not mistaken because guitars are an unmistakable symbol of his land, the identity of Tisaleo.

So, if you enjoy playing the guitar, take a close look at the one you have. It is very likely that your companion for musical gatherings was born from the hands of guitar makers from Tisaleo.

Visit Tungurahua and fall in love with its traditions.

True or False Exercise:

1. Tisaleo is known for its handcrafted guitars. (True)
2. The ZAID workshop is open from Monday to Sunday. (False)





3. Fine guitars are more time-consuming to make due to the extensive wood drying process. (True)
4. The workshop is located on a street named after Maestro Aníbal. (False)
5. The popular guitars are more expensive than the fine guitars. (False)
6. Tisaleo has a long tradition of guitar craftsmanship. (True)
7. Aníbal Yugcha was introduced to guitar making by Néstor Labre. (True)
8. Aníbal Yugcha's love for guitars began when he played one at the age of 5. (False)
9. Aníbal Yugcha opened his own workshop after learning from Néstor Labre for five years. (True)
10. Guitars from Tisaleo are considered a symbol of the town's identity. (True)

5.9. My practice time!



Exercise 1: True or False

Determine whether the following statements are true or false.

1. Adventure tourism involves exploring natural landscapes and participating in thrilling activities.
2. A city tour provides an overview of the main attractions and landmarks in a city.
3. A picnic is an outdoor meal enjoyed in a park or other scenic location.
4. A tour guide is responsible for selling tickets to tourist attractions.
5. Cultural heritage refers to the traditions and customs of a particular region or community.
6. A museum is a place where artifacts and artworks are displayed for public viewing.
7. Sightseeing involves visiting and exploring famous places and landmarks.
8. Local cuisine refers to the traditional dishes and food of a specific region or culture.
9. Ecotourism promotes unsustainable travel and environmental damage.
10. A scenic drive involves driving through picturesque or beautiful landscapes.

ANSWER KEY

Exercise 2: True or False

1. True
2. True
3. True
4. False
5. True

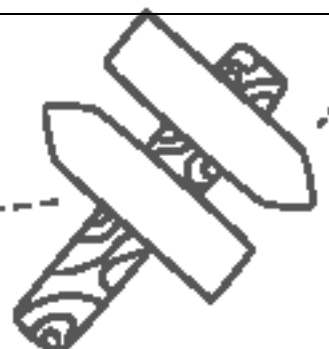


- 6. True
- 7. True
- 8. True
- 9. False
- 10. True

5.10. My new words (Flash cards)

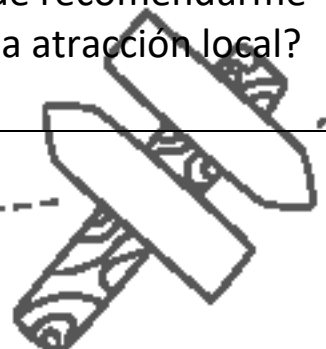
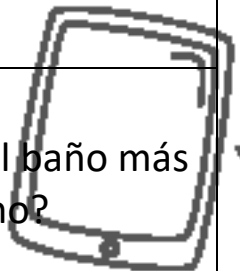


Can you recommend any good restaurants nearby?	Can you suggest any quality restaurants that are close by?	¿Puede recomendarme algún buen restaurante cercano?
How do I get to [tourist attraction]?	What is the best way to reach the [tourist attraction]?	¿Cómo llego a [atracción turística]?
What time does the tour start?	At what time does the guided tour or excursion begin?	¿A qué hora comienza el tour?
Is there a guided tour available?	Is there an option for a tour or excursion with a guide?	¿Hay un tour guiado disponible?
Where can I buy tickets?	Where can I purchase tickets for the event or attraction?	¿Dónde puedo comprar los boletos?



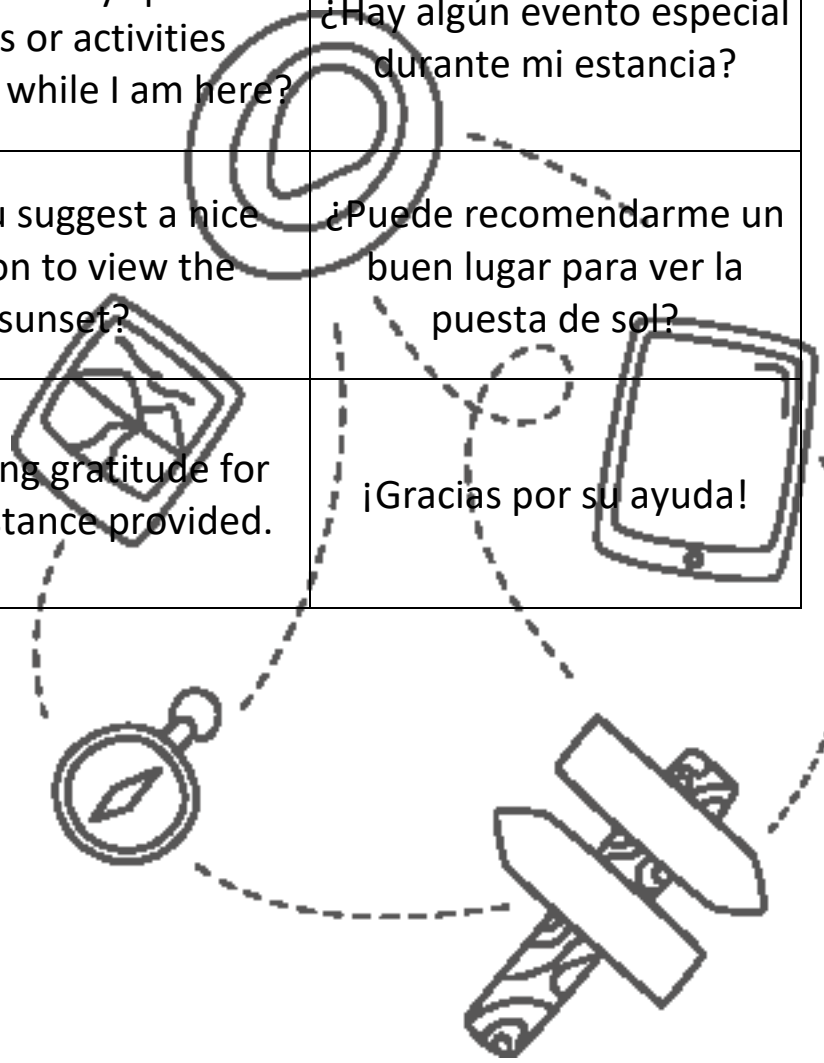


Do you have a map of the area?	Do you have a map of this location or region?	¿Tiene un mapa de la zona?
Can you take a photo of us, please?	Could you please take a photograph of us?	¿Puede tomar una foto de nosotros, por favor?
How much does it cost?	What is the price or cost?	¿Cuánto cuesta?
Are there any discounts for students/seniors?	Are there reduced rates for students or senior citizens?	¿Hay descuentos para estudiantes/personas mayores?
Is there an audio guide available?	Is there an audio guide available for the visit?	¿Hay una guía de audio disponible?
What are the opening hours?	What time does the place open?	¿Cuales son los horarios de apertura?
Where is the nearest restroom?	What is the location of the nearest bathroom?	¿Dónde está el baño más cercano?
Can you recommend any local attractions?	Can you suggest interesting places to visit in this area?	¿Puede recomendarme alguna atracción local?





Is it safe to swim in the ocean/lake/river?	Is it safe to bathe in the ocean/lake/river?	¿Es seguro nadar en el océano/lago/río?
What is the weather like today?	What is the current weather condition for today?	¿Cómo está el clima hoy?
Do you have any brochures or pamphlets?	Do you have any printed material with information about the place or event?	¿Tiene algún folleto o panfleto?
Can you give me directions to the nearest bus stop?	Can you provide me with directions to the closest bus stop?	¿Puede darme indicaciones para llegar a la parada de autobús más cercana?
Are there any special events happening during my stay?	Are there any special events or activities occurring while I am here?	¿Hay algún evento especial durante mi estancia?
Can you recommend a good place to watch the sunset?	Can you suggest a nice location to view the sunset?	¿Puede recomendarme un buen lugar para ver la puesta de sol?
Thank you for your help!	Expressing gratitude for the assistance provided.	¡Gracias por su ayuda!





5.11. Expanding my grammar –Comparatives and superlatives



Comparatives and superlatives:

Comparatives: Comparatives are used to compare two people, things, or actions. They indicate that one thing has a higher or lower degree of a certain quality compared to another. In English, comparatives are formed by adding "-er" to short adjectives or by using "more" with longer adjectives. Examples:

1. Short adjective: "She is taller than her sister."
2. Long adjective: "He is more intelligent than his classmates."
3. Irregular comparative: "This book is better than that one."

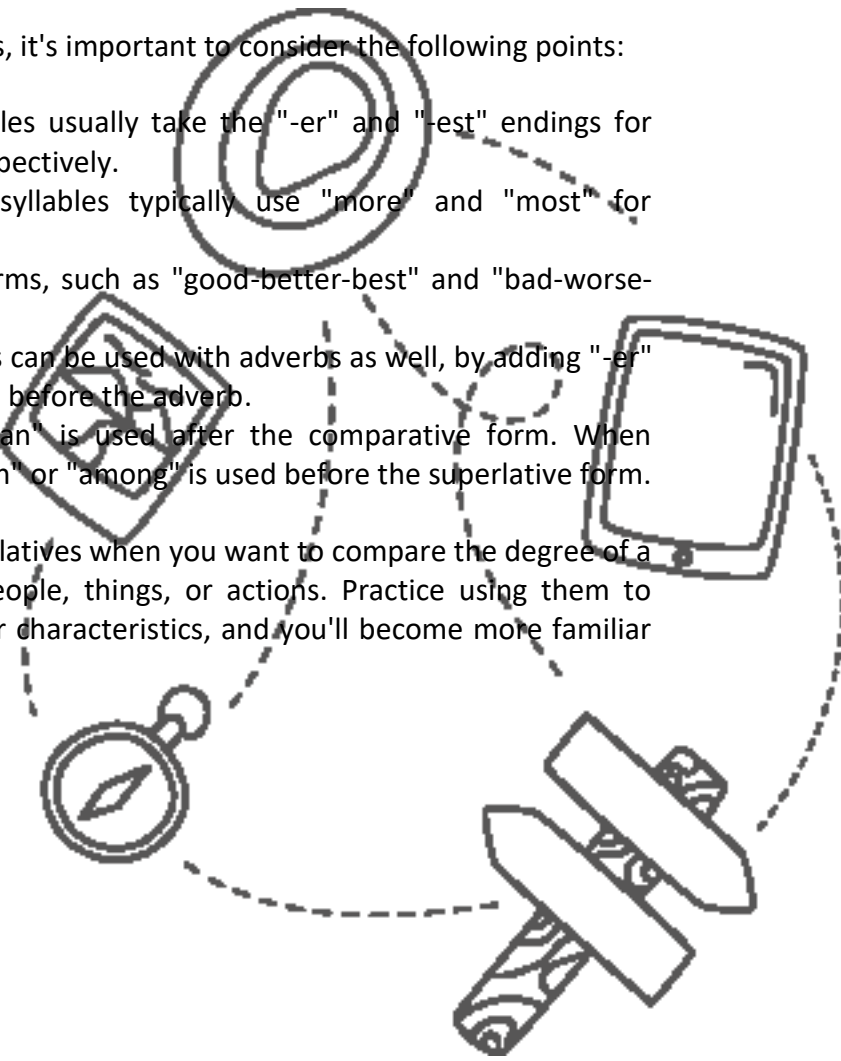
Superlatives: Superlatives are used to compare three or more people, things, or actions. They indicate that one thing has the highest or lowest degree of a certain quality among a group. In English, superlatives are formed by adding "-est" to short adjectives or by using "most" with longer adjectives. Examples:

1. Short adjective: "She is the tallest girl in the class."
2. Long adjective: "He is the most talented musician in the band."
3. Irregular superlative: "This is the best movie I have ever seen."

When using comparatives and superlatives, it's important to consider the following points:

1. Adjectives with one or two syllables usually take the "-er" and "-est" endings for comparatives and superlatives, respectively.
2. Adjectives with three or more syllables typically use "more" and "most" for comparatives and superlatives.
3. Some adjectives have irregular forms, such as "good-better-best" and "bad-worse-worst."
4. Comparative and superlative forms can be used with adverbs as well, by adding "-er" or "-est" or using "more" or "most" before the adverb.
5. When comparing two things, "than" is used after the comparative form. When comparing three or more things, "in" or "among" is used before the superlative form.

Remember to use comparatives and superlatives when you want to compare the degree of a certain quality between two or more people, things, or actions. Practice using them to describe and compare different objects or characteristics, and you'll become more familiar with their usage.





5.12. In Action! Talking about tourism using so, to, neither, either

Script to explain how to talk about tourism using "so," "too," "neither," and "either":

[Opening Scene: Host standing in a picturesque tourist destination]

Host: Welcome to our video on how to talk about tourism using "so," "too," "neither," and "either." These words are commonly used to express agreement, addition, and similarity in conversations about travel and tourism. Let's dive in!

[Scene transition to a whiteboard with examples]

Host: Let's start with "so." We use "so" to show agreement or to express a similar experience or opinion. For example:

Example 1: Person A: "I love exploring historical sites." Person B: "So do I."

Example 2: Person A: "I enjoy trying local cuisine." Person B: "So does my friend."

Host: In these examples, "so" is used to agree and show a shared interest or opinion about tourism-related activities.

[Scene transition to the beach]

Host: Moving on to "too." We use "too" to add or confirm that we share the same experience or feeling. Take a look:

Example 3: Person A: "I visited the beach yesterday." Person B: "Oh, I went to the beach too."

Example 4: Person A: "I had a great time exploring the city." Person B: "I did too."

Host: In these examples, "too" is used to indicate that the speaker has also had a similar experience or feeling related to tourism.

[Scene transition to a snowy mountain]

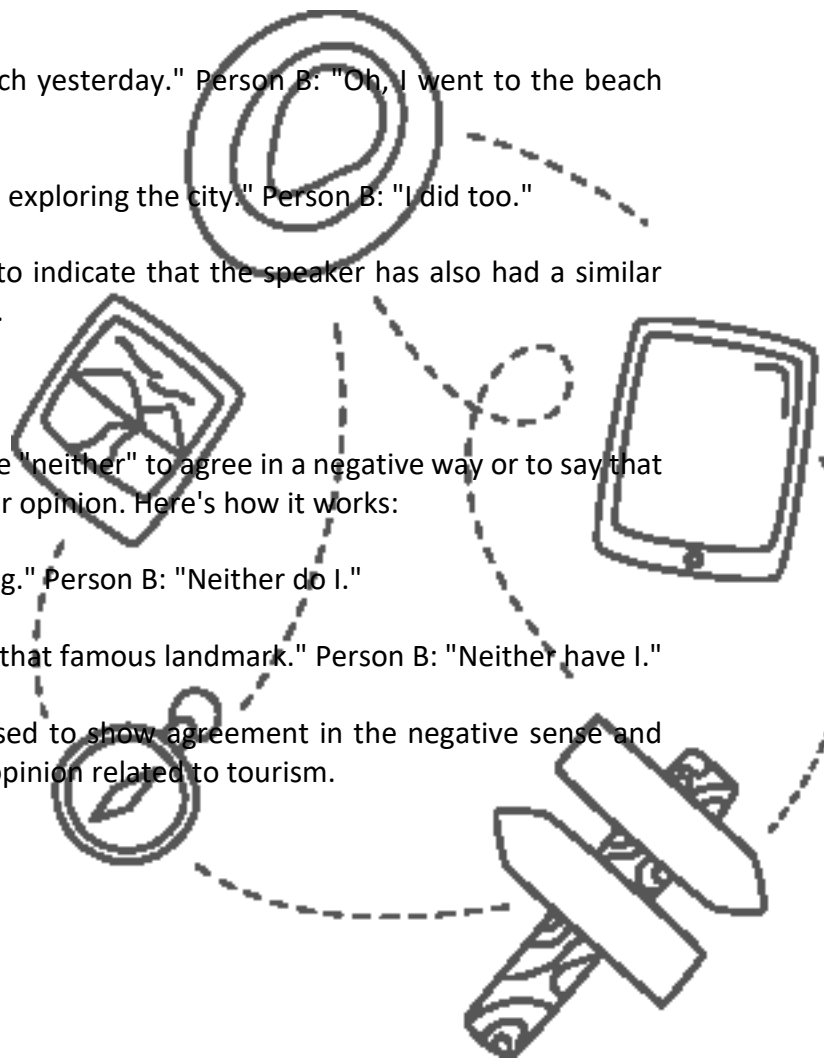
Host: Now let's discuss "neither." We use "neither" to agree in a negative way or to say that we don't share a particular experience or opinion. Here's how it works:

Example 5: Person A: "I don't enjoy skiing." Person B: "Neither do I."

Example 6: Person A: "I haven't been to that famous landmark." Person B: "Neither have I."

Host: In these examples, "neither" is used to show agreement in the negative sense and indicate a lack of shared experience or opinion related to tourism.

[Scene transition to a travel agency]





Host: Finally, let's explore "either." We use "either" to offer a choice or to agree when given a choice between two options. Here are a couple of examples:

Example 7: Person A: "Shall we visit the museum or go hiking?" Person B: "Either sounds good to me."

Example 8: Person A: "Do you prefer a beach vacation or a mountain getaway?" Person B: "I'm open to either option."

Host: In these examples, "either" is used to show agreement when given a choice between two options related to tourism.

[Closing Scene: Host summarizing]

Host: And that's a wrap! We've covered how to talk about tourism using "so," "too," "neither," and "either." Remember, "so" expresses agreement, "too" adds agreement, "neither" agrees negatively, and "either" offers a choice or agrees with one. These simple words can enhance your conversations and help you connect with other travel enthusiasts. Happy travels!

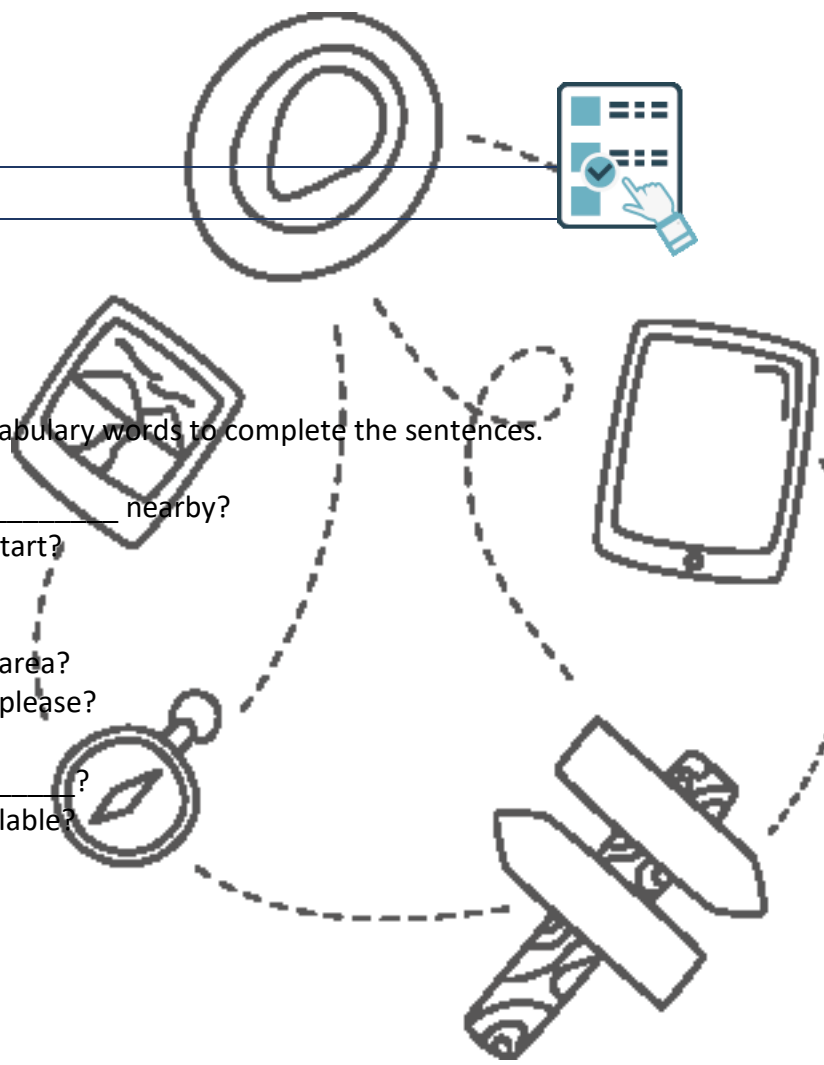
[End of Video]

5.13. My practice time!

Exercise 1: Fill in the Blanks

Fill in the blanks with the appropriate vocabulary words to complete the sentences.

1. Can you recommend any good _____ nearby?
2. What time does the _____ start?
3. Is there a _____ available?
4. Where can I buy _____?
5. Do you have a _____ of the area?
6. Can you take a _____ of us, please?
7. How much does it _____?
8. Are there any discounts for _____?
9. Is there an _____ guide available?





10. What are the opening _____?

Exercise 2: Fill in the blanks with the appropriate comparative or superlative form of the adjective in parentheses.

1. This is (hot) _____ coffee I've ever tasted!
2. John is (tall) _____ person in our group.
3. My car is (fast) _____ than yours.
4. The blue dress is (expensive) _____ than the red one.
5. It was (fun) _____ party I've been to in years.

Exercise 3 : Dialogue Completion

Complete the following dialogues by using the provided vocabulary words to respond appropriately.

1. Tourist: Can you give me directions to the nearest _____?

Local: Sure! Just go straight down this street and turn right at the corner. You'll find the _____ there.

2. Tourist: Can you recommend a good _____ to watch the sunset?

Local: Yes, there's a lovely viewpoint just a short walk from here. You'll have a perfect view of the sunset from there.

3. Tourist: Thank you for your help!

Local: You're welcome! Enjoy your stay and if you need any more _____, feel free to ask.

4. Tourist: Is it safe to _____ in the ocean?

Local: Yes, it's generally safe to _____, but please be cautious and mindful of the currents.

ANSWER KEY

Exercise 1: Fill in the Blanks

1. restaurants
2. tour
3. guided tour
4. tickets
5. map
6. photo



7. cost
8. students/seniors
9. audio
10. hours

Exercise 2:

1. the hottest
2. the tallest
3. faster
4. more expensive
5. the most fun

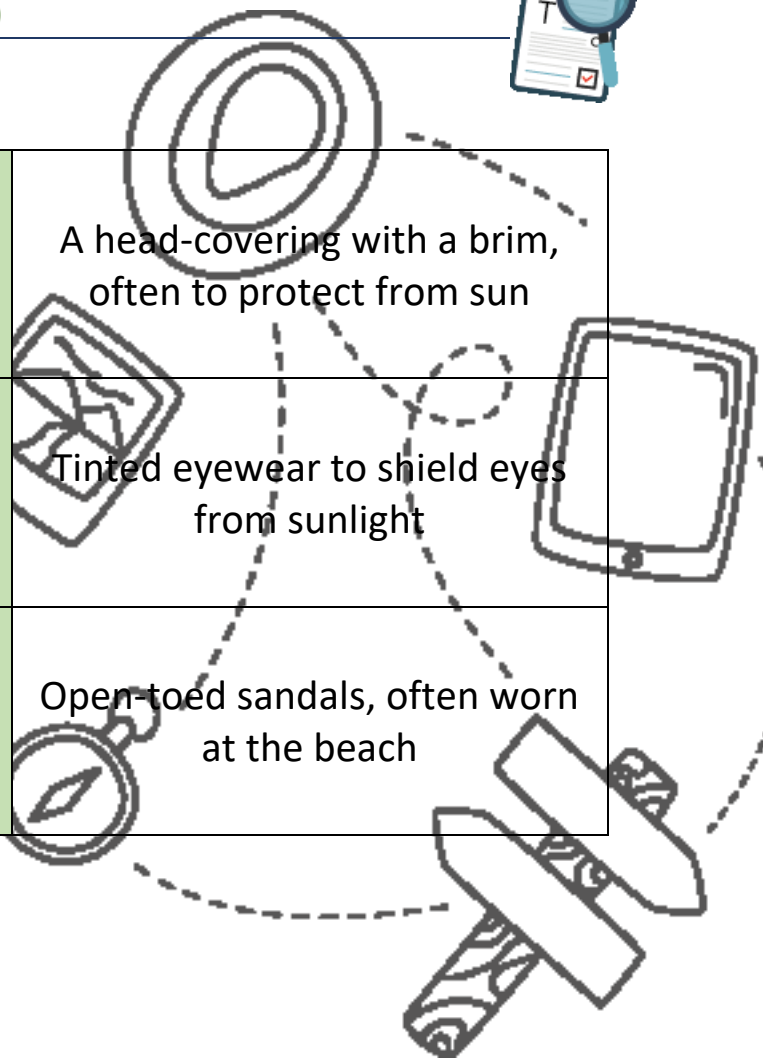
Exercise 3: Dialogue Completion

1. bus stop
2. place
3. information
4. swim

5.14. My new words (Flash cards)

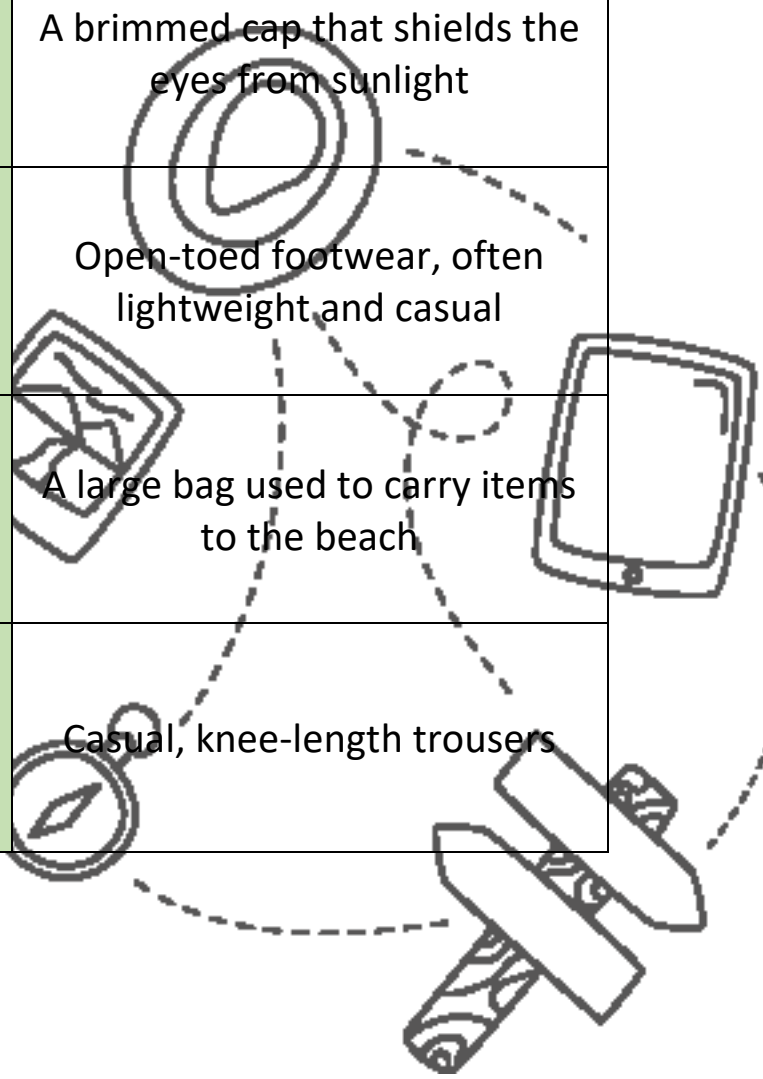


Hat	A head-covering with a brim, often to protect from sun
Sunglasses	Tinted eyewear to shield eyes from sunlight
Flip-flops	Open-toed sandals, often worn at the beach





Sun hat	A hat with a wide brim, specifically for sun protection
Swimsuit	Clothing worn for swimming or sunbathing
Beach towel	A large towel used at the beach
Sunscreen	Lotion to protect the skin from the sun's rays
Visor	A brimmed cap that shields the eyes from sunlight
Sandals	Open-toed footwear, often lightweight and casual
Beach bag	A large bag used to carry items to the beach
Shorts	Casual, knee-length trousers





A long piece of cloth wrapped around the waist

Casual dress suitable for the beach

Sandals suitable for beach activities

A garment worn over a swimsuit to provide modesty



Rash guard

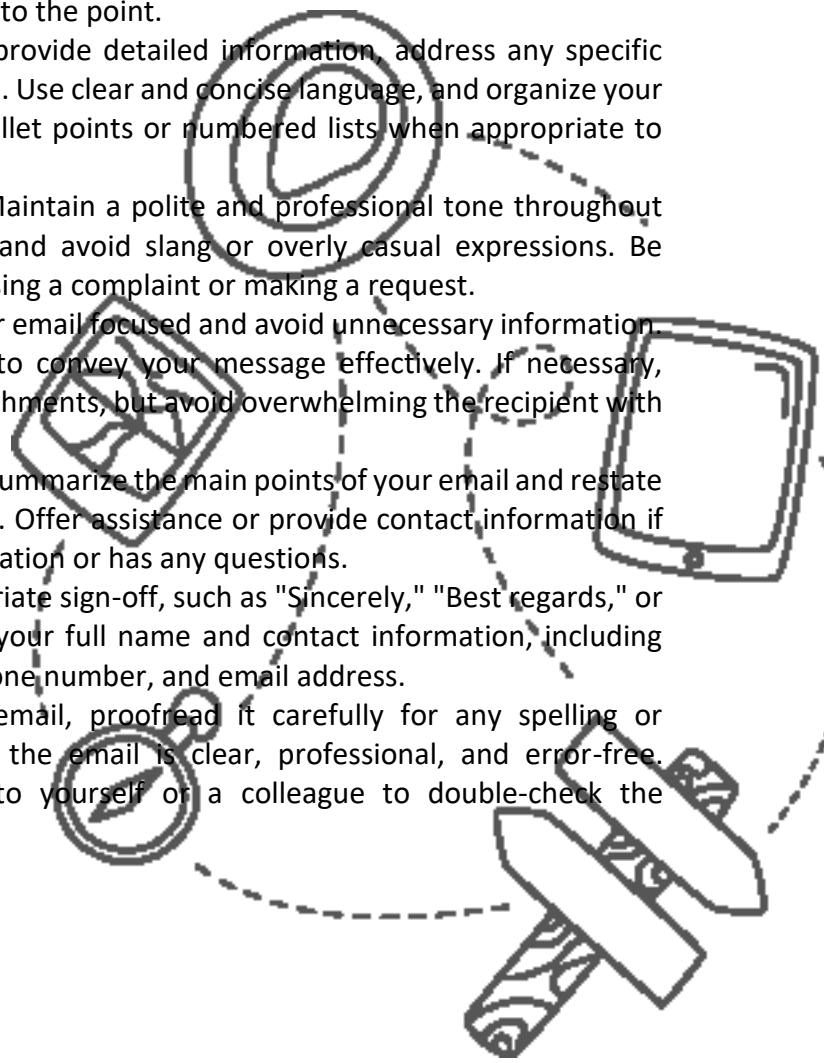
A tight-fitting shirt worn to protect the skin while swimming

5.15. Expanding my grammar – How to write an email



How to write a formal or commercial email:

1. **Subject Line:** Start your email with a clear and concise subject line that summarizes the purpose of your email. This helps the recipient understand the content and importance of the email at a glance.
2. **Salutation:** Begin your email with a formal greeting such as "Dear Mr./Ms./Dr. [Last Name]" or a more general greeting like "Dear Sir/Madam" if you don't have specific information about the recipient.
3. **Introduction:** In the opening paragraph, introduce yourself or your company and establish the purpose of the email. Clearly state why you are writing and what you hope to achieve. Keep it brief and to the point.
4. **Body:** In the body of the email, provide detailed information, address any specific inquiries, or present your proposal. Use clear and concise language, and organize your thoughts into paragraphs. Use bullet points or numbered lists when appropriate to improve readability.
5. **Politeness and Professionalism:** Maintain a polite and professional tone throughout the email. Use formal language and avoid slang or overly casual expressions. Be respectful, even if you are addressing a complaint or making a request.
6. **Clarity and Conciseness:** Keep your email focused and avoid unnecessary information. Use clear and specific language to convey your message effectively. If necessary, provide supporting details or attachments, but avoid overwhelming the recipient with too much information.
7. **Closing:** In the closing paragraph, summarize the main points of your email and restate any specific requests or deadlines. Offer assistance or provide contact information if the recipient needs further clarification or has any questions.
8. **Sign-off:** Use a formal and appropriate sign-off, such as "Sincerely," "Best regards," or "Yours faithfully." Follow it with your full name and contact information, including your job title, company name, phone number, and email address.
9. **Proofread:** Before sending the email, proofread it carefully for any spelling or grammatical errors. Ensure that the email is clear, professional, and error-free. Consider sending a test email to yourself or a colleague to double-check the formatting and appearance.





10. Attachments: If you are including attachments, mention them in the body of the email and ensure that they are properly attached before sending. If the attachments are large, consider compressing them or using a file-sharing service.

Remember, when writing a formal or commercial email, it's important to maintain professionalism, clarity, and courtesy. Keep the email concise and focused, and proofread it before sending to make a positive impression on the recipient.

5.16. Storytelling 5

Title: The Diablada of Píllaro: A Colorful Celebration

INT. PILLARO TOWN SQUARE - DAY

The streets of Píllaro are filled with vibrant colors and lively music. Hundreds of dancing devils (diablos danzantes) gather in the town center, wearing their famous Lucifer masks, to protest through jumps and dances.

NARRATOR (V.O) Discover one of Ecuador's most colorful folk festivals, where hundreds of dancing devils come to the center of Píllaro to express their protest, showcasing their famous Lucifer masks.

EXT. PILLARO TOWN SQUARE - DAY

The town of Píllaro revives the magical ancestral tradition of the Diablada, attracting tourists from different parts of Ecuador and abroad who come to enjoy the dance, vibrant costumes, and incredible masks unique to this cultural event.

NARRATOR (V.O) The Diablada of Píllaro is a popular celebration that has grown in the last decade. According to history, during the colonial period, indigenous people disguised themselves as devils to express their opposition to the priestly sermons and the physical, psychological, economic, and moral mistreatment they endured from the Spanish.

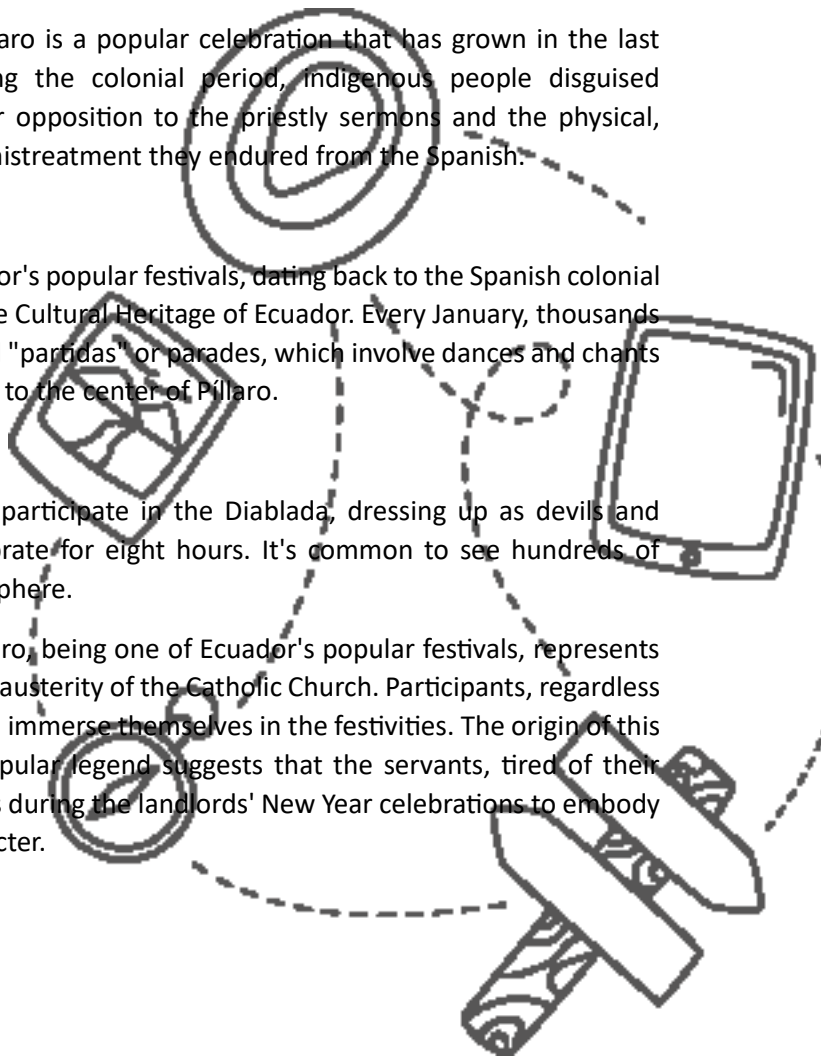
EXT. PILLARO TOWN SQUARE - DAY

The Diablada Pillareña is one of Ecuador's popular festivals, dating back to the Spanish colonial era. In 2009, it was declared Intangible Cultural Heritage of Ecuador. Every January, thousands of people participate in the traditional "partidas" or parades, which involve dances and chants as they travel from rural communities to the center of Píllaro.

INT. PILLARO TOWN SQUARE - DAY

People of all ages and backgrounds participate in the Diablada, dressing up as devils and joining the main procession to celebrate for eight hours. It's common to see hundreds of tourists immersed in the joyful atmosphere.

NARRATOR (V.O) The Diablada of Píllaro, being one of Ecuador's popular festivals, represents a liberation from the strict norms and austerity of the Catholic Church. Participants, regardless of age or origin, dress up as devils and immerse themselves in the festivities. The origin of this tradition is still debated, but one popular legend suggests that the servants, tired of their situation, started dressing up as devils during the landlords' New Year celebrations to embody the despised and discriminated character.





EXT. PILLARO TOWN SQUARE - DAY

The devil masks are the centerpiece of the celebration. Local historians claim that before each procession, there were six devils who cleared the way for their masters, who would come down to the town to showcase their dancing skills. The mystery and allure surrounding the devil character have made mask-making an artistic school in Píllaro.

NARRATOR (V.O) The importance of the devil character has grown over time, becoming the central figure of the entire celebration. The creation of the masks has become an art form in Píllaro, with each mask representing a display of ingenuity and charisma by its wearer.

EXT. PILLARO TOWN SQUARE - DAY

Píllaro, located 40 minutes from Ambato, is known for its grand and significant celebration. The Diablada of Píllaro, celebrated during the first six days of the year, attracts around 80,000 visitors from all over the country and beyond.

NARRATOR (V.O) The town's central streets come alive with eye-catching and bustling parades, traditional food tastings, art exhibitions, and musical events. The predominant color of the costumes worn by the participants is red, adorned with fringes, cuffs, feathers, and other accessories in black, yellow, green, purple, brown, and blue.

EXT. PILLARO - ITALO'S MASK WORKSHOP - DAY

Italo Espín, a 40-year-old local artist, runs a mask workshop called "El Pacto" in Píllaro. Visitors explore the workshop and museum, fascinated by the terrifying and demonic masks on display.

NARRATOR (V.O) Italo Espín, a local artist and owner of "El Pacto" workshop, has been creating demonic and horrifying masks for the past 23 years. These masks, made to order, are exhibited in the museum every weekend.

INT. ITALO'S MASK WORKSHOP - DAY

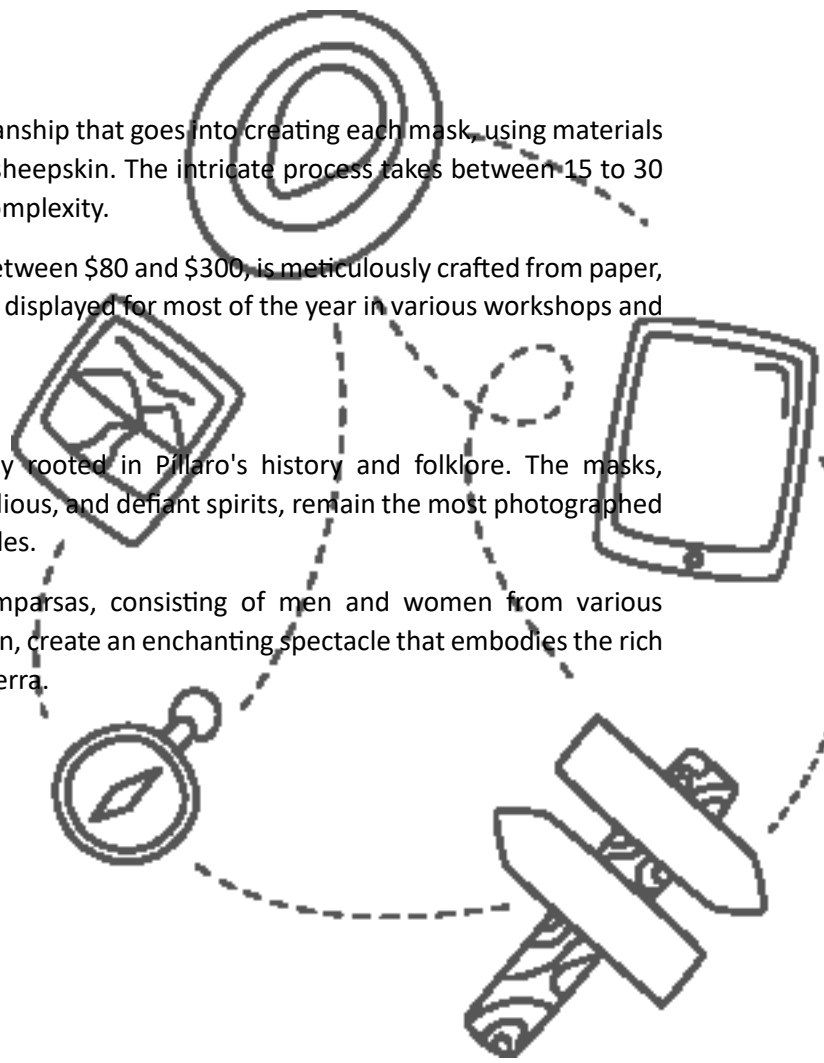
Italo explains the artistry and craftsmanship that goes into creating each mask, using materials like horns, hair, teeth, cowhide, and sheepskin. The intricate process takes between 15 to 30 days, depending on the design and complexity.

NARRATOR (V.O) Each mask, valued between \$80 and \$300, is meticulously crafted from paper, cardboard, and glue. These masks are displayed for most of the year in various workshops and homes where they are made.

EXT. PILLARO TOWN SQUARE - DAY

The Diablada is a celebration deeply rooted in Píllaro's history and folklore. The masks, capturing the essence of pagan, rebellious, and defiant spirits, remain the most photographed and striking element during the parades.

NARRATOR (V.O) The Diablada's comparsas, consisting of men and women from various peripheral and urban areas of the town, create an enchanting spectacle that embodies the rich cultural heritage of the Ecuadorian Sierra.





5.17. Unit Evaluation 5



Exercise 1: Modal Verbs "Would" and "Will"

Choose the correct modal verb (would or will) to complete the sentences:

1. _____ you like to join the guided hike through the natural reserve tomorrow?
2. Don't worry, we _____ take plenty of photos during the snorkeling trip.
3. If the weather is good, we _____ have a picnic at the cityscape park.
4. _____ you be interested in trying the canopy tour at the adventure park?
5. I'm sure they _____ offer discounts for students at the rafting center.

Exercise 2: Comparatives and Superlatives

Fill in the blanks with the appropriate form of the adjectives (comparative or superlative):

1. This city has the _____ (beautiful) beaches in the region.
2. The adventure park is _____ (exciting) than the natural reserve.
3. The horseback riding experience was _____ (enjoyable) of all the activities we did.
4. The guided hike was _____ (difficult) than we expected.
5. I think snorkeling is _____ (relaxing) than rafting.

Exercise 3: Vocabulary Practice

Match the following vocabulary words with their correct definitions:

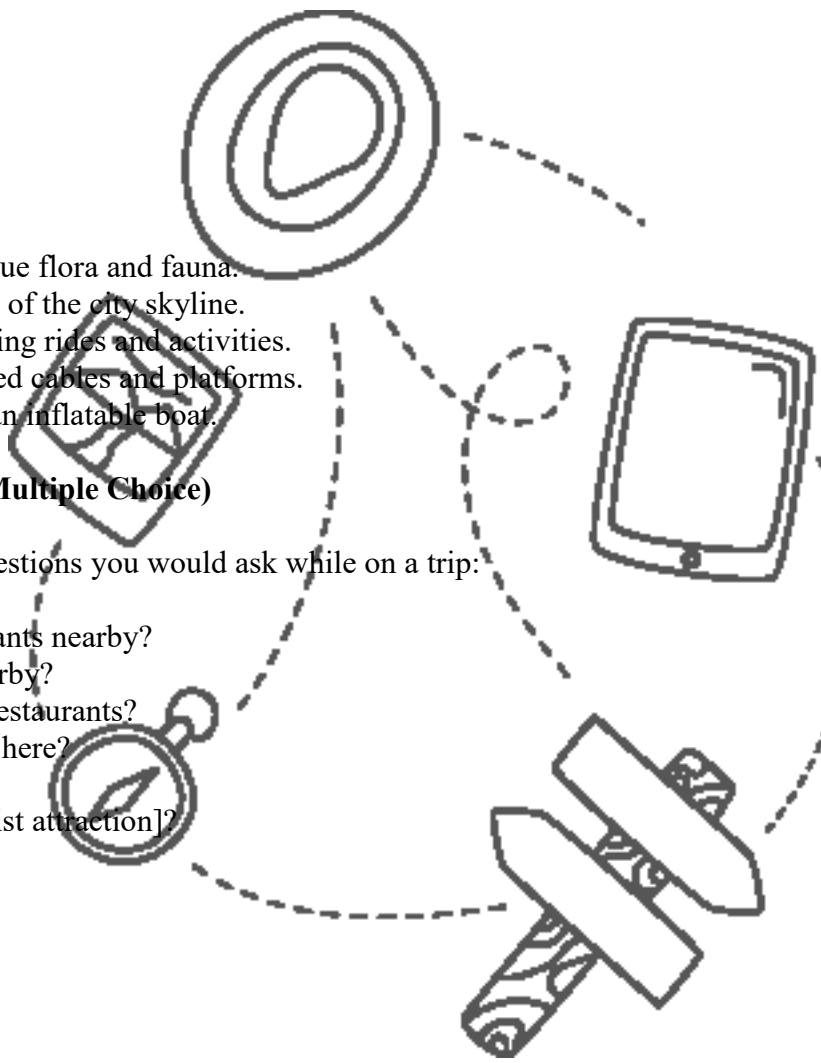
1. Natural reserve
2. Cityscape
3. Adventure park
4. Canopy tour
5. Rafting

- A. A designated area protected for its unique flora and fauna.
- B. An area where you can see a wide view of the city skyline.
- C. An outdoor recreational area with thrilling rides and activities.
- D. A tour through the treetops on suspended cables and platforms.
- E. An activity of floating down a river in an inflatable boat.

Exercise 4: Asking Tourist Questions (Multiple Choice)

Choose the best option to complete the questions you would ask while on a trip:

- 1) Can you recommend any good restaurants nearby?
 - a) Are there any good restaurants nearby?
 - b) Can you tell me about the nearby restaurants?
 - c) Do you like the restaurants around here?
- 2) How do I get to [tourist attraction]?
 - a) Can you show me the way to [tourist attraction]?





- b) Do you know how to get to [tourist attraction]?
- c) What time does [tourist attraction] open?
- 3) What time does the tour start?
 - a) Is the tour starting soon?
 - b) Could you tell me the tour's starting time?
 - c) How much does the tour cost?
- 4) Is there a guided tour available?
 - a) Do you offer guided tours here?
 - b) Can I find a tour guide?
 - c) Where can I buy a tour guide?
- 5) Where can I buy tickets?
 - a) Can you direct me to the ticket booth?
 - b) Are there ticket sales nearby?
 - c) How much are the tickets?

Exercise 5: Recommending Places

Complete the following sentences with the appropriate vocabulary:

1. I highly recommend visiting the _____ for a unique nature experience.
2. If you're into adventurous activities, the _____ is a must-visit.
3. Don't forget to bring your _____ and _____ for a day at the beach.
4. The _____ is the best place to capture stunning photos of the sunset.
5. For a more relaxed activity, you can try _____ in the nearby river.

ANSWER KEY

Exercise 1

1. Would;
2. will;
3. will;
4. Would;
5. will;

Exercise 2

1. most beautiful;
2. more exciting;
3. most enjoyable;
4. more difficult;
5. more relaxing;



Exercise 3

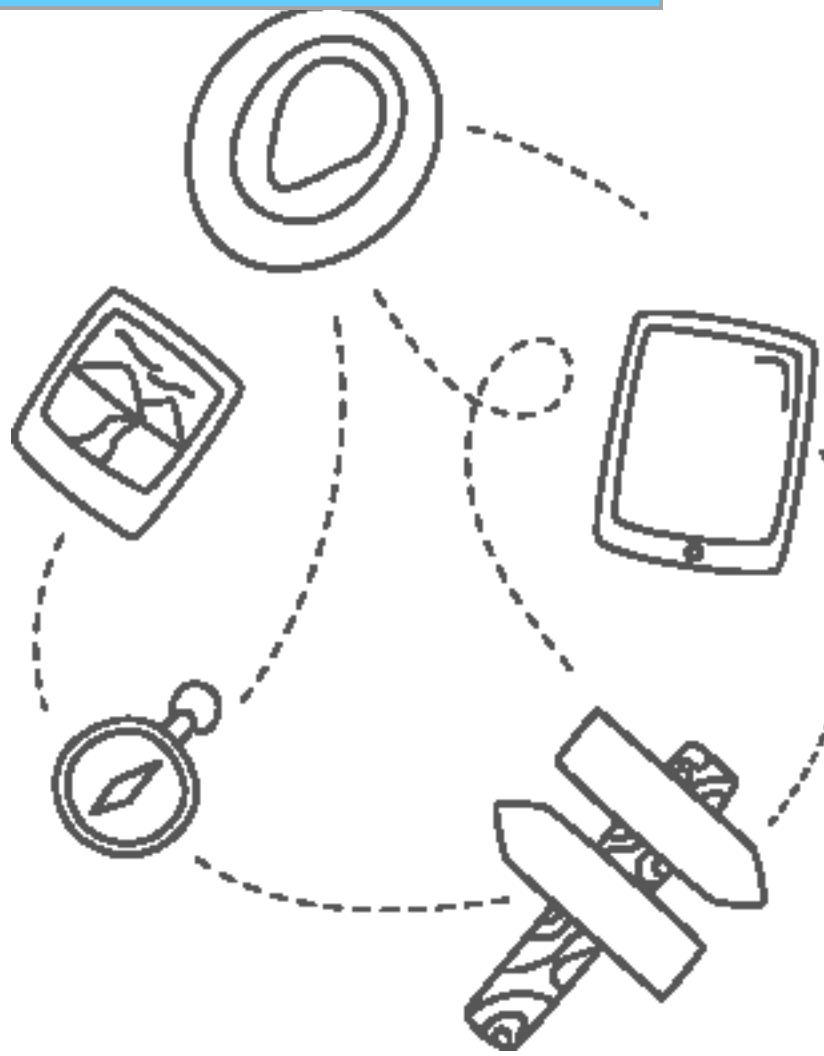
1. A
2. B
3. C
4. D
5. E

Exercise 4

1. Are there any good restaurants nearby?
2. Do you know how to get to [tourist attraction]?
3. Could you tell me the tour's starting time?
4. Where can I buy a tour guide?
5. Can you direct me to the ticket booth?

Exercise 5

6. Natural reserve
7. Adventure park
8. Swimsuit; Flip-flops
9. Cityscape
10. Rafting.





6. EXTRA MATERIAL

6.1. General material



6.1.1. Extra videos prior to unit 1

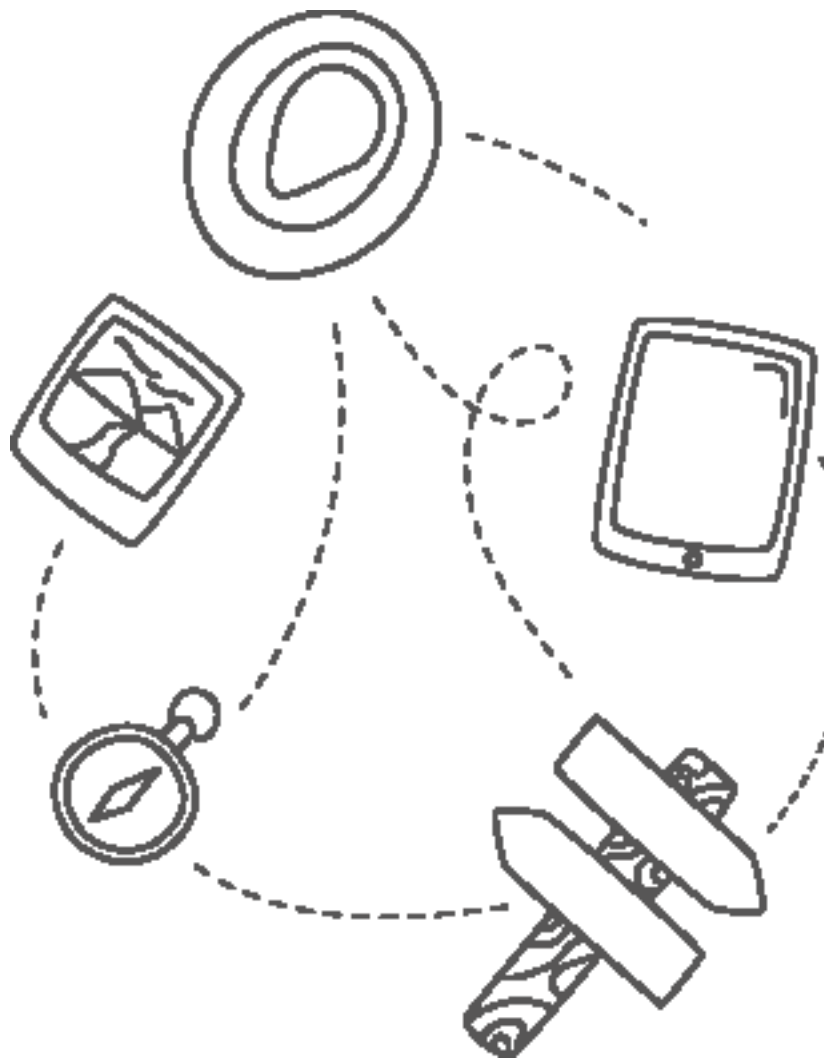
The verb be – Simple present - <https://youtu.be/co6lmoOoZsU>

The verb be – Simple past - <https://youtu.be/7n02xhOcQiM>

Auxiliary verbs – <https://youtu.be/lDzd7IR1yvw>

Wh questions - https://youtu.be/x_4AjSwTXdc

Future with will - <https://youtu.be/n14zCZAvSjI>



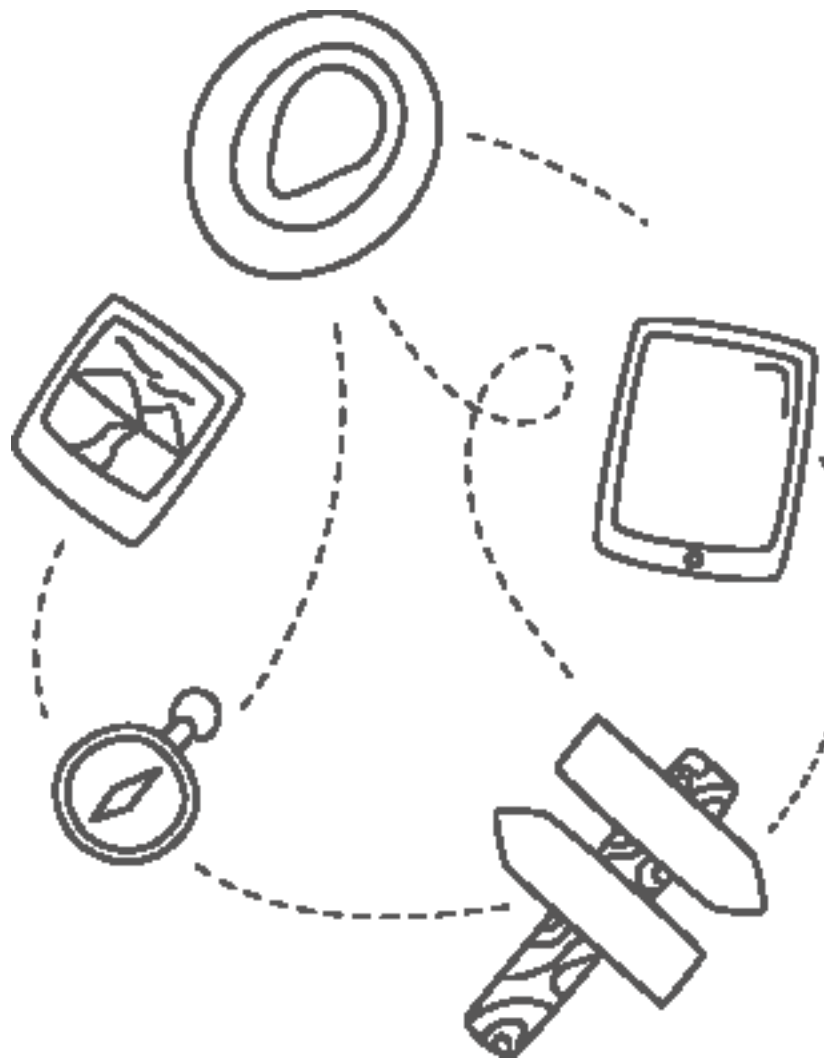


6.1.2. Nationalities

Country	Nationality (English)	País	Nacionalidad (Español)
United States	American	Estados Unidos	estadounidense
China	Chinese	China	chino/a
India	Indian	India	indio/a
Indonesia	Indonesian	Indonesia	indonesio/a
Pakistan	Pakistani	Pakistán	pakistaní
Brazil	Brazilian	Brasil	brasileño/a
Nigeria	Nigerian	Nigeria	nigeriano/a
Bangladesh	Bangladeshi	Bangladesh	bengalí
Russia	Russian	Rusia	ruso/a
Mexico	Mexican	México	mexicano/a
Japan	Japanese	Japón	japonés/a
Ethiopia	Ethiopian	Etiopía	etíope
Philippines	Filipino/a	Filipinas	filipino/a
Egypt	Egyptian	Egipto	egipcio/a
Vietnam	Vietnamese	Vietnam	vietnamita
Germany	German	Alemania	alemán/a
Turkey	Turkish	Turquía	turco/a
Iran	Iranian	Irán	iraní
Thailand	Thai	Tailandia	tailandés/a
United Kingdom	British	Reino Unido	británico/a
France	French	Francia	francés/a
Italy	Italian	Italia	italiano/a
South Africa	South African	Sudáfrica	sudafricano/a
Ecuador	Ecuadorian	Ecuador	ecuatoriano/a
Chile	Chilean	Chile	chileno/a
Bolivia	Bolivian	Bolivia	boliviano/a
Myanmar	Burmese	Myanmar	birmano/a
Kenya	Kenyan	Kenia	keniata
South Korea	South Korean	Corea del Sur	surcoreano/a
Colombia	Colombian	Colombia	colombiano/a
Spain	Spanish	España	español/a
Argentina	Argentine	Argentina	argentino/a
Algeria	Algerian	Argelia	argelino/a
Sudan	Sudanese	Sudán	sudanés/a



Country	Nationality (English)	País	Nacionalidad (Español)
Ukraine	Ukrainian	Ucrania	ucraniano/a
Uganda	Ugandan	Uganda	ugandés/a
Iraq	Iraqi	Irak	iraquí
Poland	Polish	Polonia	polaco/a
Canada	Canadian	Canadá	canadiense
Morocco	Moroccan	Marruecos	marroquí
Saudi Arabia	Saudi Arabian	Arabia Saudita	saudí
Uzbekistan	Uzbek	Uzbekistán	uzbeko/a
Peru	Peruvian	Perú	peruano/a
Malaysia	Malaysian	Malasia	malasio/a
Venezuela	Venezuelan	Venezuela	venezolano/a
Nepal	Nepali	Nepal	nepalí
Angola	Angolan	Angola	angoleño/a
Ghana	Ghanaian	Ghana	ghanés/a
Madagascar	Malagasy	Madagascar	malgache





6.1.3. Occupations

Occupation	Description (English)	Ocupación	Descripción (Español)
Teacher	Educates and instructs students	Maestro/a	Educa e instruye a los estudiantes
Doctor	Diagnoses and treats medical conditions	Médico/a	Diagnostica y trata condiciones médicas
Engineer	Designs and builds structures and systems	Ingeniero/a	Diseña y construye estructuras y sistemas
Nurse	Provides medical care and assistance	Enfermero/a	Brinda atención médica y asistencia
Lawyer	Advises and represents clients in legal matters	Abogado/a	Asesora y representa a clientes en asuntos legales
Accountant	Manages financial records and prepares reports	Contador/a	Administra registros financieros y prepara informes
Chef	Prepares and cooks food professionally	Chef/Cocinero/a	Prepara y cocina alimentos profesionalmente
Police officer	Enforces laws and maintains public order	Policía	Hace cumplir las leyes y mantiene el orden público
Firefighter	Responds to fires and other emergencies	Bombero/a	Responde a incendios y otras emergencias
Salesperson	Sells products or services to customers	Vendedor/a	Vende productos o servicios a clientes
Architect	Designs and plans buildings and structures	Arquitecto/a	Diseña y planifica edificios y estructuras
Writer	Creates written content, such as books or articles	Escritor/a	Crea contenido escrito, como libros o artículos
Photographer	Captures and creates images using a camera	Fotógrafo/a	Captura y crea imágenes utilizando una cámara
Electrician	Installs and maintains electrical systems	Electricista	Instala y mantiene sistemas eléctricos
Mechanic	Repairs and maintains vehicles and machinery	Mecánico/a	Repara y mantiene vehículos y maquinaria
Dentist	Provides oral healthcare and treats dental conditions	Dentista	Brinda atención odontológica y trata condiciones dentales
Musician	Plays musical instruments or sings	Músico/a	Toca instrumentos musicales o canta
Journalist	Investigates and reports news and events	Periodista	Investiga y reporta noticias y eventos
Farmer	Cultivates crops or raises livestock	Agricultor/a	Cultiva cultivos o cría ganado
Graphic designer	Creates visual designs for various media	Diseñador/a gráfico/a	Crea diseños visuales para diversos medios
Chef	Prepares and cooks food professionally	Chef/Cocinero/a	Prepara y cocina alimentos profesionalmente



Occupation	Description (English)	Ocupación	Descripción (Español)
Secretary	Provides administrative support and manages office tasks	Secretario/a	Brinda apoyo administrativo y gestiona tareas de oficina
Actor/Actress	Performs in plays, films, or television shows	Actor/Actriz	Actúa en obras de teatro, películas o programas de televisión
Athlete	Competes in sports or physical activities	Atleta	Compite en deportes o actividades físicas
Hairdresser	Cuts, styles, and colors hair	Peluquero/a	Corta, estiliza y colorea el cabello
Pilot	Flies and operates aircraft	Piloto	Vuela y opera aviones
Translator	Converts written or spoken content from one language to another	Traductor/a	Convierte contenido escrito o hablado de un idioma a otro
Banker	Works in the banking industry and handles financial transactions	Banquero/a	Trabaja en la industria bancaria y maneja transacciones financieras
Waiter/Waitress	Serves food and drinks to customers	Camarero/a	Sirve alimentos y bebidas a los clientes
Cleaner	Cleans and maintains cleanliness in various settings	Limpiador/a	Limpia y mantiene la limpieza en diversos entornos
Coach	Trains and guides individuals or teams in sports or activities	Entrenador/a	Entrena y guía a individuos o equipos en deportes o actividades
Electrician	Installs and maintains electrical systems	Electricista	Instala y mantiene sistemas eléctricos
Actor/Actress	Performs in plays, films, or television shows	Actor/Actriz	Actúa en obras de teatro, películas o programas de televisión
Receptionist	Greets and assists visitors or customers at a front desk	Recepcionista	Saluda y ayuda a visitantes o clientes en un mostrador
Scientist	Conducts research and experiments to gain knowledge	Científico/a	Realiza investigaciones y experimentos para obtener conocimiento
Librarian	Manages and organizes library resources and assists patrons	Bibliotecario/a	Administra y organiza recursos de biblioteca y asiste a los usuarios
Cashier	Handles financial transactions and operates cash registers	Cajero/a	Maneja transacciones financieras y opera cajas registradoras
Chef	Prepares and cooks food professionally	Chef/Cocinero/a	Prepara y cocina alimentos profesionalmente
Waiter/Waitress	Serves food and drinks to customers	Camarero/a	Sirve alimentos y bebidas a los clientes
Cleaner	Cleans and maintains cleanliness in various settings	Limpiador/a	Limpia y mantiene la limpieza en diversos entornos
Coach	Trains and guides individuals or teams in sports or activities	Entrenador/a	Entrena y guía a individuos o equipos en deportes o actividades



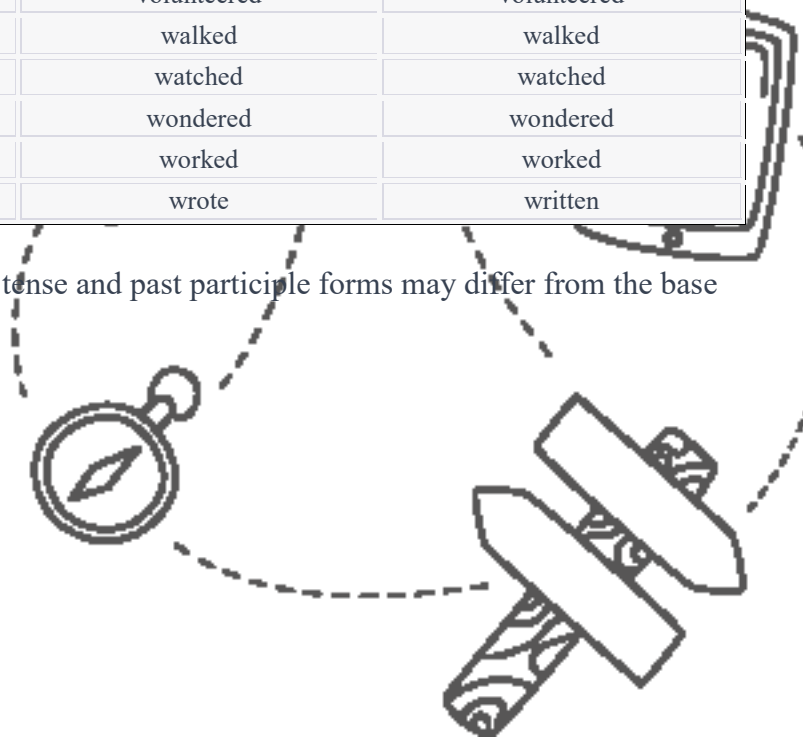
6.1.4. Useful verbs

Verb	Present Tense	Past Tense	Past Participle
Accommodate	accommodates	accommodated	accommodated
Admire	admires	admired	admired
Attend	attends	attended	attended
Beach	beaches	beached	beached
Book	books	booked	booked
Check	checks	checked	checked
Choose	chooses	chose	chosen
Climb	climbs	climbed	climbed
Cruise	cruises	cruised	cruised
Discover	discovers	discovered	discovered
Dive	dives	dived / dove	dived / dove
Enjoy	enjoys	enjoyed	enjoyed
Explore	explores	explored	explored
Experience	experiences	experienced	experienced
Fly	flies	flew	flown
Hike	hikes	hiked	hiked
Visit	visits	visited	visited
Relax	relaxes	relaxed	relaxed
Reserve	reserves	reserved	reserved
See	sees	saw	seen
Shop	shops	shopped	shopped
Sightsee	sightsees	sightseed	sightseed
Ski	skis	skied	skied
Stay	stays	stayed	stayed
Sunbathe	sunbathes	sunbathed	sunbathed
Swim	swims	swam	swum
Take	takes	took	taken
Taste	tastes	tasted	tasted
Tour	tours	toured	toured
Travel	travels	traveled / travelled	traveled / travelled
Trek	treks	trekked	trekked
Try	tries	tried	tried
Volunteer	volunteers	volunteered	volunteered
Wander	wanders	wandered	wandered
Watch	watches	watched	watched
Wish	wishes	wished	wished
Witness	witnesses	witnessed	witnessed
Appreciate	appreciates	appreciated	appreciated
Arrange	arranges	arranged	arranged
Assist	assists	assisted	assisted
Bargain	bargains	bargained	bargained
Capture	captures	captured	captured



Verb	Present Tense	Past Tense	Past Participle
Communicate	communicates	communicated	communicated
Contribute	contributes	contributed	contributed
Exchange	exchanges	exchanged	exchanged
Feast	feasts	feasted	feasted
Gather	gathers	gathered	gathered
Guide	guides	guided	guided
Immerse	immerses	immersed	immersed
Inform	informs	informed	informed
Involve	involves	involved	involved
Join	joins	joined	joined
Learn	learns	learned / learnt	learned / learnt
Listen	listens	listened	listened
Move	moves	moved	moved
Negotiate	negotiates	negotiated	negotiated
Offer	offers	offered	offered
Order	orders	ordered	ordered
Pack	packs	packed	packed
Participate	participates	participated	participated
Plan	plans	planned	planned
Relax	relaxes	relaxed	relaxed
Research	researches	researched	researched
Respect	respects	respected	respected
Sample	samples	sampled	sampled
Share	shares	shared	shared
Speak	speaks	spoke	spoken
Taste	tastes	tasted	tasted
Thank	thanks	thanked	thanked
Understand	understands	understood	understood
Utilize	utilizes	utilized	utilized
View	views	viewed	viewed
Volunteer	volunteers	volunteered	volunteered
Walk	walks	walked	walked
Watch	watches	watched	watched
Wonder	wonders	wondered	wondered
Work	works	worked	worked
Write	writes	wrote	written

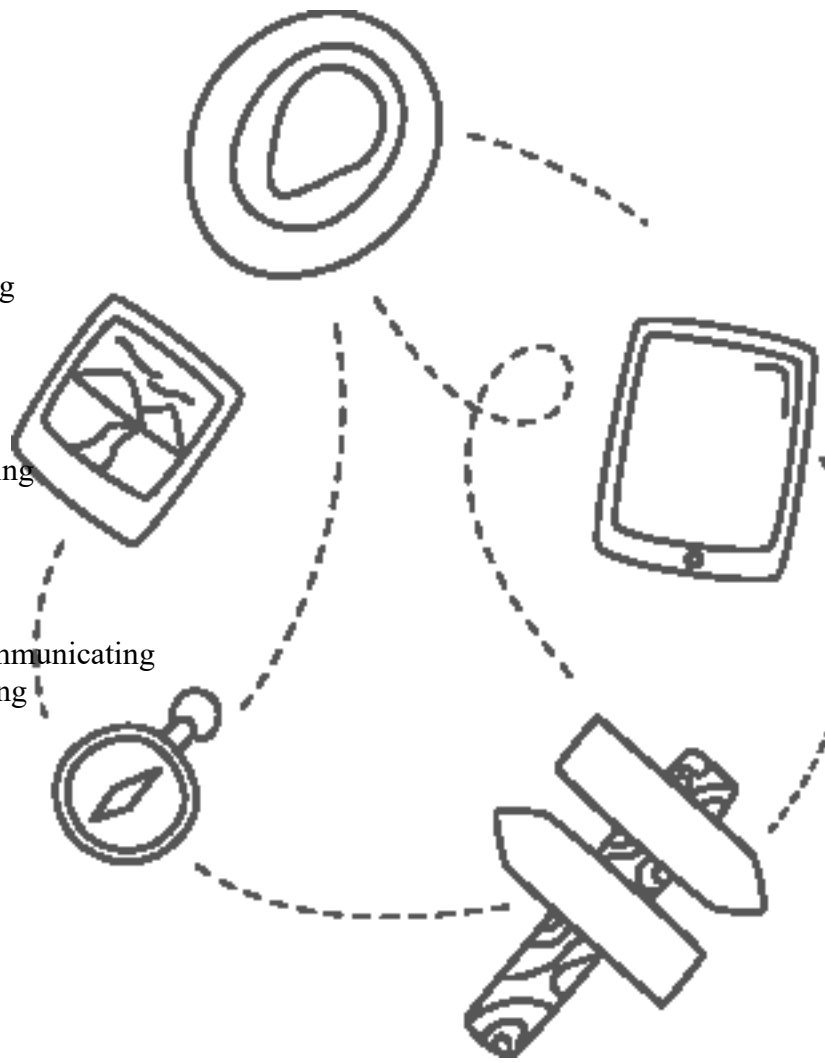
Please note that for irregular verbs, the past tense and past participle forms may differ from the base form in some cases.





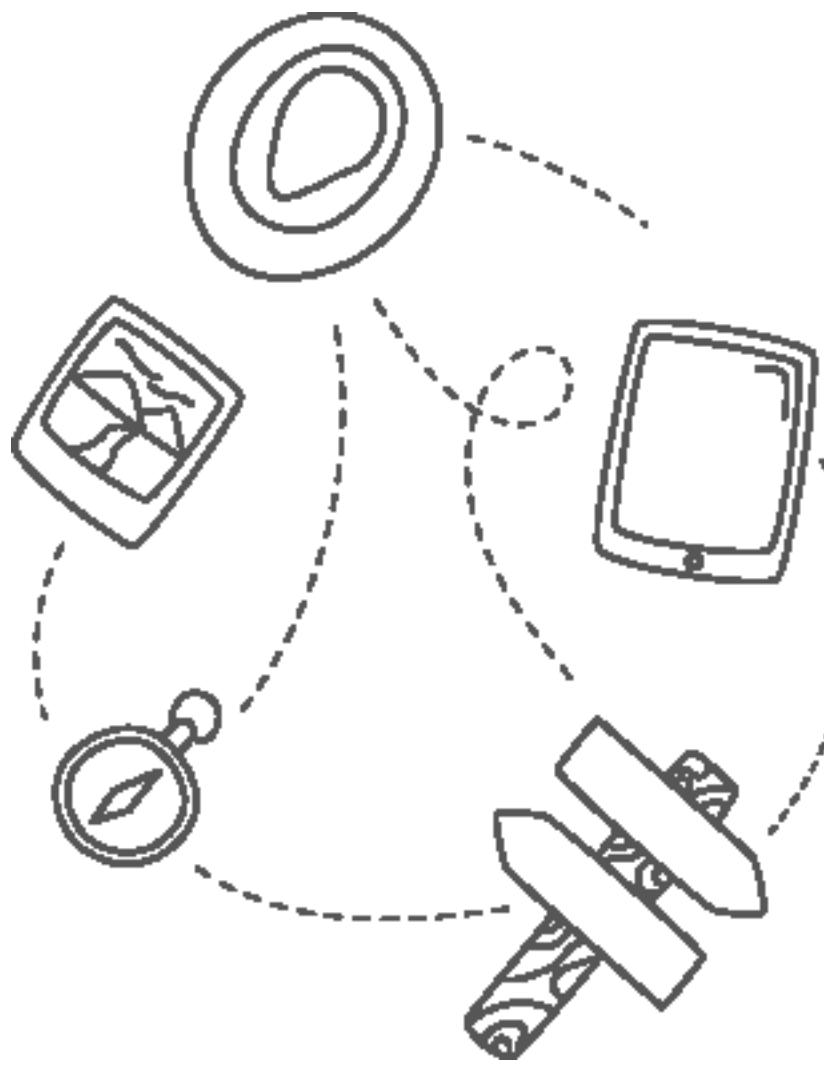
6.1.5. Conjugation of Verbs in the present tense

1. Accommodate - accommodates, accommodating
2. Admire - admires, admiring
3. Attend - attends, attending
4. Beach - beaches, beaching
5. Book - books, booking
6. Check - checks, checking
7. Choose - chooses, choosing
8. Climb - climbs, climbing
9. Cruise - cruises, cruising
10. Discover - discovers, discovering
11. Dive - dives, diving
12. Enjoy - enjoys, enjoying
13. Explore - explores, exploring
14. Experience - experiences, experiencing
15. Fly - flies, flying
16. Hike - hikes, hiking
17. Visit - visits, visiting
18. Relax - relaxes, relaxing
19. Reserve - reserves, reserving
20. See - sees, seeing
21. Shop - shops, shopping
22. Sightsee - sightsees, sightseeing
23. Ski - skis, skiing
24. Stay - stays, staying
25. Sunbathe - sunbathes, sunbathing
26. Swim - swims, swimming
27. Take - takes, taking
28. Taste - tastes, tasting
29. Tour - tours, touring
30. Travel - travels, traveling
31. Trek - treks, trekking
32. Try - tries, trying
33. Visit - visits, visiting
34. Volunteer - volunteers, volunteering
35. Wander - wanders, wandering
36. Watch - watches, watching
37. Wish - wishes, wishing
38. Witness - witnesses, witnessing
39. Appreciate - appreciates, appreciating
40. Arrange - arranges, arranging
41. Assist - assists, assisting
42. Bargain - bargains, bargaining
43. Capture - captures, capturing
44. Communicate - communicates, communicating
45. Contribute - contributes, contributing
46. Enjoy - enjoys, enjoying
47. Exchange - exchanges, exchanging
48. Feast - feasts, feasting
49. Gather - gathers, gathering





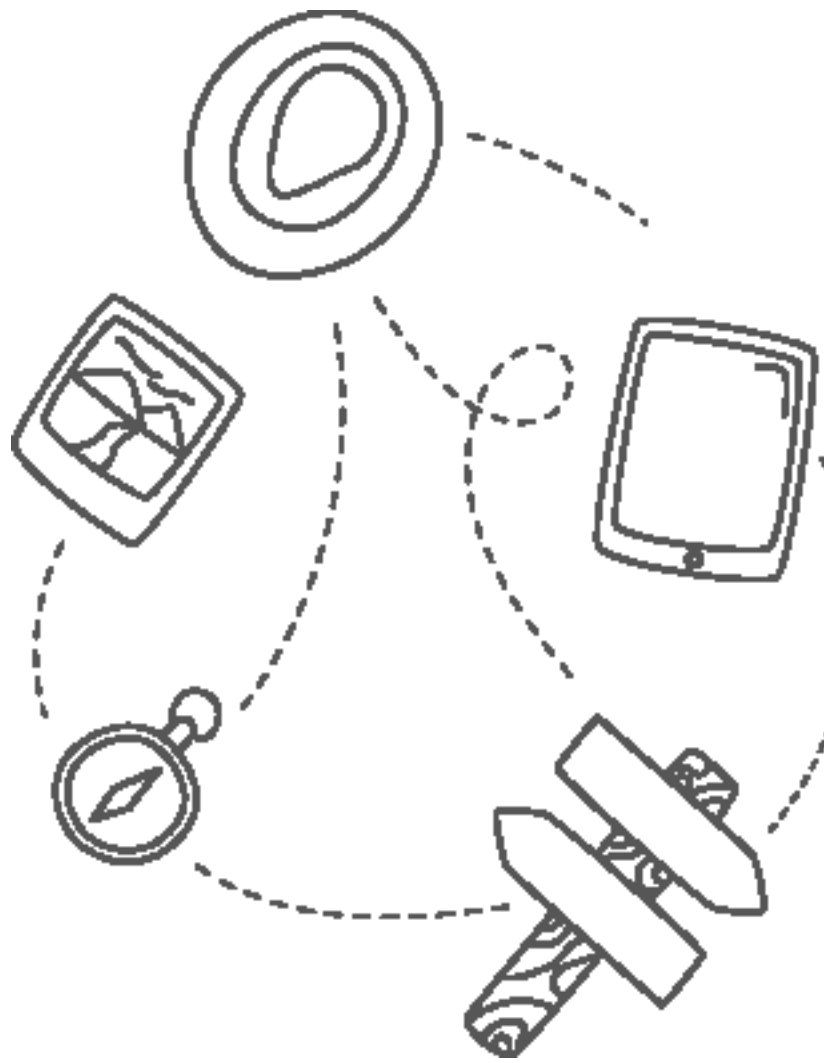
50. Guide - guides, guiding
51. Immerse - immerses, immersing
52. Inform - informs, informing
53. Involve - involves, involving
54. Join - joins, joining
55. Learn - learns, learning
56. Listen - listens, listening
57. Move - moves, moving
58. Negotiate - negotiates, negotiating
59. Offer - offers, offering
60. Order - orders, ordering
61. Pack - packs, packing
62. Participate - participates, participating
63. Plan - plans, planning
64. Relax - relaxes, relaxing
65. Research - researches, researching
66. Respect - respects, respecting
67. Sample - samples, sampling
68. Share - shares, sharing
69. Speak - speaks, speaking
70. Taste - tastes, tasting
71. Thank - thanks, thanking
72. Understand - understands, understanding
73. Utilize - utilizes, utilizing
74. View - views, viewing
75. Volunteer - volunteers, volunteering
76. Walk - walks, walking
77. Watch - watches, watching
78. Wonder - wonders, wondering
79. Work - works, working
80. Write - writes, writing





6.1.6. Pronouns chart

Pronoun Chart				
Person	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun
1st. Person (singular)	I	me	my	mine
2nd. Person (singular)	you	you	your	yours
3rd. Person (male)	he	him	his	his
3rd. Person (female)	she	her	her	hers
3rd. Person (thing)	it	it	its	(not used)
1st. Person (singular)	we	us	our	ours
2nd. Person (singular)	you	you	your	yours
3rd. Person (male)	they	them	their	theirs



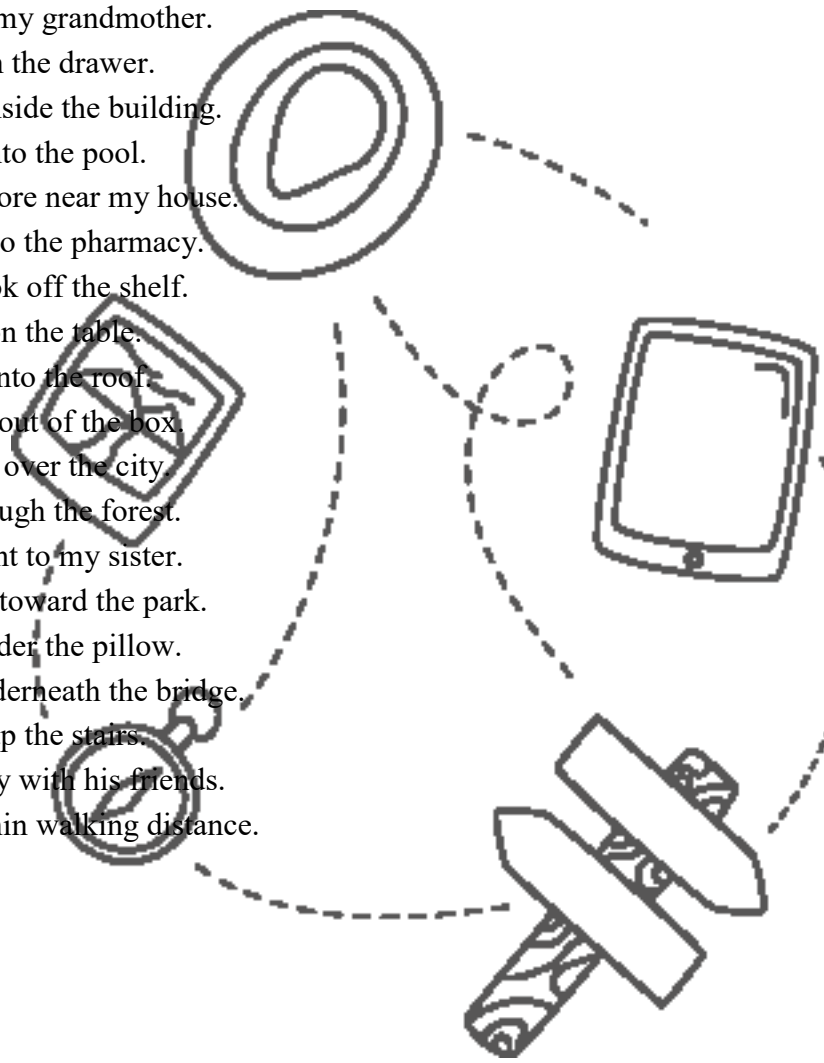


6.1.7. Prepositions

Preposition

Example Sentence

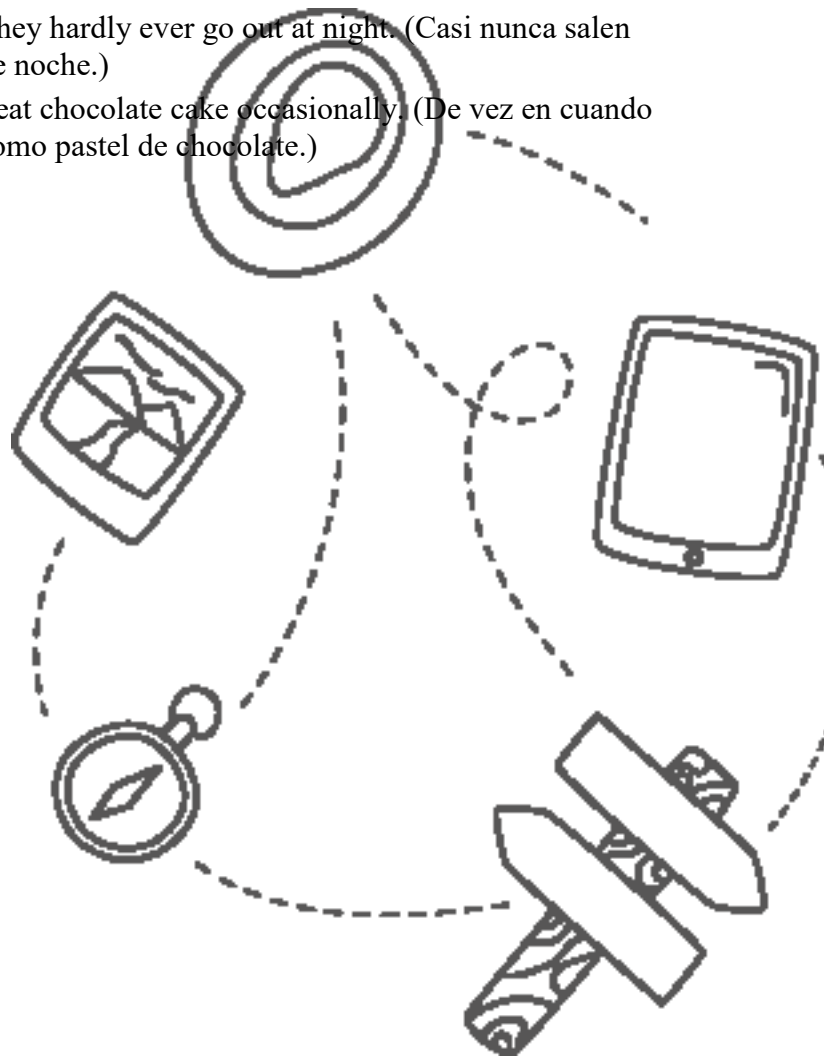
About	I read a book about history.
Above	The bird is flying above the clouds.
Across	She walked across the street.
After	We will have dinner after the movie.
Against	He leaned against the wall.
Along	They walked along the beach.
Among	There is a lot of diversity among the students.
Around	The children played around the park.
At	We'll meet at the restaurant.
Before	She arrived before the meeting started.
Behind	The cat is hiding behind the couch.
Below	The temperature is below freezing.
Beneath	The treasure is buried beneath the tree.
Beside	He sat beside his sister.
Between	The café is located between the bank and the bookstore.
Beyond	The mountains are beyond the horizon.
By	I will pick you up by the bus stop.
Down	She walked down the stairs.
During	I took a nap during the movie.
For	I bought a gift for my friend.
From	The letter is from my grandmother.
In	The book is in the drawer.
Inside	They are waiting inside the building.
Into	He jumped into the pool.
Near	There is a grocery store near my house.
Next to	The bank is next to the pharmacy.
Off	She took the book off the shelf.
On	The vase is on the table.
Onto	He climbed onto the roof.
Out of	The cat jumped out of the box.
Over	The plane flew over the city.
Through	We walked through the forest.
To	I gave the present to my sister.
Toward	They are walking toward the park.
Under	The keys are under the pillow.
Underneath	The car is parked underneath the bridge.
Up	She walked up the stairs.
With	He went to the party with his friends.
Within	The post office is within walking distance.





Adverbs of Frequency

Adverbs of frequency	Translation to Spanish	Use
Always	Siempre	I always go to the gym. (Siempre voy al gimnasio.)
Usually	Usualmente	She usually arrives on time. (Ella usualmente llega a tiempo.)
Often	A menudo	They often go hiking on weekends. (A menudo van de excursión los fines de semana.)
Sometimes	A veces	I sometimes eat sushi. (A veces como sushi.)
Rarely	Raramente	He rarely watches television. (Raramente ve televisión.)
Never	Nunca	She never drinks coffee. (Nunca toma café.)
Frequently	Frecuentemente	They frequently visit their grandparents. (Frecuentemente visitan a sus abuelos.)
Occasionally	Ocasionalmente	I occasionally go to concerts. (Ocasionalmente voy a conciertos.)
Seldom	Rara vez	He seldom goes to parties. (Rara vez va a fiestas.)
Daily	Diariamente	I take a walk daily. (Doy un paseo diariamente.)
Weekly	Semanalmente	We have a meeting weekly. (Tenemos una reunión semanalmente.)
Monthly	Mensualmente	She pays her bills monthly. (Ella paga sus facturas mensualmente.)
Yearly	Anualmente	They celebrate New Year's Eve yearly. (Celebran el Año Nuevo anualmente.)
Hardly ever	Casi nunca	They hardly ever go out at night. (Casi nunca salen de noche.)
Occasionally	De vez en cuando	I eat chocolate cake occasionally. (De vez en cuando como pastel de chocolate.)

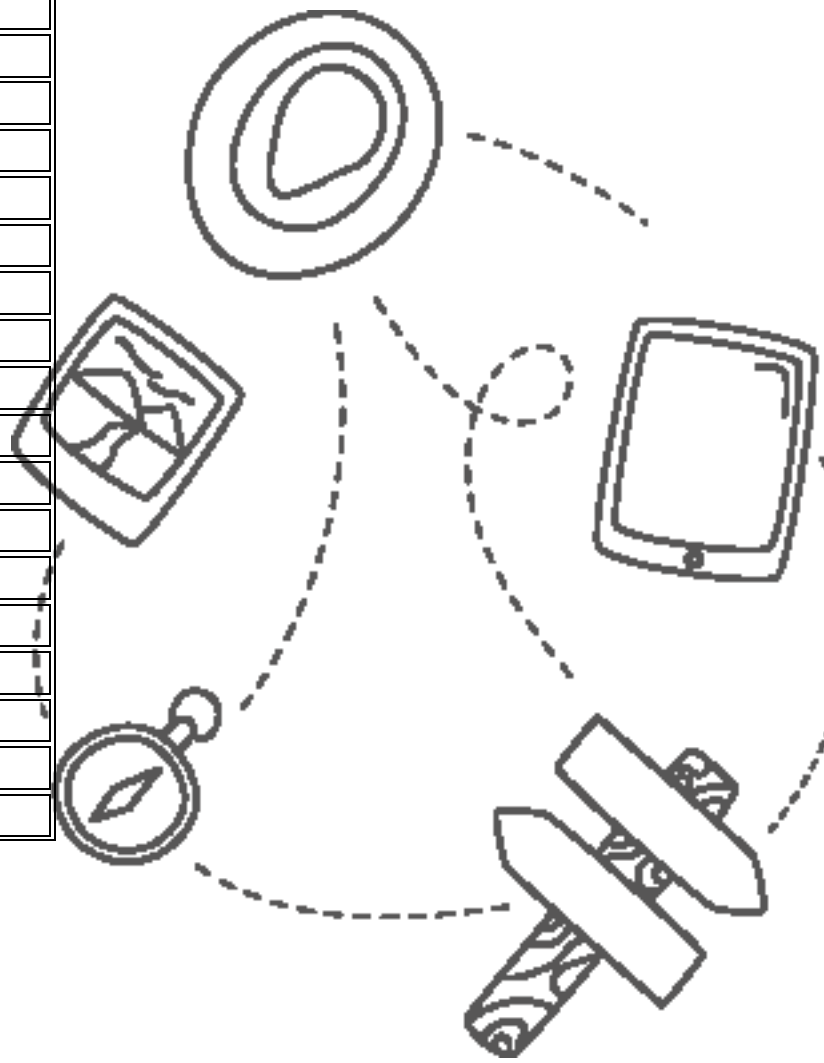




6.1.8. Adjectives

Aquí tienes una tabla con 40 adjetivos que puedes usar para describir personas:

Adjetivos en español	Adjectives in English
Amable	Kind
Generoso/a	Generous
Inteligente	Intelligent
Creativo/a	Creative
Extrovertido/a	Extroverted
Introvertido/a	Introverted
Simpático/a	Friendly
Cariñoso/a	Affectionate
Divertido/a	Fun
Tímido/a	Shy
Reservado/a	Reserved
Valiente	Brave
Paciente	Patient
Ambicioso/a	Ambitious
Humilde	Humble
Determinado/a	Determined
Compasivo/a	Compassionate
Confiado/a	Confident
Honesto/a	Honest
Responsable	Responsible
Leal	Loyal
Sociable	Sociable
Aventurero/a	Adventurous
Optimista	Optimistic
Sincero/a	Sincere
Encantador/a	Charming
Carismático/a	Charismatic
Elegante	Elegant
Gracioso/a	Funny
Apasionado/a	Passionate
Respetuoso/a	Respectful
Empático/a	Empathetic
Talentoso/a	Talented
Perspicaz	Perceptive
Alegre	Cheerful





Adjetivos en español	Adjectives in English
Pacífico/a	Peaceful
Amigable	Friendly
Sabio/a	Wise
Encantador/a	Lovely

6.1.9. Other readings

6.1.10. The Famous "Tripas de Doña Fabiolita"

Source: www.goraymi.com



The best tripamishquis in Ecuador can be found in La Floresta Park in Quito, and the best of them all are the ones made by Doña Fabiolita, the third generation that has been delighting diners for over 80 years.

What you should know:

Chinchulines, as they are known in Argentina, or choncholís, as they are called in Peru, are known in Ecuador as tripamishqui, a Kichwa word that means sweet intestine or delicious intestine. They are the intestines of the cow, well-seasoned and grilled over charcoal, served with corn, hominy, lima beans, and potatoes bathed in a delicious sauce.

They serve customers from Monday to Sunday, from 4 p.m. to 11 p.m., at the "Parque de las Tripas," located in the heart of La Floresta neighborhood, on Av. Los Conquistadores and Ladrón de Guevara.

Their specialty is tripamishqui, served with potatoes, corn, hominy, and lima beans, topped with a delicious sauce.

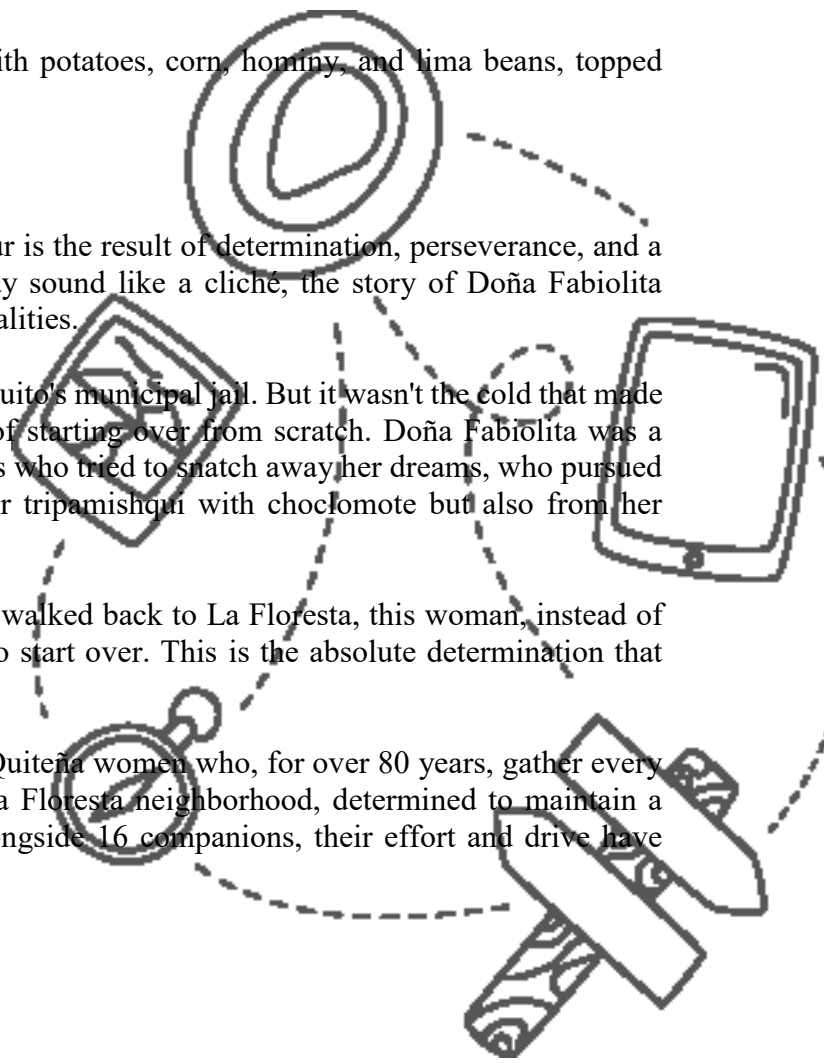
Starting over again and again

You have surely heard that an entrepreneur is the result of determination, perseverance, and a deep love for what they do. While it may sound like a cliché, the story of Doña Fabiolita Yugcha accurately describes these two qualities.

More than once, she spent cold nights in Quito's municipal jail. But it wasn't the cold that made those nights endless; it was the anguish of starting over from scratch. Doña Fabiolita was a frequent client of municipal police officers who tried to snatch away her dreams, who pursued her and kept her away not only from her tripamishqui with choclomote but also from her baskets and tools.

But when she left the jail at dawn, as she walked back to La Floresta, this woman, instead of giving up, felt with every step the need to start over. This is the absolute determination that books refer to.

Doña Fabiolita is the third generation of Quiteña women who, for over 80 years, gather every night in Navarro Park in the populous La Floresta neighborhood, determined to maintain a tradition that makes Quiteños proud. Alongside 16 companions, their effort and drive have





changed the face of the "Carita de Dios" (Quito) and even its name, as Navarro Park is known as the "Parque de las Tripas" (Park of the Tripas).

But this change did not happen overnight. On the contrary, it is a change that summarizes the infinite perseverance of gastronomic leaders united to defend their right to work. Empowered women who, in the face of rumors of their relocation, organized protests outside the municipality of Quito to fight for the legalization of their stalls. And they succeeded; several years have passed since they proudly display the document that legitimizes their activity, a document that, while important, cannot match the feeling that Quiteños and national and international tourists have for this typical Ecuadorian dish.

The Tripamishqui

Chinchulines, as they are known in Argentina, or choncholís, as they are called in Peru, are known in Ecuador as tripamishqui, a Kichwa word that means sweet intestine or delicious intestine. They are the intestines of the cow, well-seasoned and grilled over charcoal, and when served with corn, hominy (choclomote), lima beans, and potatoes bathed in a delicious sauce, they are attributed a couple of virtues: they are good for gastritis, but even better for bringing together all social classes in the capital.

Perhaps it is their unmistakable aroma, which can be smelled from blocks away, that tempts locals and strangers in La Floresta neighborhood to stop their vehicles and treat themselves.

In Quito, and probably throughout Ecuador, tripamishqui has positioned itself as one of the most sought-after traditional dishes, overcoming prejudices that persisted for years. The fame they currently have was achieved after decades of work by communicators and advertisers who recognized in this typical dish a deeply rooted sentiment in the hearts of Ecuadorians.

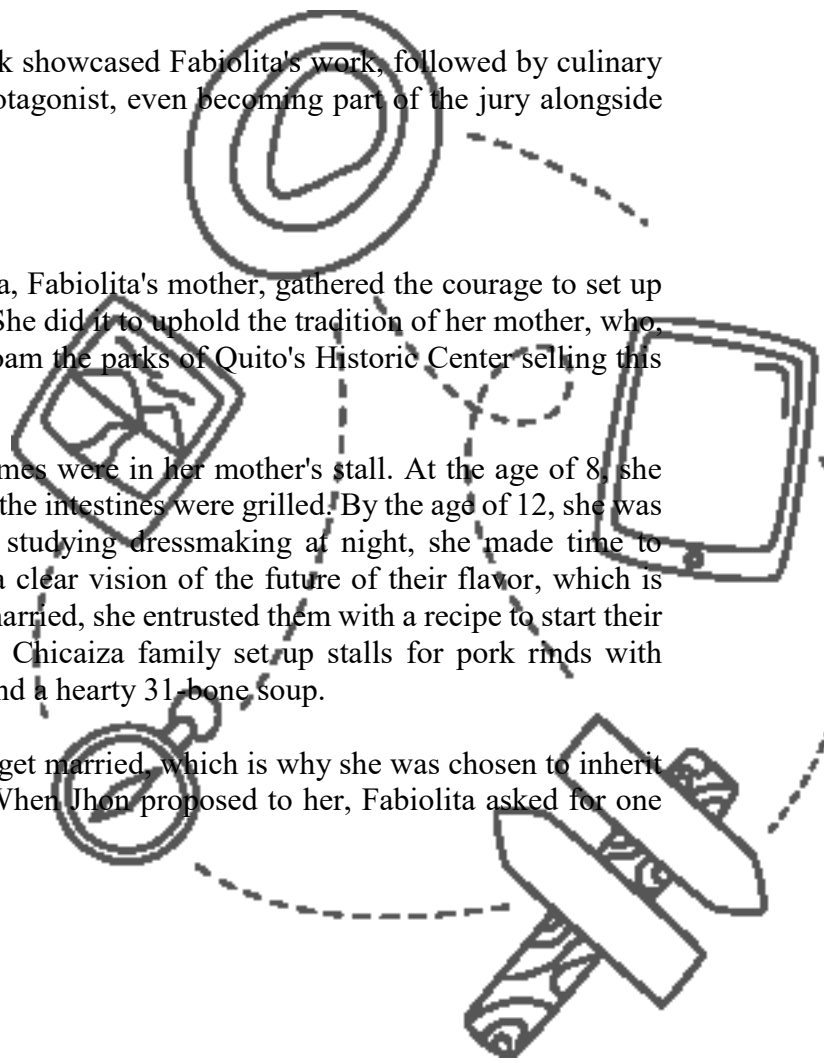
In the 1990s, a commercial for a soft drink showcased Fabiolita's work, followed by culinary competitions in which Fabiolita was a protagonist, even becoming part of the jury alongside the Queen of Quito.

Love for her grandmother's tradition

Over 80 years ago, Doña Rosario Chicaiza, Fabiolita's mother, gathered the courage to set up the first tripamishqui stall in La Floresta. She did it to uphold the tradition of her mother, who, even before Fabiolita was born, used to roam the parks of Quito's Historic Center selling this typical dish.

Fabiola recalls that her first childhood games were in her mother's stall. At the age of 8, she was already tending to the charcoal where the intestines were grilled. By the age of 12, she was already cutting the intestines, and while studying dressmaking at night, she made time to accompany her mother. Her mother had a clear vision of the future of their flavor, which is why every time one of her daughters got married, she entrusted them with a recipe to start their own business in the park. This way, the Chicaiza family set up stalls for pork rinds with potatoes, hominy, tortillas with caucara, and a hearty 31-bone soup.

Fabiolita was the last of five daughters to get married, which is why she was chosen to inherit the best recipe, the tripamishqui recipe. When Jhon proposed to her, Fabiolita asked for one





thing: she would stay with her mother. And so it happened, Fabiola accompanied her mother until she retired 15 years ago, and since then, she has been in charge of the family business.

A man is what he thinks all day.

Every day, at 7 a.m., Fabiolita's day begins. While her husband goes to the slaughterhouse to buy the intestines, she starts cooking the hominy. Preparing the hominy means starting the long cooking process of the tough corn, which must be cooked slowly over several days to be just right.

By 4 p.m., she is ready to set up her modern stalls, an investment she made to match the renovated "Parque de las Tripas," which was remodeled and inaugurated a couple of years ago.

At 11 p.m., she bids farewell to the 5 employees who enjoy their work, as through jokes and laughter, it has allowed them to meet Ecuadorian music celebrities, TV personalities, mayors, and presidents who are frequent patrons of this establishment.

Fabiolita looks to the future with joy because she is certain that her tradition will continue for many more years. One of her daughters is already learning her secrets, and her youngest granddaughter is already asking her to let her sell.

Questions

1. True or False: Doña Fabiolita has been delighting diners for over 10 years.
2. True or False: Tripamishqui is a Kichwa word that means delicious intestine.
3. True or False: The "Parque de las Tripas" is located in the heart of the Forest in Quito.
4. True or False: Doña Fabiolita's specialty is tripamishqui served with potatoes, corn, hominy, and lima beans.
5. True or False: Doña Fabiolita never faced any obstacles in her journey as a tripamishqui seller.
6. True or False: Doña Fabiolita and her companions successfully organized protests to fight for the legalization of their stalls.
7. True or False: Tripamishqui is a dish made from the intestines of a cow, seasoned and grilled over charcoal.
8. True or False: The fame of tripamishqui in Quito and Ecuador was achieved through decades of work by communicators and advertisers.
9. True or False: Doña Fabiolita's mother set up the first tripamishqui stall in La Floresta to continue her family's tradition.
10. True or False: Fabiolita's youngest son is already interested in carrying on the family tradition of selling tripamishqui.

ANSWER KEY

1. False
2. True



3. False
4. True
5. False
6. True
7. True
8. True
9. True
10. False

Carnaval de Guaranda

Source: www.goraymi.com



Discover the history, characters, couplets, and rhythms of Ecuador's most important Carnival celebration. Get informed and plan your next holiday in Ecuador, in the capital of Bolívar province.

When is the Carnaval de Guaranda 2023?

The Carnaval 2023 will be celebrated from February 18th to 21st, 2023. It starts on Carnival Saturday, followed by Carnival Sunday filled with parties and parades, continuing on Carnival Monday, and ending on Carnival Tuesday.

These 4 days are part of the Ecuador Holidays calendar, where no work is done and they are not recoverable.

What should you know?

When the Carnaval de Guaranda begins, all the streets of Guaranda city come alive.

Sung and danced by thousands of visitors and locals, it offers entertainment and joy throughout the 3 days of the traditional carnival and the 3 weeks of shows and events celebrated in the capital of Bolívar province, the city of the 7 hills. It is filled with colorful costumes, painted smiling faces, battles of foam and water, as well as the traditional dishes that are a fundamental part of Guaranda's celebration and one of the most well-known annual events in Ecuador.

The Carnaval de Guaranda is one of the most important festivals in the country, attracting hundreds of national and international tourists.

This celebration is characterized by the traditional events that take place throughout the city, such as the election of the queen, the Taita Carnaval, the proclamation, and the parades.

Other cantons in the province, such as Chimbo, San Miguel, Chillanes, and Caluma, join Guaranda and also organize similar events motivated by music, dancers, and colorful costumes. In these places, both locals and visitors can enjoy and immerse themselves in the joy of the dancers and their colorful costumes, as well as their parades, which are a tradition of Ecuadorian Carnival.

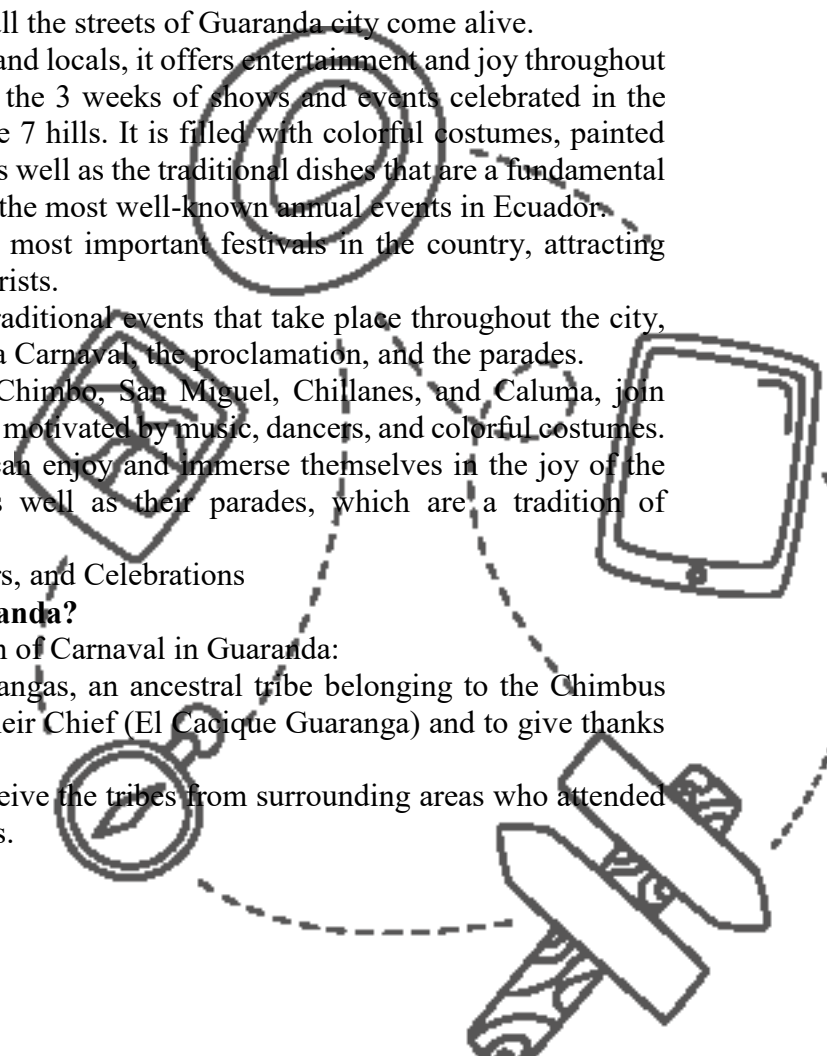
Carnaval de Guaranda: History, Characters, and Celebrations

What is the origin of Carnaval in Guaranda?

There are several versions about the origin of Carnaval in Guaranda:

The first version considers that the Guarangas, an ancestral tribe belonging to the Chimbus nation, celebrated a festival in honor of their Chief (El Cacique Guaranga) and to give thanks to Pachacamac and nature.

Everyone prepared food and drinks to receive the tribes from surrounding areas who attended the festival and celebrated it for three days.





The festivities included people in costumes, dancers, singing, painted faces, dressing in animal skins, drinking chicha (a traditional beverage made from corn), and consuming corn-based foods.

Many would go along the roads inviting and celebrating the festival, dancing and throwing corn flour, flowers, and perfumed water to the sound of music.

The arrival of the conquistadors brought a Spanish festival called "Carnaval," and the Guaranga people found the opportunity to maintain their celebration, albeit disguised with another name, to continue their ancestral tradition mixed with European rites.

The second version is the fable that the god or "Great Taita" had sympathy for Carna and Valerio, the young lovers who were to be married by the decision of the Cacique Guaranga. When seeing them sleeping in the field, he ordered nature to compose music for them.

Immediately, the birds sang joyfully, the wind blew mournfully, and the branches of the trees twisted with sorrow, while the river water murmured playfully and danced.

These combined sounds formed a music that was both sad and joyful at the same time.

The Chief decided that this beautiful and tender music should only be played during the Grand Fiesta.

This grand festival is what we know as Carnaval.

What is the Carnaval de Guaranda?

The Carnaval de Guaranda is not just a celebration.

This event is an occasion for the Guarandeños, the inhabitants of Guaranda, to spend time together.

They make costumes, cook and feast, dance and sing in honor of their carnival, their land, and their people.

It is the communion among neighbors, friends, and family, which is a fundamental value of Ecuadorian culture often expressed, in the Andes, through community work called mingas.

It is also an opportunity for the Guarani people to share their culture with all visitors from Ecuador and abroad.

As a beautiful and colorful manifestation and the union of two ethnicities from two continents, Guaranda's own Carnaval has proven once again this year that Andean traditions are alive.

How is the Carnaval de Guaranda celebrated?

There are lively parades with music and joy, featuring dancers and performers wearing colorful costumes.

Carriages decorated with flowers circulate in parades, emulating hummingbirds and characters from urban legends and cinema.

Gastronomic Festival.

Festival of Jorgas (couplets) and Carnaval songs.

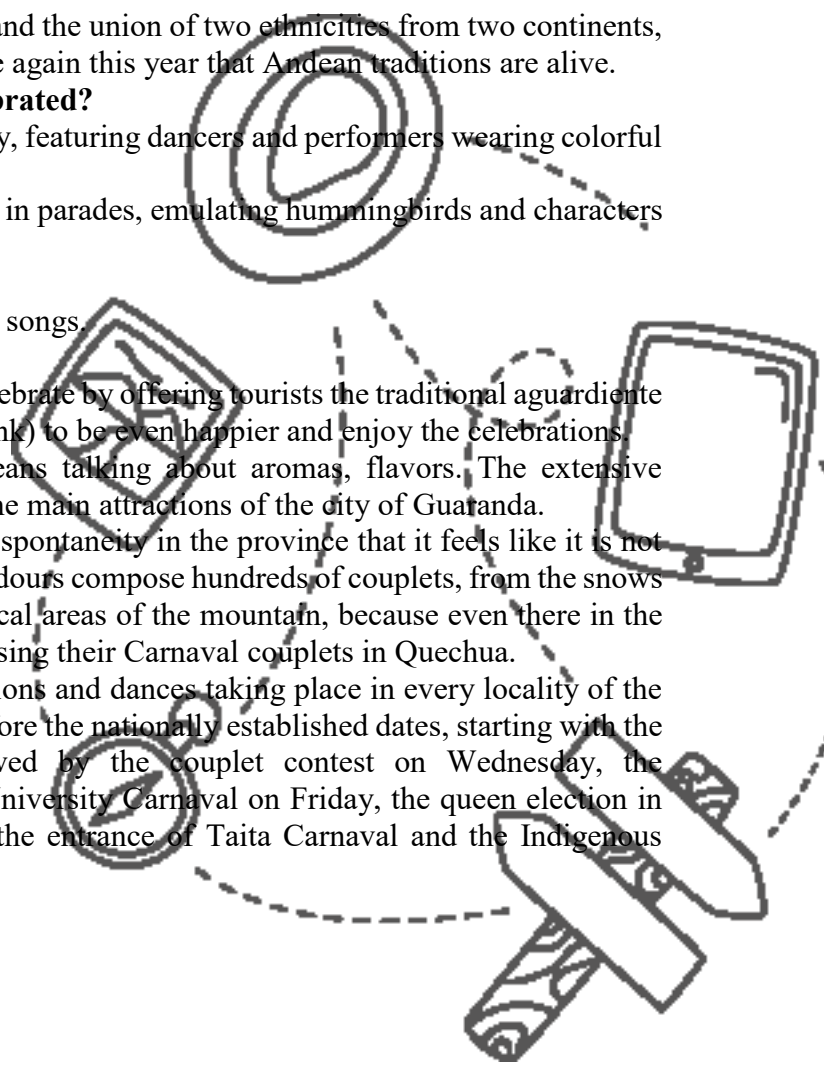
Artistic performances and popular dances.

During the Carnaval de Guaranda, they celebrate by offering tourists the traditional aguardiente Pájaro Azul and chicha (a very typical drink) to be even happier and enjoy the celebrations.

Talking about Carnaval in Guaranda means talking about aromas, flavors. The extensive cuisine of the season has become one of the main attractions of the city of Guaranda.

The couplets of Guaranda arise with such spontaneity in the province that it feels like it is not the people who compose them. The troubadours compose hundreds of couplets, from the snows of the mountain range to the low subtropical areas of the mountain, because even there in the Andean highlands, the indigenous people sing their Carnaval couplets in Quechua.

The celebration is complete, with processions and dances taking place in every locality of the province. It officially begins one week before the nationally established dates, starting with the children's Carnaval on Monday, followed by the couplet contest on Wednesday, the Institutional Carnaval on Thursday, the University Carnaval on Friday, the queen election in San Miguel and Guaranda on Saturday, the entrance of Taita Carnaval and the Indigenous





Carnaval in San José de Chimbo and Guaranda on Sunday, the comparsa in Guaranda on Monday, and concluding on Tuesday in Echeandía.

In addition to the official program, clubs, neighborhoods, and institutions organize programs until Tuesday, when the festivities end in the urban area.

After the Carnaval celebration in the urban area, Ash Wednesday marks the beginning of celebrations in indigenous communities. It is considered a cultural, religious, traditional, and popular manifestation that is celebrated three days before the Lenten season of Holy Week, depending on the schedule of the Catholic Church.

QUESTIONS

The Carnaval de Guaranda is the most important Carnival celebration in Ecuador. (True)

The Carnaval de Guaranda takes place from February 18th to 21st, 2023. (True)

The Carnaval de Guaranda lasts for three days. (False)

Guaranda is the capital of Bolívar province in Ecuador. (True)

The Carnaval de Guaranda attracts only national tourists. (False)

The Carnaval de Guaranda features traditional events such as the queen election and parades. (True)

Guaranda is the only city in Bolívar province that celebrates Carnaval. (False)

The origin of Carnaval in Guaranda is related to the ancestral tribe Guarangas. (True)

The Carnaval de Guaranda is celebrated with battles of foam and water. (True)

The couplets of Guaranda are composed in Spanish. (False)

ANSWER KEY

True
True
False
True
False
True
False
True
True
False

3.2.2.

10 “Caseritas” That Will Steal Your Heart

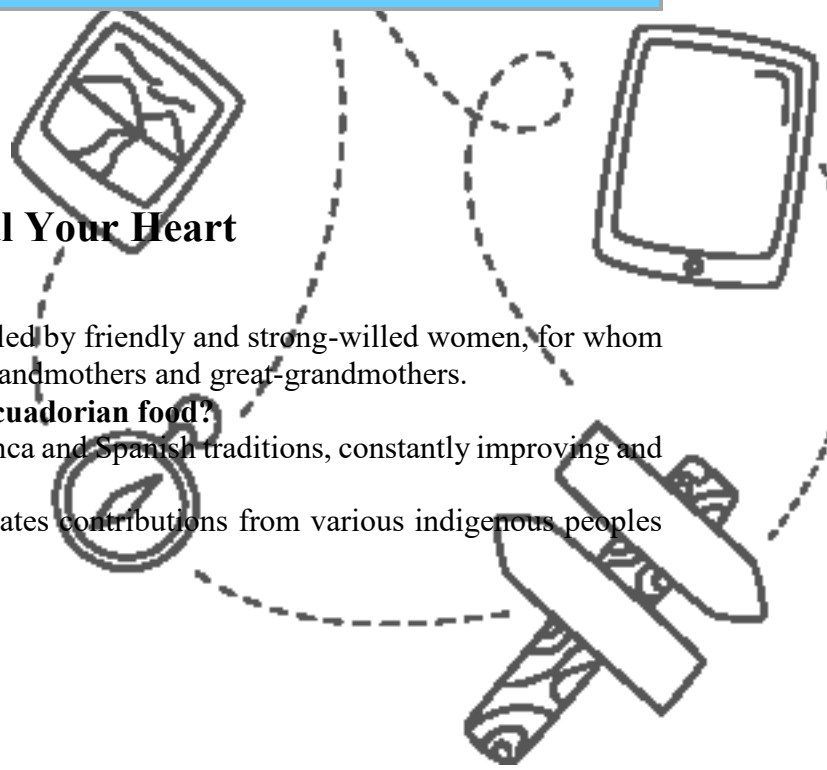
Source: www.goraymi.com 

In Ecuador, the “huecas” (food stalls) are led by friendly and strong-willed women, for whom matriarchy began with their great-great-grandmothers and great-grandmothers.

What should you know about typical Ecuadorian food?

Its gastronomy is blessed with a blend of Inca and Spanish traditions, constantly improving and evolving.

Its gastronomy is rich because it incorporates contributions from various indigenous peoples and nationalities.





Its gastronomy is diverse because in each of its four regions (highlands, coast, Amazon, and Galapagos), ingredients multiply, generating countless possibilities.

Its gastronomy is fortunate because generations of women in Ecuador preserve recipes and drive businesses that are part of the intangible memory of each of their communities.

Let the matriarchy begin!

"Bonito, what are you watching?"

"La Casa de Papel (Money Heist), caserita."

"What is that?"

"It's a series on Netflix, caserita."

When my caserita (female stall owner) got hooked on the series, our conversations changed. Instead of talking about mote or empanadas, we started talking about her favorite characters, and of course, I talked about Tokyo. The Netflix trend took over the neighborhood; no one would have imagined that Gerardo Morán's music videos would be replaced by a series about police and thieves.

One afternoon, while I enjoyed some delicious papas con cuero (potatoes with pork skin) at my caserita's stall, it was time for La Casa de Papel. In that episode, Nairobi revealed that the era of matriarchy had arrived.

Instead of focusing on Nairobi, I preferred to observe my caserita's reaction. She was a lovely lady in her 80s and a bit, and I remembered the excitement and intense conversation I had with one of my girlfriends when we watched that episode.

A small smile, that's what the scene caused in my caserita. A smile accompanied by an unspoken "how sweet."

How sweet indeed, because for this woman, the idea of matriarchy is not a trend. For this empowered woman, the idea of women in charge is nothing new. For her, matriarchy began with her great-great-grandmother, who sold fritada (fried pork) and mote with chicharrón (fried pork rinds) on a cabbage leaf in the middle of the town square. She started a gastronomic tradition that has been passed down from generation to generation.

Today, at her prosperous restaurant, she, like her great-grandmother, grandmother, and mother, is the one in charge. She leads a group of cooks and waiters who faithfully follow her instructions and teachings. From my caserita, I learned the best lesson in feminism and the history of fierce Ecuadorian women to whom we owe the flavors of our land.

Doña María Diocelina and her papas con cuero and cuyes in Mocha

- The best papas con cuero in the central part of the country come from the hands of María Diocelina. Her gastronomic spot is a must-visit for lovers of Ecuadorian cuisine.

Doña Carmita and her hornados in Pelileo

- The 2016 World Champion of Hornado is Doña Carmita, a Pelileo native who cooks like a goddess. The flavor of her hornado is capable of challenging even the most devout fans of hornados from Pasto, Sangolquí, Riobamba, or Alausí.

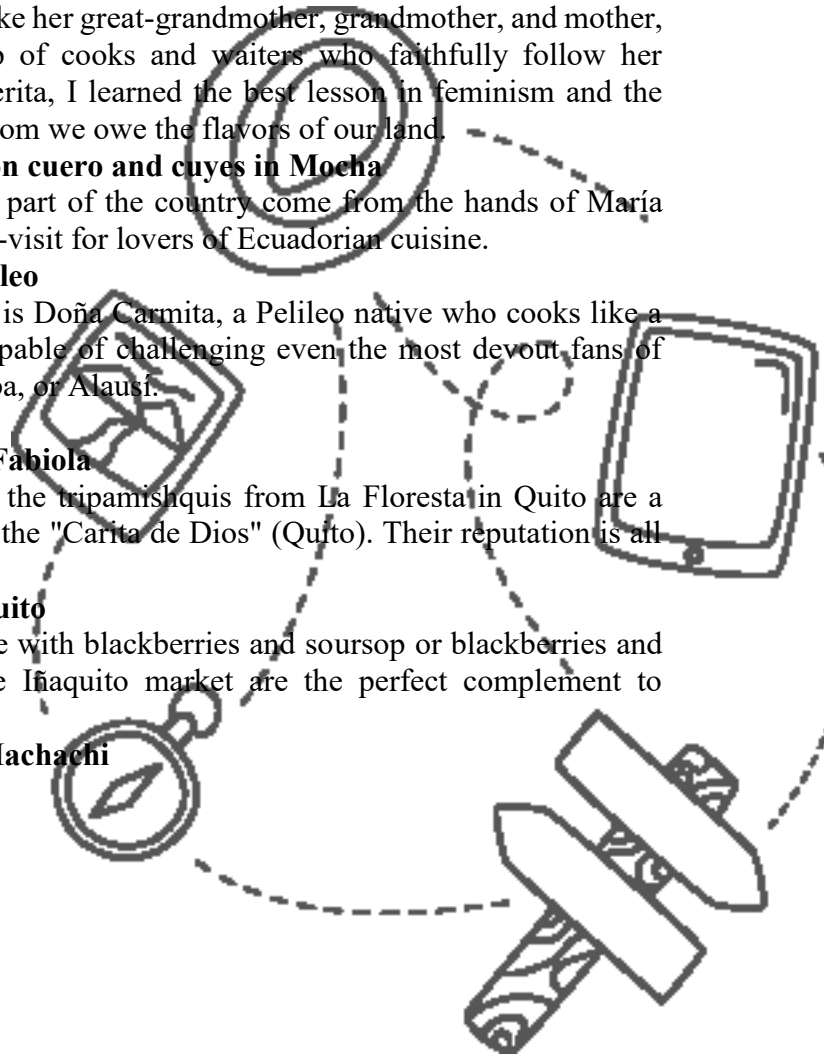
The famous tripas (intestines) of Doña Fabiola

Forget about chinchulines or choncholís; the tripamishquis from La Floresta in Quito are a standout dish in the gastronomic DNA of the "Carita de Dios" (Quito). Their reputation is all thanks to Doña Fabiolita.

Doña Miriandita and her juices in Iñaquito

Whether it's alfalfa juice or the ones made with blackberries and soursop or blackberries and coconut, Doña Miriandita's juices in the Iñaquito market are the perfect complement to accompany hornado and fried corvina.

Doña Inesita and her yaguarlocros in Machachi





In the city of the nine volcanoes, Doña Inesita captivates tourists who visit La Posada del Chagra, an establishment where the culture of the countryside prevails through its flavors. I'm not lying when I say that this is the best loco in Ecuador.

Doña Fanny and her fritadas in Tisaleo

The probability of a person from Tungurahua not knowing Doña Fanny tends to zero. In short, if you haven't tasted her famous fritadas, it's because you're not in "guaitambo" (the right place).

Doña Zoilita and her grilled guinea pigs in Chunchi

Doña Zoilita's guinea pigs reach New York, Milan, and Murcia; they jump across the pond from Chunchi, bringing joy to the hearts of Ecuadorians who can't forget the flavors of the Andes.

Doña Clarita and her Manabí-style encebollados in Quito

The Vice Champion of the World of Encebollado is located in the middle of the world. If you're from the coast and passing through the Ecuadorian highlands, and you're craving an encebollado, you might find yourself in a dilemma as you have to admit that the best encebollado you ever had was in Quito.

Hermanas Guijarro and their fritadas with chorizo in Guano

The Guijarro sisters are responsible for turning Guano into the chorizo capital of Ecuador. The flavor of their traditional dishes is spectacular and a must-try for any tourist visiting Guano in search of its famous tapestries.

Doña Rosita and her "rompenucas" juices in Riobamba

With ice extracted from Chimborazo and transported on mules to Riobamba, Doña Rosita's fruit juices mark a before and after in the lives of tourists who dream of reaching the summit of the Colossus of the Andes.

Doña Laury and her corn tortillas in Penipe

It's true that in Ecuador, more than one town claims to have the best corn tortillas. But, my innocent friends, you have no idea that the best corn tortillas are in Penipe.

QUESTIONS

True or False: Ecuadorian cuisine is influenced by French traditions.

Answer: False

True or False: The matriarchal tradition in Ecuadorian food culture started with the tatarabuelas (great-great-grandmothers) and bisabuelas (great-grandmothers).

Answer: True

True or False: Ecuadorian gastronomy is limited due to the lack of ingredients in each of its four regions.

Answer: False

True or False: The Casa de Papel (Money Heist) series on Netflix has gained popularity among Ecuadorians.

Answer: True

True or False: The character Nairobi declares in the series that the era of matriarchy has arrived.

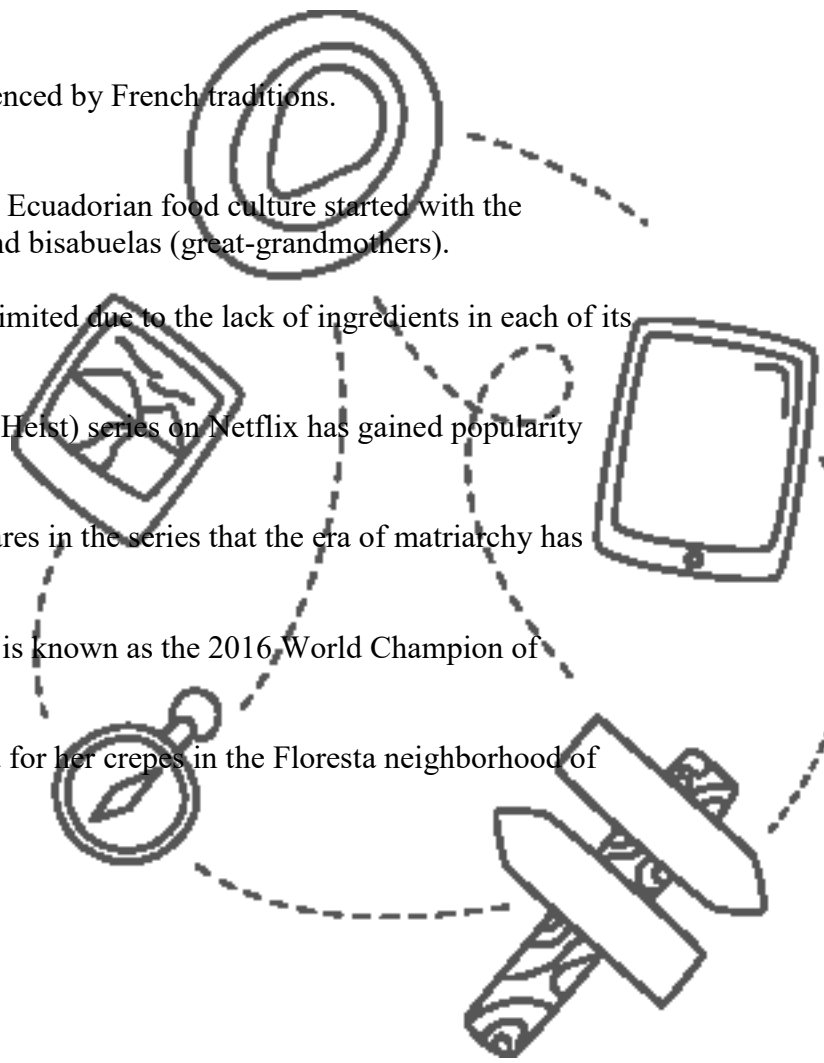
Answer: True

True or False: Doña Carmita from Pelileo is known as the 2016 World Champion of Hornado.

Answer: True

True or False: Doña Fabiolita is renowned for her crepes in the Floresta neighborhood of Quito.

Answer: False





True or False: Doña Miriancita sells beer in the Iñaquito market that perfectly complement hornado and fried corvina.

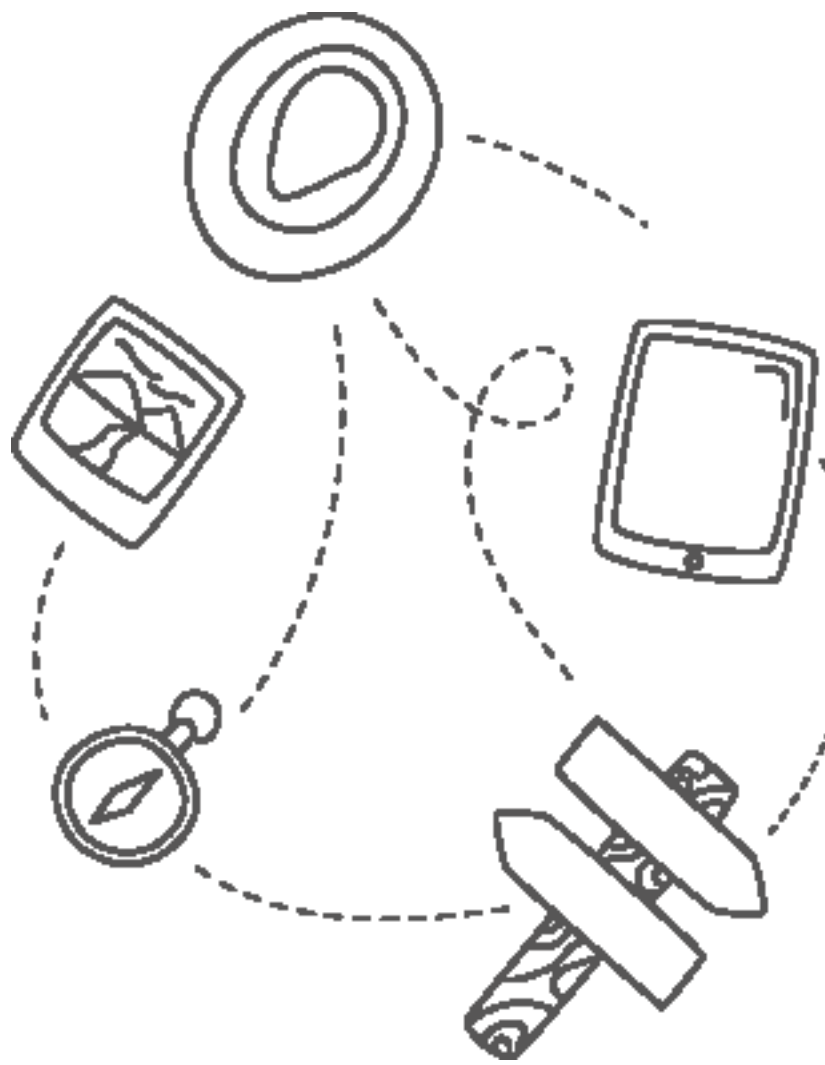
Answer: False

True or False: Doña Zoilita's grilled guinea pigs from Chunchi are not famous.

Answer: False

True or False: Doña Rosita's fruit juices in Riobamba are transported using mules from Chimborazo.

Answer: True



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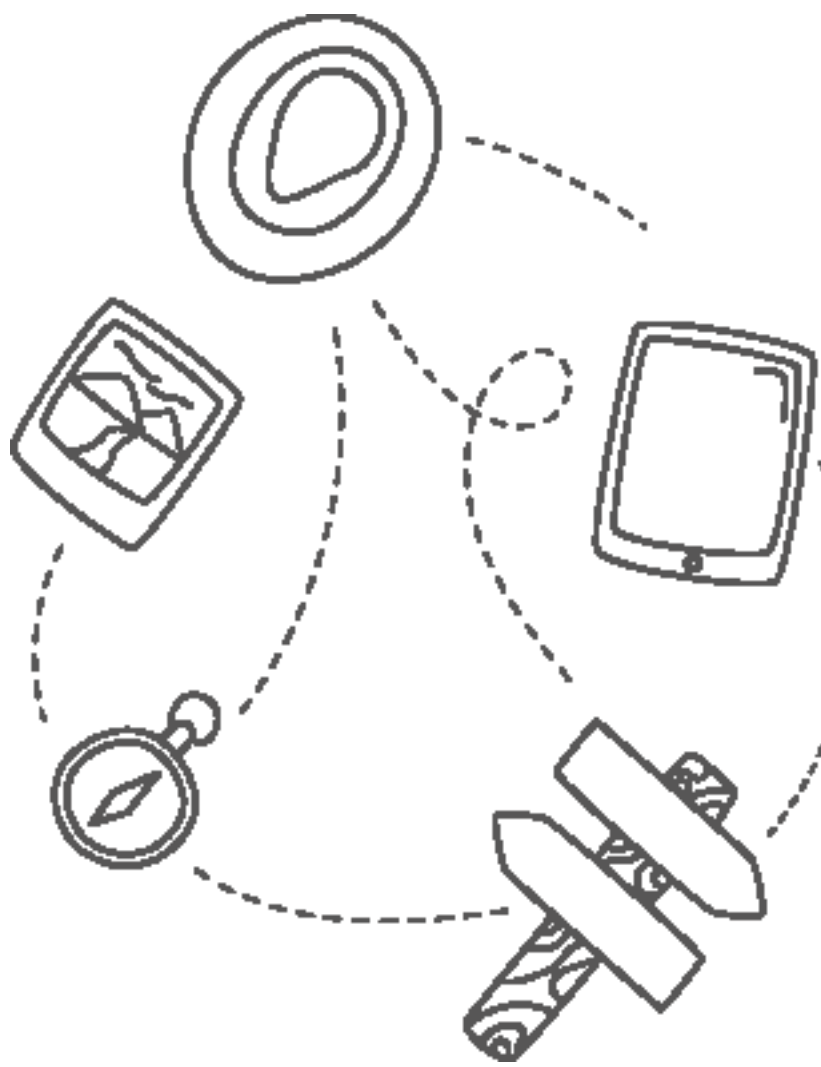
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Participant's Document

(English Version)



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