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ENGLISH CAREER

THESIS

THEME:

**“THE ENGLISH LANGUAGE FOR TOURISTIC PURPOSES WITH
THE TAXI DRIVERS OF THE YELLOW CAB COMPANY
MULTIFAMILIARES FAE N° 26 DURING THE ACADEMIC CYCLE
APRIL - AUGUST 2014”**

**Thesis presented previous obtaining the Sciences of Education Degree with
Major in the English language.**

Authors:

Chicaiza Díaz Alicia Margarita

Ramón Amores Santiago Gabriel

Director:

M.Sc. Rosero Menéndez Jorge Luis

**Latacunga - Ecuador
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AUTHORSHIP

The criteria of the present investigation: **“THE ENGLISH LANGUAGE FOR TOURISTIC PURPOSES WITH THE TAXI DRIVERS OF THE YELLOW CAB COMPANY MULTIFAMILIARES FAE N° 26 DURING THE ACADEMIC CYCLE APRIL - AUGUST 2014”**, are the author’s exclusive responsibility.

CHICAIZA DÍAZ ALICIA MARGARITA
I.C. 0503174211

RAMÓN AMORES SANTIAGO GABRIEL
I.C. 050356882-6

THESIS DIRECTOR'S ENDORSEMENT

In compliance with the provisions of Chapter IV Section 9, paragraph f) of Regulation prevocational course at the Technical University of Cotopaxi, reported that the group made up of graduated students: Chicaiza Díaz Alicia Margarita and Ramón Amores Santiago Gabriel, have developed their research work according to the arguments made in the Plan of Thesis.

Under the above mentioned. I think the group is enabled to present to act in defense of the thesis **“THE ENGLISH LANGUAGE FOR TOURISTIC PURPOSES WITH THE TAXI DRIVERS OF THE YELLOW CAB COMPANY MULTIFAMILIARES FAE N° 26 DURING THE ACADEMIC CYCLE APRIL - AUGUST 2014”**

Latacunga, March, 2015

Sincerely,

M.Sc. Jorge Luis Rosero Menéndez
THESIS DIRECTOR



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES
Latacunga – Ecuador

COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulants: Chicaiza Díaz Alicia Margarita and Ramón Amores Santiago Gabriel. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: “THE ENGLISH LANGUAGE FOR TOURISTIC PURPOSES WITH THE TAXI DRIVERS OF THE YELLOW CAB COMPANY MULTIFAMILIARES FAE N° 26 DURING THE ACADEMIC CYCLE APRIL - AUGUST 2014”, They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

Latacunga, March 26th 2015

For constancy sing:

.....
Lic. Edgar Encalada
PRESIDENT

.....
Lic. Sonia Castro
MEMBER

.....
M.Sc. Patricia Mena
OPPONENT

THANKS

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Alicia, Santiago

DEDICATION

This job is dedicated to our parents because thanks to their example and patience have formed citizens which now are ready to serve to the society and to the country.



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AUTHORS: Alicia Margarita Chicaiza Diaz
Ramón Amores Santiago Gabriel

ABSTRACT

The present project was developed to improve the Multifamiliares La FAE N. 26 Yellow Cab Company service, which is located in Latacunga city. Nowadays, this city has opened an International Airport, where arrives many foreign tourists. In this way, it had the advantage of increasing its economical incomes; overall with regard accommodation and transportation. However, Latacunga faced a big problem of communication because of different languages that are used by foreigners and people from Latacunga. Thus, this research focused on a training program that consisted on providing a course of Basic English to develop communicative English skills on taxi drivers to get an interaction among them and foreigners. It is important to mention that taxi drivers, as well as, foreigners were the direct benefiter of this project thanks to the English Program. The most important thing was the competitiveness; since, Multifamiliares La FAE Yellow Cab Company would be the unique company, which will offer a bilingual service inside the city. In this way, it would turn into a scientific novelty overall for Governmental Institutions. It was made through descriptive method to collect the enough information, which would allow us knowing the correct process to carry out.

KEYWORDS: Incomes, training, economical, method, research, competitiveness



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RESUMEN

El presente trabajo fue desarrollado con el fin de mejorar el servicio de la compañía de taxis “multifamiliares la FAE N. 26”, la cual está ubicada en la ciudad de Latacunga. La misma que hoy en día cuenta con un Aeropuerto Internacional, donde llegan muchos turistas extranjeros. De este modo, existe una gran ventaja de incrementar ingresos económicos para este lugar; sobre todo con respecto a hospedaje y transporte. Sin embargo, Latacunga enfrenta una barrera de comunicación debido a los diferentes lenguajes que son utilizados entre los turistas y las personas de la ciudad que prestan servicio. Así, esta investigación se enfoca en un programa de entrenamiento, el cual consiste en brindar un curso básico de inglés para desarrollar las habilidades del inglés con los taxistas de dicha compañía, para lograr una interacción entre taxistas y extranjeros. Es importante mencionar que los taxistas así como también los turistas serán los beneficiarios directos de este proyecto. Además que la competitividad será un factor primordial en este trabajo, ya que los taxistas de dicha compañía estarán a un paso más adelante del resto debido al servicio bilingüe que ellos ofertan. Esto además representaría una novedad científica sobre todo para instituciones gubernamentales. Finalmente, el trabajo fue desarrollado bajo el método descriptivo para recabar la suficiente información, para llevar a cabo la misma.

PALABRAS CLAVE: Ingresos, entrenamiento, económico, método, investigación, competitividad.

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INTRODUCTION

The theme The English language for touristic purposes with the taxi drivers of the yellow cab company Multifamiliares FAE N° 26 during the academic cycle April - August 2014, has been selected due to the importance that the English language has nowadays, especially in tourism field. Taking into account this aspect, the tourism inside the city will receive a relevant increment because of the improvement of the service that taxi drivers will offer to foreigners after this training course which is oriented to develop their communicative skills.

It is well known that tourism represents an important income for the city and to provide a good service is essential for it. In addition, a key aspect to be mentioned is that a project like this has never been applied in this city, which means an advance for the development of the city and the base for future projects in which can be involved different aspects of tourism in the city.

The main problem is visible for everybody, taxi drivers are unable to communicate in English; on the other hand; this suppose that they have lots of problems at the moment to interact with another person who is unable to speak in Spanish. The main objective of this project is to propose a training course in which taxi drivers will learn the most important aspects according to their activity and the most common phrases to be used at the moment to interact with a tourist.

The variables taken into account were the English language and the English for Specific Purposes, the population were a total of 18 members of the yellow cab company Multifamiliares FAE N° 26; this is a non-experimental investigation because it does not involve a manipulation of the situation, circumstances or experience of the participants. Moreover, this research is based on descriptive method because it allows describing phenomena, events, situations, and contexts, detailing

how they are manifested and also to analyze the different events and properties of the relevant aspects for the investigation.

Having mentioned this aspect, the information is proceed throw surveys, allowing in this way to control the variables and according to the results has been created a training course in which it is included a manual, listening exercises and a handbook for a better understanding.

The present research has been divided into three chapters:

Chapter I is an approach to the theoretical framework which is based on the fundamental categories, this study allows to understand the background and scientific research in the bibliography and web sites related to the topic: “The English language for touristic purposes with the taxi drivers of the yellow cab company Multifamiliares FAE N° 26 during the academic cycle April - August 2014”.

Chapter II ANALYSIS AND INTERPRETATION OF RESULTS contains a quantitative analysis and interpretation of surveys results which are applied to taxi drivers of the yellow cab company Multifamiliares FAE N° 26. Having the results of the surveys immediately is made the conclusions and recommendations.

Chapter III THE PROPOSAL, consists of the development of a training course for taxi drivers, for that it is created a module to follow the course, listening exercises, lesson plans and a hand book in order to facilitate the understanding of taxi drivers; the main objective of the purpose is the creation of material to teach specific English which can be useful for taxi drivers.

MAIN CATEGORIES



The English as
universal language

English teaching
learning process

English for specific
purposes

The English Language
in Ecuador

The yellow cab
company

CHAPTER I

1. The English as universal language

1.1 Brief history of English Language

English language belongs to the West Germanic group of the Germanic subfamily of the Indo-European family of language. It is spoken by about 470 million people around the world; thus, it is the official language of 45 nations. That is why, it has become the mother tongue of about 60 million persons. It is also the most commonly used auxiliary language in the world. The United Nations uses English not only as one of its official languages but also as one of its two working languages.

Algeo (2010) states that When we first catch sight of it in historical records, it is the speech of some none-too-civilized tribes on the continent of Europe along the North Sea. Of course, it had a still earlier history, going back perhaps to somewhere in Eastern Europe or western Asia, and long before that to origins we can only speculate about. (p.1)

This means that there is not a clear origin of English language. But through history English language has suffered lots of changes, beginning with the first people who started speaking this language better known as Celts, Jutes, Angles and Saxons which were Germanic tribes, that is why it is said that English is a Germanic language; this English was known as OLD ENGLISH.

After that, Vikings conquered those tribes and reformed the language, with the attack to Normandy English was mixed with French and English turned classy, in this point it was called MIDDLE ENGLISH.

Finally, since the last conquest so far, the English which has been spoken is called MODERN ENGLISH, this is essentially an expanded version of Early-Modern English, that is, the vocabulary of Modern English is substantially larger due to Industrial Revolution and British Colonialism.

It is clear that English language has suffered lots of changes through ages, and those changes have positioned to this language as the most spoken around the world, because in a different age but English was always spoken by some tribes around the world.

1.2. Importance of English language

According to Verghese (2007) he states that “Of all languages in the world today English deserves to be regarded as a world language” (pag 1).

Because of the great quantity of people who speak this language around the world. It is necessary to take into account that this language is not just spoken in Great Britain as mother tongue. It is also spoken in other countries like USA, Canada and Australia, and different British colonies have around the world specially Africa and Asia, in addition it is the most spoken language as second one.

Another important aspect is that English is the principal language used in education, science and technology. The proofs are that most of books and documents are written in English; and conferences, seminars, forums are spoken in the same language, giving as a result that English language is the principal tool for communication around the world.

Moreover, it is necessary to mention that in some countries like Korea and Japan, also in some European and Latin American countries English is taught as second or third language. That is why, English has become in a world language, because it is going to be used or taught in any country giving it in this way the title of universal language.

Marckwardt (2007) states that when English is taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one or several ways (pag 6)

Then, it is taught as foreign language. This means that a student learn this language without an specific purpose and he will use it as he wants, but is taught as second language when it is used by students as Lingua Franca. Thus, English is the first options to communicate when people do not speak the same language.

1.3. English for Communication

An important part of communication is language, which serves to communicate feelings, thoughts and so on, but it is not the unique way to transmit any kind of information, as well as sings, gestures, pictures cries etc. This means of communication are used specially by animals and human beings which cannot communicate talking, through years these means of communication have been developed and nowadays can be understood.

Bolinger (2007) says: “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. These symbols are, in the first instance auditory and they are produced by the so-called “organs of speech” (pag 8)

This means that spoken language is the principal difference between human beings and animals because humans are the unique specie in earth to be able to communicate using spoken language; it has been transmitted from one generation to another and from one culture to another.

Obviously, the communication started with cries and gestures, but human being has been able to develop a system by using organs of speech in which they can communicate each other by spoken language, and it is interesting to analyze that without spoken language, specially English, human beings have not been able to get all achievements so far like to develop arts, culture, to travel to space etc.

It is clear that the goal of language is to help people to communicate, the process of communication has three main elements, the sender, the receiver and the message, and this process starts when the sender encodes the message, later the receiver decodes the message and is able to understand what the sender wanted to say, this process shows how two or more people can communicate in a correct way.

A native speaker grows with the language which is spoken in a determined country, and there is no problem at the moment to send, encode and decode a message from another native speaker,

The problem comes when a native speaker cannot communicate with others because their mother tongue is not the same. Then is when it is necessary to learn another language as second language, but the purpose of learning a second language must be to acquire all the abilities and competences which are necessary to talk and interact with others.

As it was said by Scott (2007) : To learn another language is not merely to learn a new set of sounds or marks or paper for saying something; it is to learn that it is possible to think in a slightly different way from that to which one has become used, to understand that there is more than one way of organizing our experience and that the world is a rather greater place than once thought (pag 11)

Obviously, what the author wants to express is that every person who learns a second language must be able to express their opinions, thoughts, feelings and sensations in a correct way according to the different situations; it means to talk in a formal or informal way.

It was mention that English was the most learnt language as second language around the world, there it is the real importance to know how to communicate in English, because English is a world language, this means that it is possible to communicate in English any part of the world, no matter the country or mother tongue of other people, even taking into account the different dialects, English is a synthetic language, it means that it is really easy to understand and speak it.

There are no doubts that English has become in the most spoken language around the world and can be said that if there is an official language it would be English, because almost all people around the world can interact in English.

1.4. Problems of the second Language Learner

The ability of a person to use a second language will depend on his family's ability to speak more than one language. It is important for parents to provide a strong language model. However, it is important to be constant in order to acquire a second language because; it is the most suitable way to learn easier.

According to Broughton (2007) Adults learning English bring to the task a mature personality, many years of educational training, a developed intelligence, a determination to get what they want, fairly clear aims, and above all strong motivation to make as rapid a progress as possible. These are formidable qualifications which far outweigh any disadvantages, and make teaching adults a challenging and satisfying experience. (p20)

Language acquisition is very similar to the process that children use at the moment to acquire first and second languages. For not native speakers, learning a second or foreign language results both exciting and terrifying. It is exciting because it gives them the opportunity to see the world through the eyes of another culture, but terrifying because everything is new and people often do not know where to begin or sometimes they think that learning a new language is impossible.

The teaching learning process of a second language sounds complex, overall, it represents a big challenge for adults who have developed a different linguistic system. That is why, when people are born, they start to hear different sounds which belong to their mother tongue. In this way, people learn a language through imitations what results a natural process of language acquisition. That means that from the moment to children are born, they are exposed to sounds, and all of those sounds will give as a result that those children will be able to speak a new language.

It is important to mention that, most of the times, learning a second language results as a need. It means in some places, where, there are people who do not speak the same language. They have to communicate using a foreign language which is going to allow an appropriate communication among them. However, learning a second language does not result as easy as learning the first one. Because of people who do not speak English are familiarized with their mother tongue; thus results difficult

learning a new one, overall, when they are not in real contact with the second language.

Wilkins (2007) says that “A succession of linguistically-structured units might well be more effective overall than similar quantity of random material”. (p20)

In this way, learners will be more comfortable if they have a useful material which is going to facilitate the teaching learning process, through practices of spoken or written English. So, the matter is learners keep in touch with the second language to improve their communicative skills.

Moreover, the acquisition of a second language becomes easier thanks to different methods which facilitate the teaching - learning process. In addition, it is so important to study the grammatical aspect in order to make well-structured sentences, in this way, learners do not make mistakes, at the moment they interact through a second language. So, when learners are not native speakers learning a second language is not as natural as the first one. However, one thing is certain, both children, as well as, adults learn languages when they are exposed to them. So, one important condition to learn a second language is abundant exposure to the language.

Wilkins (2007) observes “One year in the classroom provides the equivalent of from one to three weeks” (p20)

Contact in a language acquisition situation. Moreover, if it takes from three to four years for a child to acquire their mother tongue to a reasonable degree of proficiency. In that case, the acquisition of a second language depends on the time of exposure to the language, taking into account that when children born they need between three to four years to acquire the first language, so the same occurs with the second one.

2. The teaching learning process

Teaching – learning process is the base and the main element of education, through this process depends the success of learning in students and the securing of objectives previously established in the curriculum.

Teresa Banks (2000) in her work Teaching - learning process states that “Teaching learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.” (p 1).

The researchers agree with this definition because TLP is a process in which a student gets new knowledge and at the same time gets an emotional maturation, this is a consequence of a process lead by the teacher which is the guide of this process.

2.1. Pedagogy

At the moment to talk about the teaching learning process, it is impossible not to talk about the principal element in education, and it is necessary to make a distinction to pedagogy.

Gerlach, J.M. (1994) in his book New Directions for Teaching and Learning states that Pedagogy is the art and science of how something is taught and how students learn it. Pedagogy includes how the teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process (p.59)

It is clear that pedagogy is in charge to study how the teaching learning process is developed, the way that student learn something and the different methods techniques that teachers use in order to teach different thing to students, and finally the reaction

of students as consequence of that process, this means to what extent the teaching learning process has been successful and the student has achieved the information in a correct way to apply it in any ambit of life.

2.2. Andragogy

It is well known that it is not the same to teach to children that to teach adult people, the main difference states on the kind of methods used to teach to each one of these groups of people; what makes really important to know the meaning of andragogy.

Knowles (1968) in his work *Andragogy in adult education* says: “Andragogy is the art and science of helping adults learn ... based on certain crucial assumptions about the differences between children and adults as learners” (p. 351).

There are no doubts about the real meaning of andragogy; it is the way in which an adult must be taught, the different methods and approaches that will be used in order to obtain the best performance during teaching learning process with adult people.

In addition, it is important to know that in andragogy, the learner must be addressed from specific topics and after that to expand that topic, also, it is important to mention the reason by which the learner must learn a topic in order to increase the motivation.

What is more, when andragogy is applied, the teacher must be a facilitator of knowledge, it means to help people to learn, because of their chronological age, adults are able to understand faster and create their own opinion.

2.1.1. Pedagogical approaches

There are some pedagogical approaches which are really important to analyze them, the first one is collaborative learning, which consists in group work, this means that students work together in order to get knowledge, this approach is recommended

because students can develop debates and discussions and from those debates to get the best results and overall that all students can learn and develop their critical thinking,

Anuradha A. Gokhale (1995) in her article Collaborative Learning Enhances Critical Thinking Volume 7, states that The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful (p.1)

This idea reflects that the exchange of ideas can be better for students in order to get knowledge, in the same way this approach is flexible and it is possible to create concepts and ideas about different things.

Another important pedagogical approach is inquiry based learning, in this approach teacher presents a question, and student must look for information and give an answer to that question, this helps to develop the ability to search information and form a concept about the questions planted by the teacher.

Patricia Paulson (2006) in her work Inquiry – Based Teaching and learning states that Inquiry-based learning requires student engagement, most often manifested in terms of authentic, real-world experiences. Learners become immersed in solving problems, collecting data, and exploring primary and secondary sources (p.2)

This supports the idea that student must develop their investigative skills and overall the faculty to discern different information, in this way the student can obtain the best information and establish their own commentary about it.

The following approach is problem based learning, in which students start from a problem, they must find the solution to that problem using different resources, the most important here is that students have to look for different ways to solve that problem and the possible consequences that can occur thanks to the application of that possible solution.

Peter Schwartz, Stewart Mennin and Graham Webb (2001) in their book Problem-Based learning case studies, experience and practice states that Typically in PBL (Problem-Based learning), students work in small groups with a faculty tutor who acts as facilitator of discussions and of learning rather than as a direct source of information (p.2)

This shows that teacher has the paper of facilitator or guide, most of work is develop by students which can get groups and use different resources in order to find a solution for the problem, this helps to students to develop social skills in students and the ability to give opinions in order to solve a problem.

2.2. Didactics

Didactics is the science and art of teaching; it states the rules in different aspects, for example behavior, planning, environment of the class etc. That is why it is said that didactic is the group of techniques through teaching is made, it is oriented to the practice, taking old researches which can serve to establish rules that teachers and students must follow in order to get a successful teaching – learning process.

The most important didactic elements are:

- The student: Is the person who learns, that is the reason of why the school exists.
- The objectives: They are the goals which must be accomplished during and before the teaching learning process, they are related with the contents which students must learn and taught by the teacher.
- The teacher: Is the guide of teaching learning process, teacher makes teaching learning process take the correct way to success and accomplish of objectives.
- The subject: Is the content which the student must learn, through them student will be able to get different educational objectives.
- Teaching methods and techniques: Those are the different ways by which teacher tries to get the teaching learning process is successful.
- Geographical, economic, cultural and social aspects: Those are all the characteristics to be taken into account in student because they can affect the correct development of teaching learning process.

Didactics, can be divided into 2 kinds:

- General didactics: It is oriented to the study of the principles and techniques which are valid for the teaching of any subject, it studies the teaching problem in a general way, this means, not subject by subject.
- Special didactics: This in charge to study the different teaching problems seen by each subject of area of study.

2.3. Methods of English language teaching

Knowing a language involves more than knowing what form it takes: it involves knowing how it functions too.

According to W.F. Mackey, (2001) “A method determines what and how much is taught (selection), the order in which it is taught (Gradation), how the meaning and form are conveyed (Presentation) and what is done to make the use of the language unconscious. Thus we find that a method deals with form of things that is selection, gradation, presentation and repetition.” (Pag 51).

In the process of learning and teaching, a method is very important to carry out the teaching learning process. Since, students appreciate that teacher works with a good method which facilitates the acquisition of the second language through an easy and funny way. Moreover, a method tells the teacher how the matter should be taught, therefore the method is a powerful tool in the teacher’s hands In other hand, the word “how” is important to know how is done something, also the correct order of teaching process to understand better and finally the goals, in this case how effective was the method.

Language may be considered from different though complementary points of view: the study of language itself and the human ability to acquire it and to use it in concrete situations.

The notion of teaching methods has had a long history in language teaching; because through the history, they have had different changes. However, all changes have been carried out taking into account the learners needs. In this way, nowadays there are several approaches which are related to English – teaching.

2.3.1. Traditional method based on grammar and translation

It is the first technique used to teach English. It is based on grammar and translation, This is a deductive and mentalist method which tries that students study by heart grammatical rules, vocabulary and all that knowledge is applied in exercises with are

translated for a better comprehension. Grammar translation method is commonly used at the beginning of English – teaching because teachers, as well as, students consider that is an easier way to learn a second language.

Moreover, Grammar translation is consider for many teachers as an effective method, because this method do not allow students to develop their critical thinking; thus they will learn a second language by mechanical way, where students just understand key words through a basic vocabulary provided by teachers.

2.3.2. Direct method

It is based on the ideal that student must face all possible situations, having a direct contact with language, here is possible to make some dramatizations in order to obtain a real situation and real dialogues.

Diller (1978) says, In fact, the Direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students native language. (p3).

Thus, no translation is allowed in order to improve the communication between native English speaker and learner. In addition this method is characterized for improving especially what is related to Speaking and pronunciation, thanks to interaction with foreigners who speak English. In that case students have the opportunity to spread their vocabulary, overall, when they need to communicate by oral way. Besides, direct method allows learners to forget the classical method to translate everything, instead of think and speak in English language.

2.3.3. Linguistic method

It is an active and direct method, it is based on the comparison with other languages specially its phonetic, language formation in production and comprehension. Moreover, it is similar to direct method because it is also an oral-based approach. The linguistic method drills students in the use of grammatical sentence patterns.

Skinner (1957) says “It was thought that the way to acquire the sentence patterns of the target was through conditioning – helping learners to respond correctly to stimuli through shaping and reinforcement”.

In this way, learners acquire a second language for imitation what means that is for need. So, in this part is important to interact with native speakers of target language, because learners are going to listen and repeat. Therefore, they are going to learning a new language unconsciously with any problem.

2.3.4. Cognitive approach

Learning of a language is based on acquire a control of its phonetic, lexical and grammatical functions of a language through the analysis and study of those elements and structures, once the student through practice have developed all the abilities he/she will be able to use that language in real situations.

The ability to learn languages is a cognitive specialization of the species, thus, language is considered to be an essential human feature.

Widdowson (1996) “language is so uniquely human, distinguishes us so clearly from other animals, that our species might be more appropriately named homo loquens than homo sapiens” (p4).

The author goes on to argue that human language is species-specific and that it is both a generic accomplishment as well as a genetic endowment (1996:11-12) with which the individual is born. In that way, this explains why children rapidly acquire complex grammar rules in contrast with how parrots may pick up isolated utterances.

2.3.5. Communicative approach

This approach explains the learning of a language must be oriented to obtain communicative competences, it means the acquisition of skills which allows communicating with native people or in real situations. The Communicative Approach places emphasis on developing the communicative competence viewed as “the overall underlying knowledge and ability for language use which the speaker-listener possesses” (Brumfit and Johnson 15).

Through the communicative teaching, learners are encouraged to “consider language not only in terms of its structures grammar and vocabulary, but also in terms of the Communicative functions that it performs” (Littewood x). Therefore, through this method students of second language have the opportunity to use grammatical structures to develop communicative competences.

2.4. Classroom Management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. It means, teachers are in charge to control and lead to the students, obviously ensuring that students receive the knowledge in a correct way. Moreover, classroom management involves the classroom environment which sometimes may turn into boring and no interesting scenery which does not allow students to feel motivation to learn something new. That is why; students sometimes show misbehavior during classes. In short, classroom management is teachers’ strategies that create and

maintain an orderly classroom environment and discipline to accomplish the main goal of teaching – learning process which is the student’s knowledge.

Froyen, L. A., & Iverson, A. M (1999) states that School and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management.

It implies that, through classroom management students are going to develop self-control of their behavior. However, it is important that teacher conveys a sense of motivation to students in order to create an environment of interaction where teacher, as well as, students, can give their opinions and learn each other.

The classroom environment not only provides a context for learning and includes the physical space, furnishings, resources and materials, but also the class atmosphere, participants ‘attitudes and emotions, and the social dynamics of the learning experience. Another important aspect of classroom management is creating rules inside the class. It will allow students to practice values like respect, responsibility, sincerity, which are going to avoid misbehavior in students.

2.4.1. Role of the Teacher as Classroom Manager

Teacher plays an important role regarding the classroom management because it determines teaching-learning process success. Effective teachers form effective with students in both senses as human, as well as, cognitive. Effective classroom managers who understand and use specific techniques even if the educative institution presents a low educational level.

3. English for specific purposes

According to Macintosh and Strevens (1964: page 5) “E.S.P started life as a branch of English Language teaching, promising a stronger descriptive foundation for pedagogic materials”.

In this way, it is important to mention that ESP has provided people an important tool to understand texts in different fields like tourism, business, education, and so on. Thus, ESP is involved into the teaching language process by using different methods to facilitate this process. Therefore, ESP refers to language research and instruction that focuses on the specific communicative need and practices of particular groups.

3.1 Tourism

Most of people around the world, believe that tourism is the act of travelling from one place to another just in order to find fun, relax, satisfaction or spend time with family and friends, but there are some activities which can be considered tourism as well.

According to (World Tourism Organization/WTO) states that “Tourism comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited”

The researches agreed with this definition because tourism is not just to visit a place in order to know the most attractive places, the act of making tourism is to visit a place for different reasons, in which the most relevant ones are leisure, business, necessity, all industries related with tourism (accommodation, transportation, feeding etc) work together in order to offer a travel experience, and during that stay in a

determinate place to know the culture, costumes, and the most important information about that determinate place.

3.2. Types of tourism

Talking about the different reasons to make tourism, it is necessary to mention the different types of tourism; due to, every need or reason to travel indicates the type of tourism that the tourist will do. Here it is important to recognize the type of tourism because it will allow offering a better service to each one of the components of tourism.

Cornelia Elena Tureac (2008) in her work Types and Forms of tourism says the types of tourism are dynamic in time, they vary a lot. The types of tourism presented in a given period are generated by the needs of its objectives, the level of cultural and social facilities and the existing means of transport (p 93)

The researches agreed with this statement, to make any activity of tourism it is necessary to take into account the reasons for traveling, the objective of the trip and the means of transportation which can contribute to make it possible, all this aspects are taken into account by the tourist which must be sure of counting with all of these elements for traveling.

In addition she mentions six types of tourism which are:

- **Relaxing tourism**

It is also called leisure tourism, it is specially done on holidays and it is the most important type of tourism, people from urban sector take this type of tourism in order to get out the stress accumulated during work.

The most important characteristic in this type of tourism is the total rest, this means that the tourist just rest, there not too much attractions and activities for doing and specially the environment is really quiet.

- **Relaxing and health care tourism**

This kind of tourism is made in order to treat any kind of disease, specially people who wants to recover their health using natural methods or treatments, the most visited places for this are, spas, recreational parks, thermal and mineral springs, and places located in the countryside in which people can interact with nature and animals for special treatments.

- **Visiting tourism**

This is the most common type of tourism made by group of people, the most used mean of transport for this activity is the car and the most important characteristic is that people do not just go to a place for visiting a specific place; they go in order to know the different cultures and tradition of a place.

- **Transit tourism**

It is related with travels made by car, in which people are free to choice a destination and through the travel to change the destination or stop in order to visit and know other places, traditions, food, activities etc. Later, get back to the road and continue with the trip.

- **Reduced distance tourism**

This type of tourisms is made for people which for different reasons do not have enough time to travel for many hours, or many free time to spend in a place far from

home, this trip is made inside the city to different places like parks and recreational zones in which, people can enjoy and get fun for a moment with the family.

- **Professional tourism**

This is also called work tourism, and is made by different enterprises which for different reasons need to transport or travel to different places in order to attend to forums, seminars or close an important business, this is a trip that has not a long duration is between 2 or 3 days, and the most important difference with the other types of tourism is that this has not a recreational objective, this is just related with work.

3.3. Tourism in Ecuador

Ecuador is a country that has a natural and cultural wealth. The diversity of its four regions (Coast, Sierra, amazon and Insular) has resulted in hundreds of thousands of species of flora and fauna. It has about 1640 species of birds. The species of butterfly's line 4,500, 345 reptiles, 358 amphibians and 258 mammals, among others. Ecuador is considered one of the 17 countries with the greatest concentrated biodiversity, around the World. The majority of Ecuadorian's flora and fauna living in 26 areas protected by the State. In addition, it offers historic attractions such as Quito, which is well-known as "Patrimonio Cultural de La Humanidad", also different kinds of food and a variety of cultures and traditions that catch the foreigners' attention.

Ecuador is crossed from north to south by a volcanic section of the Andes, with 70 volcanoes, being the highest Chimborazo, with 6310 meters. West of the Andes present the Gulf of Guayaquil and a wooded plain, and east the Amazon. It is the country with the highest concentration of rivers per square kilometer in the world. In the Ecuadorian territory, which includes the Galapagos Islands 1000 km west of the

coast, the densest planet's biodiversity is located. In fact, Galapagos is the most beautiful attraction of Ecuador because many people want to know it; even Ecuadorians would like to go there because no all people have the opportunity to do it.

Moreover, popular tourism opportunities in Ecuador include a variety of activities such as horse riding, kayaking, sea-kayaking, swimming, surfing, skiing, jet skiing, para-gliding, sky diving, white water rafting, trekking, hiking, volleyball, scuba diving, snorkeling, mountain climbing and mountain biking. Some of the activities are somewhat extreme while others are gentle and relaxing, so foreign tourists can choose what will best suit you.

Some places offer a variety of activities while others offer virtually none at all, so it is always best to ensure that whatever sort of activity they wish to pursue is available at their chosen destination. However, the Ecuadorian tourism board is quite well established with regards to warning tourists about the risks involved in such activities and ensuring that these things take place in the safest conditions possible. This means visitors should heed these warnings for their own safety.

Nowadays, Ecuador presents big perspectives of development in several fields of economic activity. Thus: tourism, petroleum, fishing, agroindustry and so on. In this way, Tourism means a fundamental aspect by which Ecuadorian Government receives an important economic support.

Tourism is, without doubt, a fundamental axis for economic recovery because it has allowed job creation, local and foreign investment, development of hotels infrastructure, ports and waterways; but overall, an attractive currency for Ecuador. The variety of landscapes, wildlife and ethnic groups and the many possibilities for tourism, whether rural, adventure, business or cultural make this Andean country a

very attractive tourist destination, mainly for visitors from Europe, who in fact prefers to Ecuador for spending a great time.

According to (Elisabeth Moreno March 2007: p4) “El sector turístico ecuatoriano ha empezado a desarrollarse recientemente, por lo que aún existe una gran necesidad de inversión para mejorar las infraestructuras y la imagen de Ecuador, a veces estereotipada y otras desconocida, en muchos países”.

That means that Ecuadorian Government must invest for the touristic development of this country because it will allow increasing the economic incomes through tourism field. Elisabeth Moreno also states that “El Estado está aplicando en varios países de Europa y América un Plan Integral de Marketing Turístico”. The Ecuadorian Government wants to promote the touristic places of Ecuador, thus, foreigners will be interested on knowing this country and therefore the economic aspect will be benefited.

3.4. Tourism in Latacunga

Latacunga is the capital of Cotopaxi Province, located to 86 km from Quito city, it has around 160.000 habitants. It is a welcoming city which is well known for its old streets, houses and specially churches. Without mention the great variety of natural sights the delicious gastronomy and their festivities especially “La Mama Negra” parade.

Between the most relevant places to visit in Latacunga city are:

- **The Cotopaxi Volcano:** It is located in los Andes, to 35km from Latacunga city; it is the highest active volcano in the world, which provides a great variety of flora and fauna and a spectacular sight, making from this a special place for visitors and people who likes to practice extreme sports like climbing, mountain bike, hiking etc.

- **The National Park Cotopaxi:** It is a protected area because of its great quantity of fauna and flora, which are in danger of extinction; it is a place which receives lots of visitants every year because is the main way to arrive to Cotopaxi Volcano frequented by people who enjoy practicing hiking and tricking. The entrance for this natural area is for the Panamericana road in the sector called Lasso.
- **Parque náutico la Laguna:** This is the important recreational park inside the city, because of the great space which is used for visitors to make different activities like play soccer, volley, waking, etc. In the middle of the park there is a lagoon in which is possible to make navigation. The food is another important aspect in this place, there are lots of places around the park in which people can eat the most delicious and representative food of the city and province.
- **Latacunga Historical Center:** It is located in the commercial center of Latacunga city, surrounded by the town hall, the government building, the Cathedral church which are places that show the old environment of the town, also the it is placed the Vicente León Park with beautiful green spaces and a great statue of the philanthropist Dr. Vicente León sculpted in 1925.
- **Parque de la Réplicas:** This park is located next to the Nautical park La Laguna, it was built in 1994 and culminated in 2003, inside the park it is possible to observe the replies of the different structures of the city, which involves the religious and civil aspects for example churches, hall town and so on.
- **El Salto Church:** It is located in the downtown, it is said that for one of the eruption of Cotopaxi volcano the church was destroyed, but with help of all

people from Latacunga it was possible to rebuild it in the middle of the century 20th.

- **Cathedral Church:** This church was built with a Romanic style, which is a symbol of faith, can be considered as one of the most important places of the city because of its history and tradition.
- **San Agustín Church:** This church was built with pumice stone, influenced by circular pillars, it was very important in 1820 because its convent was used by Spanish military forces during the independent process of the city.
- **San Francisco Church:** This church belongs to the Franciscans congregation, who started the construction in 1600, this temple has the particularity that inside it, existed a special room for the Immaculate Conception, and many people were devoted to that virgin, it was finished in 1963.

4. The English language in Ecuador

4.1. Teaching of English language in Ecuador

The English language in Ecuador has been taught from many years ago, especially in high schools. But from the beginning and due to the lack of qualified teachers, English language was taught by using the translation method, making in this way that students were not enough motivated to continue learning this language.

It is important to highlight that it was considered as an English teacher was able to teach this language because he has traveled abroad, and with a few of knowledge

about the language was ready to start teaching English in educative institutions, there was not too many universities which prepared professionals for this field.

In addition, in the past there was not an obligation to teach English in educative institutions, especially in schools, because there was not enough professionals and overall because it was not contemplated as a subject, just the institutions which were able to have a teacher and which can find an space for the subject inside the schedule, that is why it is possible to say that to learn English in the past were a privilege.

Eighteen years ago, the government started with the CRADLE project, and between the most important changes in the teaching of English language were:

The increment of hours to learn English in student's high schools, the number of hours was incremented to five hours per week, giving in this way the possibility to be in contact for more time with English language

At the same time a new book was created, this new material was called "Our World Through English" these texts were created until the third edition and students worked with it five years ago.

4.2. The teaching of English language nowadays

Five years ago, and with the new government the curriculum for the subject of English was changed, and the teaching in different educative institution especially high schools started using the text "TOP MATCH", being this the first time that a government give books to students in a freeway, in addition taking into account that it is a book which is adapted to the Ecuador's reality.

Nowadays, there are trainings for teachers based especially in methodology, use of texts, grammar, vocabulary, speaking, reading, and listening; this trainings are given

by the local directors which have received a previous training with foreigners specialized in education. Moreover, teachers must approve the TOEFL test to continue teaching English, government is giving special training to all English teachers, the main objective of this program is to increase the level of the teachers, after to apply the TOEFL test they must get the level B1, and in the future the level B2.

Also, it has been implemented some years ago the program “GO TEACHER” in which students which have recently got their degree as English teachers can travel abroad to prepare themselves in an American university for a space of nine months, at the moment they get back, they work as English teacher in any institution and they pay during two years the total price of the grant.

4.3. Problems at the moment to teach English in Ecuador.

There are no doubts that the main problem at the moment to teach English in Ecuador is the excessive number of students in a class, it is impossible for teachers to pretend to teach in a class in which there are forty students, because there is enough time to take an oral evaluation or to grade a written text, making in this way complicated to the teaching learning process.

Another important problem is the excessive use of translation method, teachers get desperate when they cannot communicate in English with their students, in that moment appear the translation method, which should be used just in an emergency case, the problem comes when the teacher abuse of that method and the class is not given in English, students do not have a real contact with the English language and there is not interaction.

It is clear that we live in a generation in which children are more active, that is why teachers must look for the correct method to make students to understand, to keep the attention and to increase the motivation to learn and interact in English on students.

4.4. Standards for teachers and students by The European Framework

According to the European Framework teacher must have the C2 level, however, the majority of Ecuadorian teachers have the level B1, which would be the level that students have when they finish high school. In this way, it is important to mention that English teachers in Ecuador face a complex situation at the time to teach, since, they teach through Grammar translation method, in which students receive the class in English but the most of the time teachers translate the whole class. This situation does not allow that students develop the English skills correctly.

Moreover, English teachers focus on grammar aspect, which is important, but it would be more suitable if they teach in English and students learn in English in order to develop listening, speaking, reading and writing taking into account grammar aspect but in context. Thus, students learn grammar, but also they are able to communicate in a second language. Nowadays, teachers must take the TOEFL test which is so complicated for the majority of teachers, even, who have had the opportunity to travel to United States for improving their English. Nevertheless, Ecuadorian government seeks to English teachers increase their level of English of students through training seminars where teachers improve their knowledge with regard teaching-learning process.

5. The yellow cab companies

5.1. Brief history of taxi

Yellow cab companies was born from the necessity of people to move from one place to another, trying to keep time and in a comfortable way, that is why people started offering this service, as is mentioned by busy bee discount airport cab, “Taxicabs, in one form or another, have been around for three centuries or so”.

The history of taxi cabs is long, it started with Horse-drawn for-hire hackney carriage services, this is a horse which pulls a wagon, in which people used to move, obviously it was not so fast but it made easier transportation of people and things. This kind of taxi started to work in Paris and London in 17th century, specially used for the transportation of kings and queens of the age.

After that, in the year 1899 in Paris appeared the gas powered taxicabs. From the capital of France started the exportation of this of car to London and United States, and since this moment taxis were painted in yellow, in order to make them easier to recognize them.

In the 20th century, the cars were evolving and new models appeared, in the same way and in order to make easier the use and increase the functionality the taximeter was introduced in the car, later the use of radios in order to facilitate the communication between drivers and in order to offer a better service to the clients.

From this point, new forms to make this activity, nowadays, it is well known the use of limos which are luxury sedans in which people can move from one place to another but having any kind of luxury.

5.2. Social objective of yellow cabs companies.

The most important objective of the yellow cab company is to offer a transport service taking into account that is referred with the commercial transportation of passengers by taxi, with efficiency and responsibility and also with the responsible driving of professional drivers in vehicles type cars authorized by the competent entity in charge of the regulation of transport, in exchange for the pay of a fare which will help for the daily support of each one of the members of the different taxi cabs companies.

According to the researches it is possible to state that the social objective of yellow cabs companies is to contribute to society by offering a service to the population of a determinate city, with responsibility and efficacy. Receiving as an economic compensation known like fare, which help with the support and grow of the taxi driver and the company.

5.3. Activities of the yellow cab companies

Between the most important activities that a yellow cab company can execute under the control of the competent entity are:

- To acquire, administrate, rent, import and export all kind of personal property, immovable items, vehicles which are necessary in order to accomplish the social objective.
- To foment the social, cultural and moral development of each one of their members, organizing all kind of events in which must be manifested the union like educative, social, cultural and sports events and to negotiate scholarship for their capacitation.
- To offer technical advice and assistance to their members.
- To take care of the environment through the use of alternative fuels which, must be ecological, clean, safe and economic.

- To promote the relationship with national and international cooperative organisms and gremials of transportation in order to strengthen the cooperative movement.

5.4. Values and principles

- Opened and voluntary membership.
- Democratic control of members.
- Economical participation of members.
- Autonomy and independence.
- Education, formation and information.
- Cooperation between yellow cab companies
- Compromise with the community.

It is important to highlight that any member of the company will receive benefits for being directive or funder, as well as they will not be discriminated for reasons like gender, age or ethnical group.

5.5. Members

To have a membership in a yellow cab company it is necessary to be a natural person, legally able and the people that accomplish with the requirement of being a professional driver, moreover all the specific requirements established in the internal rules.

5.6. Obligations and rights of the members.

The most important are:

- To accomplish with all the dispositions established in the different rules.

- To accomplish with all the responsibilities that represents to be a representative or director.
- To attend to all seminars and capacitation previously established in the plan.
- Do not to spread false rumor which can affect to the image of the taxi cab companies and the members.
- To participate in all the events organized by the directors of the yellow cab company.
- To participate in the elections of the directives of the yellow cab company.
- To choose and be chosen to the different charges in the elections.
- To treat to the whole members with respect and kindness.
- To ask for the economical informs and the analysis of the step made by the directives.
- Do not use the yellow cab company in order to avoid obligations previously acquired.

5.7. Loss of the membership.

A membership can be loss by a member in the following cases.

- Voluntary retirement. - This case happens when the member request for a voluntary retirement for different reasons.
- Exclusion.- This decision is made by the executive council in the following cases:
 - Failure of the law previously established in the internal rule of the yellow cab company.
 - Reiterated failure of the economical obligations in the yellow cab company.
 - Presentation of false lawsuits or aggression against directives, members or administrators of the yellow cab company.

- To make fraudulent operations this, can affect the name of the company.
- Death. - In this case, the entire assets will be delivered to the heirs and the familiar of the late member.

5.8. Structure of the yellow cab company.

The government, direction, administration and internal control of the yellow cab company will be exercised through the following organization.

- General meeting of members.
- Administration council, vigilance council.
- Management
- Especial committees.

General meeting of members: This is the maxim organ of government inside the yellow cab company, this is in charge to make the most important decisions for the members, and all the members have the obligation to accept every resolution made by this organ.

Between the most important attributes and duties of the general meeting of members:

- To approve and reform the social statute and the internal rule.
- To choose to the members of the administrative and vigilance councils.
- To remove to the members of the yellow cab company and different represents.
- To approve or reject economical informs.
- To authorize the purchase of movables.
- To define the number of investment that members of the yellow cab company contribute.

5.8.1. Attributions

There are different attributions in the Organic Law of the Popular and Solidary Economy, its General bylaw and the internal bylaw, are attributions and duties of the Supervisory board, the following:

- To elect a President and Secretary of the Council;
- To control the economic activities of the company;
- To watch the accounting of the company;
- To control the procedures of recruitment and execution done by the company;
- To carry out the functions of internal auditory.
- To present to the General Assembly a report about the opinion regarding the financial reports.
- To inform to the Council of administration and the General Assembly, about risks that can affect to the company.
- To receive and deal complaints of the members, about violations of rights by The Leaders of the company.

5.9. Attributions of the especial commissions

The President of the Council of Administration also will be The President of The Company and The General Assembly and it will during two years in their functions. They can be elected just once, while they keep the quality of Vocal in that council and, They have to carry out different laws which are involve in the Organization of The Company;

- To convene, head and guide discussions at general assemblies and board meetings.
- Lead all the official of activities of the company.
- The vice-president will accomplish the functions which are in charge by the president and delegations by the Administration Council.

5.10. Functions and responsibilities of the secretary.

The secretaries of the councils and Commissions will be elected obligatory among the vocals of those organisms, with exception of the secretary of the administration council, who will be or not member of the company, in this case he will act as Secretary of the Company.

Thus, the Secretary carries out different functions which are mentioned following.

- To elaborate the acts of the meetings and keep the books.
- To certify the institutional documents by the President authorization.
- To keep the mail up to date.
- To take care and keep the files in order.
- To notify the judgments.

Moreover, the secretary must accomplish the following duties.

- To register the attendance of the meetings.
- To have an updated register of the names of members, with their personal data.
- To develop another duties which are designated by The General Assembly.

5.11. Requirements to be a manager

To be elected Manager of the Company, the postulant must accredit experience regarding administrative management according to the social object of the company and training in social and solidary economy and cooperative, also of the conditions according the internal bylaw.

The manager is the legal representative of the company. He will be recruited according the Civil Code.

5.12. Setting, dissolution and ending of the company.

5.12.1. Dissolution and ending.

The company will ending, by will of its members through a secret vote of the two third parts of the members in The General Assembly convened especially by order of Popular and Solidary Superintendence of Economy with agreement by law and rules.

CHAPTER II

2. Brief historical outline of the Yellow Cab Company Multifamiliares FAE N° 26

During a meeting with Mr. Alfredo Pazmiño on April 26th, 1993 with the following people: Mr. Enrique Quishpe, Mr. Marcelo Tapia, Mr. Luis Sánchez, Mr. Juan Tutise, Mr. Milton Hidalgo, Mr. Milton Perez, Mr. Ramiro Pacheco, Mr. Jaime Pacheco, Mr. Luis Andrade, Mr. Jaime Shulca, Mr. Jorge Tarco, Mr. Segundo Shunio, Mr. Luis Pilatasig Moreano and Mr. Segundo Amores, who were the founders of the “Multifamiliares FAE N.-26 Yellow Cab Company”. It was set up with legal capacity, with the advice of Mr. Eliser Pacheco and to offer people from Latacunga a transportation service. It is chosen the first board of directors structured with:

- President: Milton Hidalgo
- Treasurer: Marcelo Tapia
- Secretary: Enrique Quishpe
- Vocals: Luis Sánchez, Milton Perez, Juan Tutise.

In the same way, in the first meeting it was chosen the name of the cooperative and finally, after a deliberation the name of the Yellow cab company was “MULTIFAMILIARES FAE”; as well as the slogan which will represent to the cooperative: UNITY, FORCE AND SERVICE

After that, during another meeting it was the treated a new topic, which was to send an official letter, asking to mayor the authorization to take up the park site. The meetings took place in different sites until the company was formed; getting to

constitute the first Administration Counsel as yellow cab company at Pedro Vaca's home on march 17th, 1994 getting the legal capacity in the same date, under the ministerial agreement N° 00547.

The leaders of the yellow cab company "MULTIFAMILIARES FAE" were: Milton Hidalgo April 1993 – June 1993, Luis Sanchez June 1993 – December 1994, Enrique Quishpe January 1995 – June 1995, Jaime Pacheco January 1996 – December 1996, Marcelo Pilatasig January 1997 – December 2000, Fabián Toscano January 1999 – December 1999, Joselito Santamaría January 2001 – December 2004, Franklin Santamaría January 2005 – December 2005, Milton Hidalgo January 2006 – December 2006, Rodrigo Villamarín January 2008 – March 2008, Hernán Conrado January 2009 – December 2009, Milton Espín January 2010 – December 2010, Joselito Santamaría January 2011 – November 2013, Jaime Pacheco December 2013 – December 2015. Moreover, the first accountant of the institution was Mr. Marcelo Vinuesa who passed away and he was replaced by his daughter Ms. María Fernanda Vinuesa.

Thanks to the steps made by Mr Joselito Santamaría it was gotten the space where the yellow cab company would be located and constructed. In this way, taxi drivers of this company have could offer a better service to citizens of Latacunga.

2.1. Description, Analysis and Interpretation of Results

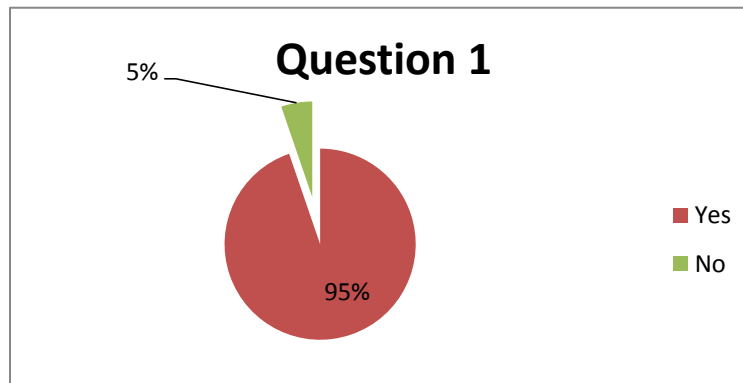
Question N°1

Do you think that having knowledge for communication in English is important in the activity that you perform?

Table 1

ITEM	f	f%
YES	18	95%
NO	1	5%
TOTAL	19	100%

Graphic N°1



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

According to question 1, 18 taxi drivers which represent the 95% said that it is important to communicate in English in order to carry out their job, while 1 person, that represents the 5% expressed that it is not important.

English is one of the key components of tourism because the English Language is considered as the most spoken language, which allows the communication among people from different countries. Thus, transportation is one of the main aspects which receive advantages of knowing English; in this specific case the knowledge of the English language facilitates the interaction between the taxi driver and tourist.

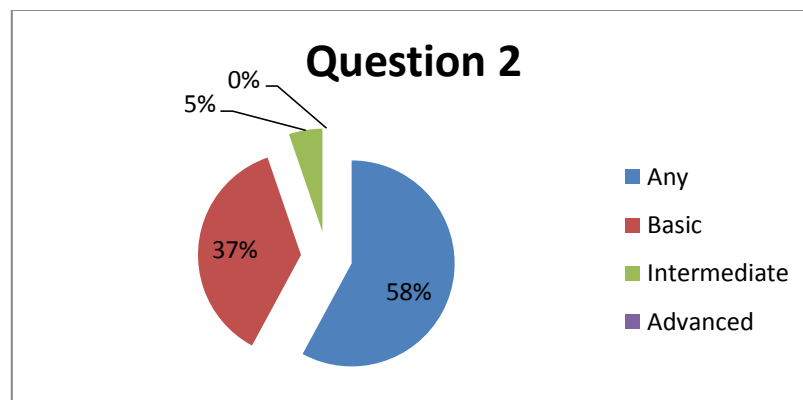
Question N° 2

What level of English proficiency do you consider that you have?

Table 2

ITEM	f	f%
ANY	11	55%
BASIC	7	37%
INTERMEDIATE	1	5%
AVANCED	0	0%
TOTAL	19	100%

Graphic 2



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

Regarding question 2, 11 people mentioned that they do not know anything about English language communication, which is represented with the 55%. Then, 7 people that represent the 37% of those polled declared that they have a basic level of English language. Just 1 person represented with 5% has an intermediate level; finally nobody has an advanced level of English language.

This is a result of a bad preparation in the educational institutions regarding teaching process of English Language. This is because students are not interested on learning a new language, which is the problem of communication when in adult ages they cannot communicate because they do not have any knowledge of English Language.

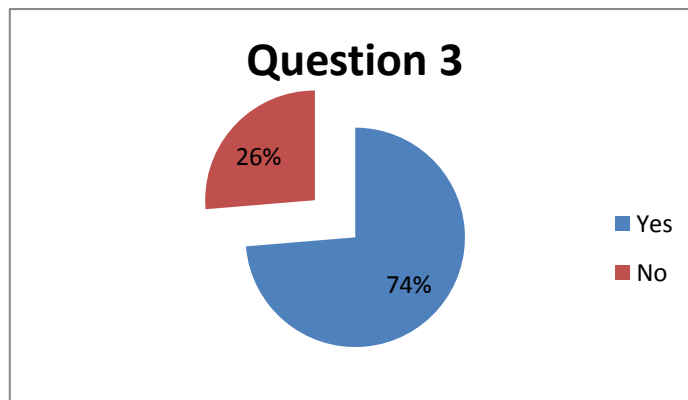
Question N°3

¿ Do you think that the opening of the new airport in Latacunga has increased the number of foreign tourists who visit this city?

Table 3

ITEM	f	f%
SI	14	74%
NO	5	26%
TOTAL	19	100%

Graphic 3



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

Thus, in question 3, 14 of the taxi drivers, represented with the 74% percent manifested that the opening of the new International Airport in Latacunga has increased the number of tourist that visit our city, otherwise, 5 people that represents the 26% said that there has not been an increment of tourist.

Before opening the New International Airport of Latacunga, this city had received the visit of many tourists, but after opening of the Airport, it is clear that the visits of foreigners have increased.

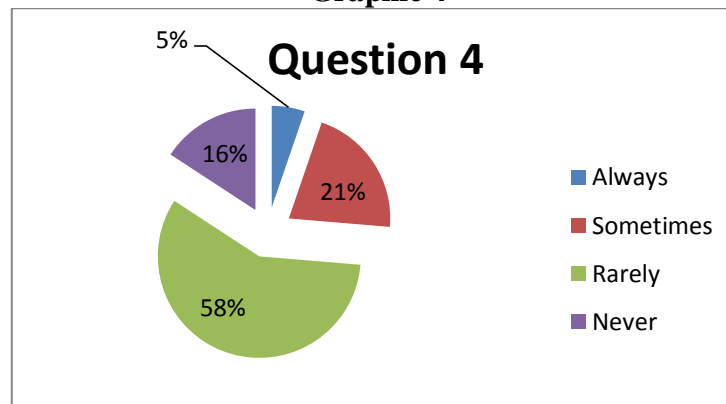
Question N° 4

How often do you carry foreign tourists?

Table 4

ITEM	f	f%
ALWAYS	1	5%
OFTEN	4	21%
RARELY	11	58%
NEVER	3	16%
TOTAL	19	100%

Graphic 4



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

With respect question 4, 11 of taxi drivers which are represented by 58% indicated that rarely transport tourist, 4 people, represented with the 21% state that they sometimes transport them, at the same time 3 taxi drivers, which is represented by 16% mention that they never transport tourist, and finally, 1 person, that represents the 5% of those polled affirm that they always transport tourist.

It is clear that most of the taxi drivers have transported foreign tourist at least once, it does not happen every day, but sometimes they transport them.

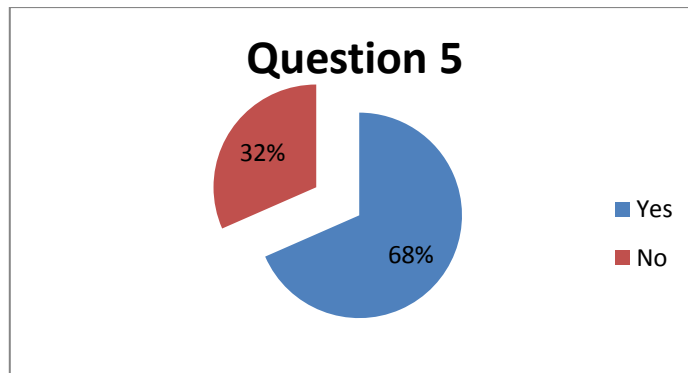
Question N° 5

¿ Do you have problems in communication with foreign tourists that you convey, for lack of knowledge of the English language?

Table 5

ITEM	f	f%
YES	13	68%
NO	6	32%
TOTAL	19	100%

Graphic 5



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

About the results in question 5, 13 of those polled, which is represented with the 68% asserted that they have problems in communications with foreign tourist when they transport them, different from 6 people, represented with 32% establish that they do not have problems of communication with them.

This means, the majority of taxi drivers have not been able to communicate with tourists who speak English. As a result of this, they do not offer an effective service of transportation.

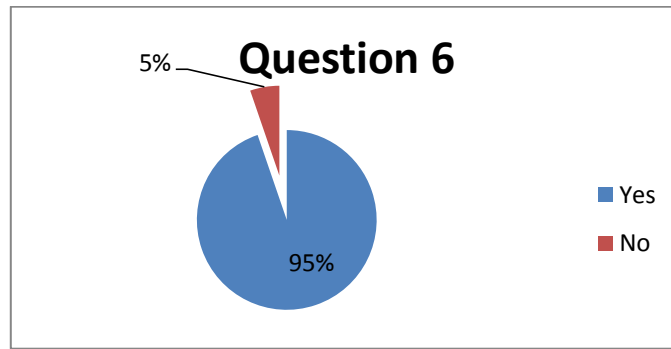
Question N° 6

It is important for taxi drivers to have basic knowledge of English language for a better communication with foreign tourists?

Table 6

ITEM	f	f%
YES	18	95%
NO	1	5%
TOTAL	19	100%

Graphic 6



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

As it can be evidenced in question 6, 18 of those polled, which is represented with the 95%, said that it is important to have a basic knowledge of English language in order to obtain a better communication with tourists, in contrast just 1 person, represented with 5% affirmed that it is not necessary to know English to communicate with tourists.

Analyzing this fact, taxi drivers transport foreign tourist and they have problems with communication, they are sure that, it is important to have a basic knowledge of English Language to interact with tourist and offer a better service.

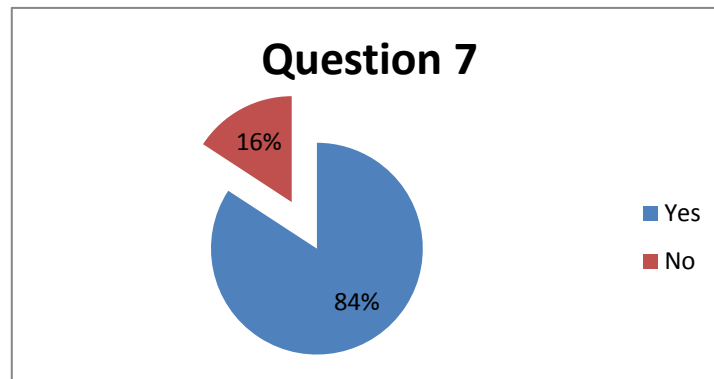
Question N° 7

Do you think that if you would have a good communication in English with foreign tourists, this would help to improve your income?

Table 7

ITEM	f	f%
YES	16	84%
NO	3	16%
TOTAL	19	100%

Graphic 7



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

Regarding item 7, 16 of taxi drivers which are represented with 84% stated that to communicate in English with tourists will increase their incomes, while 3 people representing 16% opined that it will not increment their incomes.

Nowadays, knowing English opens many doors over all in the professional field, since, English is the language which allows the communication among people from different countries around the world. Thus, transportation is considered one of the main basic services that tourists use when they visit an unknown city. In this way, taxi drivers have many opportunities to work with foreigners who speak English.

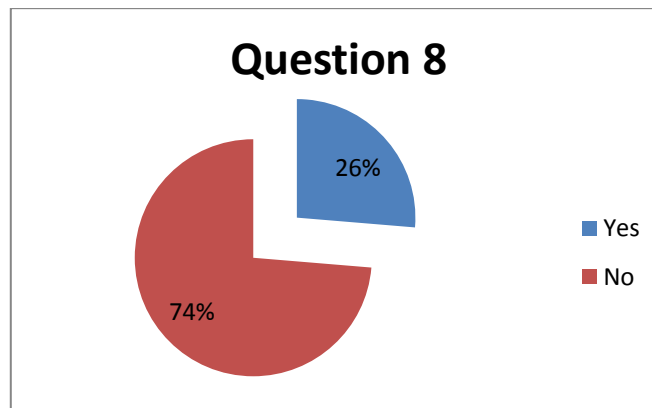
Question N° 8

Do you believe that taxi drivers offer an adequate treatment related with communication in English to foreign tourists?

Table 8

ITEM	f	f%
YES	5	26%
NO	14	74%
TOTAL	19	100%

Graphic 8



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

According to the found results in item 8, 14 taxi drivers, which represents 74% affirmed that they do not offer an adequate treatment regarding to communication to tourists; meanwhile the 26% said that they offer an adequate service to tourists.

Many tourists visit Latacunga city because it is a touristic place, however, foreigners have troubles when they need to get different services such: feeding, accommodation or transportation, all of those problems because of Language. Over all, Most of taxi drivers do not speak English, although, this is a useful tool to communicate with foreign customers. As a result of this problem, they do not offer an effective service.

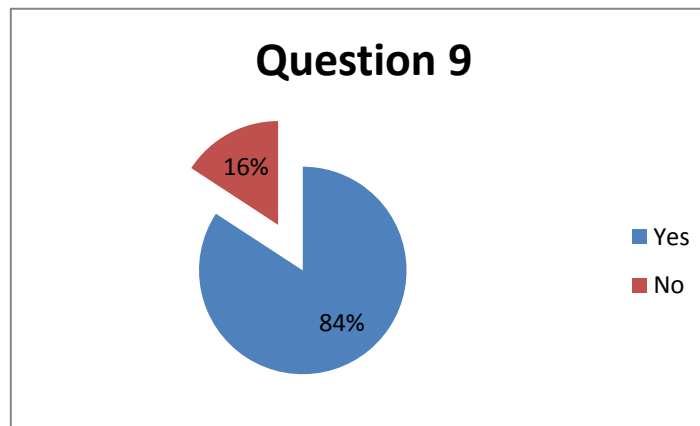
Question N° 9

Do you consider that you and the members of the yellow cab company, having an adequate knowledge in the English language, would provide a service that would give them an advantage over the rest of cooperatives working in the city?

Table 9

ITEM	f	f%
YES	16	84%
NO	3	16%
TOTAL	19	100%

Graphic 9



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

In relation to item 9, 16 of those polled, which is represented with 84% established that to know English would give them an advantage over the rest of the yellow cab companies which work around the city, but 3 taxi drivers, that represents the 16% expressed that it would not give an advantage over the rest of yellow cab companies.

In fact, knowing English will always be an advantage because it is the principal mean of communication for working, making business, studying. So that, having knowledge about English will always be an interesting advantage in any field.

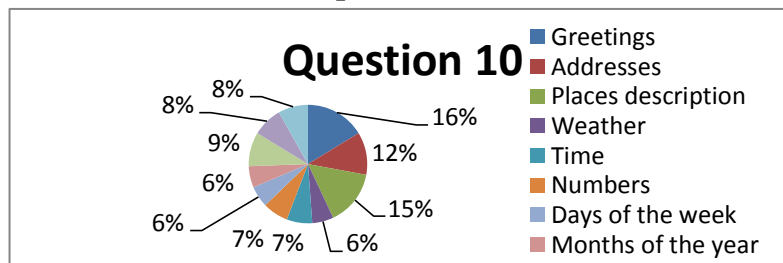
Question N° 10

What issues do you believe that should be covered during the training course in English?

Table 10

ITEM	f	f%
Greetings	14	16%
Addresses	10	12%
Places description	13	15%
Weather	5	6%
Time	6	7%
Numbers	6	7%
Days of the week	5	6%
Months of the year	5	6%
Short conversations	8	9%
Food	7	8%
Places	7	8%
Others	0	0%

Graphic 10



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

There is a divided decision in this question due to the variety of topics to be treated in the course training, the one that got the majority of votes is greetings with 14 votes that represents the 16%, later, places description with 13 votes and being represented with 15%, after that, addresses with 10 votes and its representations 12%, up next short conversations with 8 votes and represented with 9%; food and places with 7 votes each one and represents the 8%; moreover, time and numbers got 6 votes; and the 7%, finally; 5 votes for weather, days of the weeks and months of the year with 6%.

The interpretation is that all topics are important, but some of them have more requirements from part of taxi drivers because they know the topics which are needed during a conversation with tourists.

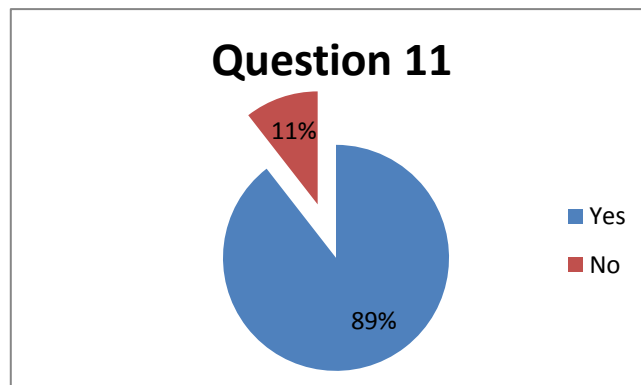
Question N° 11

If you had the opportunity to attend to a training course in the English language for communication, would you do it?

Table 11

ITEM	f	f%
YES	17	89%
NO	2	11%
TOTAL	19	100%

Graphic 11



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

Roughly 17 of those polled which is represented with the 89% of the taxi drivers agreed that they will attend to an English training course in order to improve their communicative skills, in opposition; 2 people that represents the 11% affirmed that they disagreed with the training course.

It is deduced that taxi drivers are prepared to attend to the training course to learn English with touristic purposes, because they believe that it is necessary to take a course in order to improve their communicative skills and to improve the communication with foreign tourist.

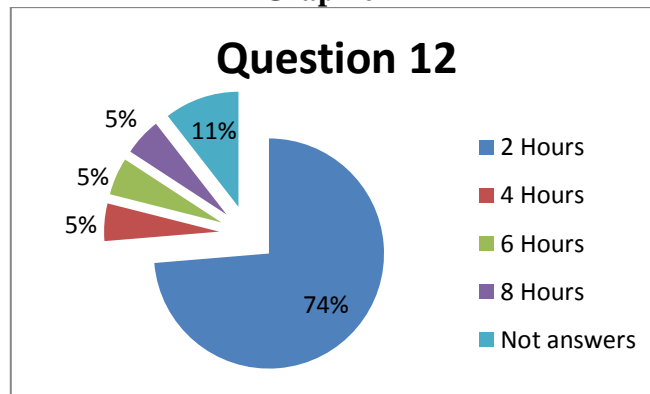
Question N° 12

How many hours a week do you consider that is needed to carry out the training course?

Table 12

ITEM	f	f%
2 HOURS	14	74%
4 HOURS	1	5%
6 HOURS	1	5%
8 HOURS	1	5%
NOT ANSWER	2	11%
TOTAL	19	100%

Graphic 12



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

Most of the taxi drivers suggested that they would prefer to attend two hours per week to the English training course, 14 of them, which is represented with the 74%; while, 2 people that is interpreted as the 11% did not answer this questions; in addition, the options of 4 hours, 6 hours and 8 hours received 1 vote, represented with 5% of total voting each one.

According to the 74% of taxi drivers, 2 hours are needed to carry out the training course to learn basic English with touristic purposes, this is because of their job, taxi drivers do not have too much time to attend to the course, that is why they prefer to receive a course of 2 hours per week.

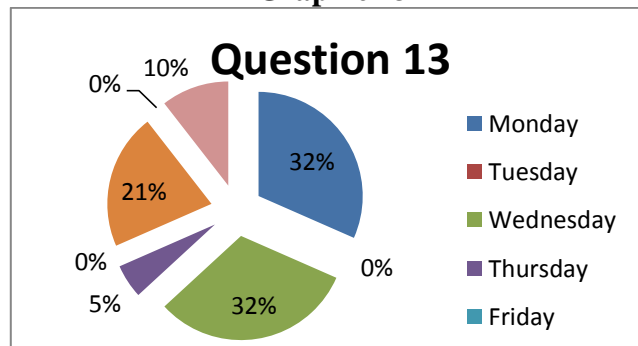
Question N° 13

What days of the week would be suitable for the training course?

Table 13

ITEM	f	f%
Monday	6	32%
Tuesday	0	0%
Wednesday	6	32%
Thursday	1	5%
Friday	0	0%
Saturday	4	21%
Sunday	0	0%
Not answer	2	10%
TOTAL	19	100%

Graphic 13



Source: Yellow Cab Company Multifamiliares FAEN° 26
Elaborated by: Researchers

With regard question 13, 6 taxi drivers that is represented with 32% recommended that the most suitable days for attending to the course would be Mondays and Wednesdays, besides, 4 people that represents the 21% prefer to attend to the course on Saturdays, finally 1 vote that is represented with the 5% considered that it is better to receive the course on Thursdays. The rest of the days did not receive any vote and 2 people or 10% did not answer the question

As a result of the questions, there is a draw when the taxi drivers were asked to decide the day in which they will attend to the course, Mondays and Wednesdays are the most suitable days due to those days there is not too much work, and it is easier for them to accomplish the training in those days.

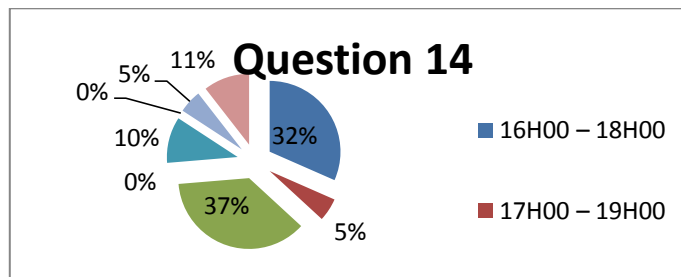
Question N° 14

What hours do you think is considered the most appropriate for the training?

Table 14

ITEM	f	f%
16H00 – 18H00	6	32%
17H00 – 19H00	1	5%
19H00 – 21H00	7	37%
16H00 – 17H00	0	0%
17H00 – 18H00	2	10%
18H00 – 19H00	0	0%
Others 20H00 – 22H00	1	5%
Not answer	2	11%
TOTAL	19	100%

Graphic 14



Source: Yellow Cab Company Multifamiliares FAE N° 26
Elaborated by: Researchers

The results of question 14 reflect that, 7 of those polled which is represented with the 37% considered that the most suitable schedule would be from 19:00 to 21:00; meanwhile 6 taxi drivers or 32% believe that the most suitable schedule would be from 17:00 to 18:00; 2 people or 10% preferred that from 17H00 to 18H00 is the most suitable schedule to attend to the course, finally the 1 person, that is represented with 5% wrote a new schedule from 20H00 to 22H00, and it is important to mention that 2 people or 11% did not answer the question.

There is a clear tendency by taxi drivers to attend to the training course from 19h00 to 21h00, because that is the most suitable time in which they do not have too much work and it is possible for all members to attend to the course.

2.3. Conclusions

After the application of surveys, the researchers are able to state the following:

- A significant point of the study was that taxi drivers accept that they do not have a basic level of English and as consequence of this they are not able to communicate with foreign tourists, who do not speak Spanish, that is why is really difficult to offer a good service to foreigners.
- Taxi drivers agreed that they could offer a better service, if they would have a basic knowledge of English language to communicate with their customers, in addition this condition will give to this yellow cab company an advantage over the rest of companies due to the bilingual service.
- According to the results of surveys, taxi drivers stay that they need to learn English because it will increase their economical incomes through a better service, in addition to become the first yellow cab company which offers a bilingual service.
- For taxi drivers the most relevant topic to be taught are: greetings and farewells, addresses, description of places, food and short conversations because during their previous experiences those are the topics which are more needed by tourist at the moment to take a taxi and ask for information..

2.4. Recommendations

- Taxi drivers, should be instructed in basic knowledge of the English language because they have the possibility to interact with more tourists, due to their place of work which is next to the International airport and the preference of foreigners to take this mean of transportation.
- It is necessary to design a course in which taxi drivers can improve their communicative skills, and their knowledge in English, in order to offer a better service, especially for tourists, taking into account their needs, time and hours that they have availability.
- It is necessary to look for the most effective methods, techniques and information related to the communicative needs of taxi drivers, in order to facilitate the teaching learning process during the training course, in addition to find adequate ways to interact between them.
- To organize a meeting with taxi drivers in which they will be informed about the results of the survey, and to get an agreement about the day and the time that they will take the course; moreover to look the place in which the course will be taught and to know their expectative sans aspirations.

CHAPTER III

3. DESIGN OF THE PROPOSAL

ENGLISH TRAINING PLAN FOR TAXI DRIVERS

3.1. Informative data

INSTITUTION: YELLOW CAB COMPANY “MULTIFAMILIARES FAE N° 26”

CAREER: Education sciences

PROVINCE: Cotopaxi

CANTON: Latacunga

PARISH: La Matriz

NEIGHBORHOOD: Aranjuez

PHONE: 0995673087

KIND OF INSTITUTION: Private

LEVEL: Pre - Graduates at University Technical of Cotopaxi

RESEARCHERS: Chicaiza Alicia and Ramón Santiago

TAXI DRIVERS MEMBERS: 25

3.2. Importance of the proposal

Nowadays, English language is an essential feature for communicating among people around of the world. Knowing that, English represents a wonderful opportunity for professionals in different fields of work. Of course, English is used for carrying out several activities because it is the universal language. Thus, one of the most relevant activities is tourism, in which, communication is so necessary.

Tourism is one of the most important fields; however, it has some difficulties such communication, overall, when tourist do not speak the same language, which is used in the place where they are visiting. That is the case of Latacunga city, which is a beautiful touristic place in Ecuador. Many foreigners decide to visit it because they like its culture, its gastronomy, people, and of course its touristic places. However, many times when tourists visit Latacunga, they face a big problem of communication, overall, with people whose work is related to tourism.

Bearing in mind the previous points, when tourists come to an unknown place, they need to communicate to get accommodation, addresses, places, or transportation. That is why, it is important to know the English language; nevertheless, many people who have to interact with foreigners do not speak English. So that, it is an important aspect for creating a project, in which the main goal is to offer a training course of Basic English for taxi drivers from Multifamiliares La FAE #26, since, they are people whose work is located near the New International Airport of Latacunga city,

which means they would have more probabilities to communicate with foreigners in order to get an adequate interaction.

In fact, the course will help to taxi drivers in order to improve their understanding with tourists when they need to interact. So, after this training course, taxi drivers will be able to develop short conversations using specific vocabulary to communicate with foreigners. Consequently, both parts result benefiterers.

3.3. Justification

This work has been created due to the real necessity that taxi drivers have to communicate in another language, in this case English because this is the most spoken language around the world and the most important in touristic area.

The purpose of this work is to design a training course in which taxi drivers of the yellow cab company Multifamiliares FAE N° 26 will be trained in basic and necessary topics according to the activity, in order to increase their communicative skills and obviously to improve their service directed to foreigner tourists who are not able to communicate in Spanish.

The main advantages of this training course, is to give to taxi drivers communicative skill which allows them to interact with tourist in English, giving in this way the opportunity to offer a better service to tourists. In addition, it will be seen an increment in their incomes and fundamentally to promote the image of Latacunga city as a city in which taxi drivers will be able to speak in English with foreigners.

It is important to mention in this point that the participant will be the first in the entire city in attending to this kind of course, moreover, they will be the first taxi drivers which are able to speak in English and finally they will be the first yellow cab

company which offers a bilingual service, giving them a great advantage over the rest of companies in the city.

3.4. Objectives

General Objective:

- To design a training course for the English language teaching in order to improve the interaction and the quality of service that is offered to foreign tourists by the taxi drivers of the yellow cab company Multifamiliares FAE N° 26.

Specific objectives:

- To analyze the most used topics that taxi drivers must acquire in order to have an interaction with foreigners.
- To select the best activities, strategies and methodologies that will be applied during the training course in order to develop taxi driver's communicative skills.
- To design a booklet with the most important phrases and expressions that taxi drivers can use during an interaction with tourist.

3.5. Foundation

The teaching methods that have been used in the regular education to teach the English language, affect the performance of taxi drivers at the moment to interact with a foreigner customer. This purpose will allow to taxi drivers to acquire communicative skills in order to offer a better service to tourist who come to this city and are not able to communicate in Spanish. In addition, the wish of the researchers is to offer a training course directed to taxi drivers of the yellow cab company Multifamiliares FAE N° 26; in which will be studied the most important topics that

taxi drivers use during a conversation with tourists, helping in this way to offer a better service and also to increase their incomes.

3.6. Theoretical

The theoretical foundation of the purpose is based in the design of a training course to learn Basic English in order to improve their communicative skills. This is directed to taxi drivers which are members of the yellow cab company Multifamiliares FAE N° 26, who are adults, that is why it has been elaborated a module in which taxi drivers will be able to learn and acquire the new language with the assistance of teachers in directed classes; in addition, the course will be imparted two hours per week.

Regarding the virtual classes will be created through the program JCLIC, which will allow that taxi drivers understand in a better way, developing exercises in an interactive environment. Those activities will be developed like homework to reinforce the knowledge. Taking into account that taxi drivers have a short time to attend to the course. So that, this will permit the constant practice of taxi drivers and a direct contact with the new language that they are learning.

In addition, concerning the resources, the training course will have as technological, as well as, conventional resources. Thanks technological resources such: computer, data show and internet which will be permitted the projection of images, specific data, films, that will be useful tools to facilitate the learning of English Language. On the other hand, there is the conventional material which is also so necessary to carry out the training course. Thus, the board, books, worksheets, and flashcards will enhance the English Skills with activities for producing English Language.

Besides, in order to develop this course in a better way, the researchers will elaborate an adequate lesson plan, which consists on organizing the contents, the activities and the best evaluation to know about the advance of taxi drivers. In this way, every class

will have specific assignments taking into account the taxi driver's understanding and needs.

3.7. Scientific

There are no doubts that nowadays, teaching a language, especially English is really important for all people around the world particularly for people who are immersed in tourism areas, because they use this language every day for developing different activities but the most important is to speak and listen in a correct way. Learning a second language helps people to communicate across cultures and to conduct business in places where people may never have previously considered viable markets.

Additionally, the importance of learning a second language is emphasized every day when it is seen the diversity of earth's cultures and the amazing array of people that make up the global community. Thus, tourism field requires the English language's help because the world communicate through English. Therefore, in this case the scientific foundation of the proposal is to apply the most suitable methodologies according to the kind of students that teacher are working with.

In addition, it is essential to design the adequate the didactic material in order to get the objective which is to develop the communicative skill on taxi drivers in a adequate way, and finally to create the most suitable dynamics, strategies and techniques in order to complement and reinforce the knowledge acquired during the course.

3.8. Methodological

The methodological foundation of this purpose is based on the kind of the methods that will be used at the moment to teach English language to taxi drivers, it is

important to start saying that one of the most suitable methods to be used during the course is direct speech method, because it will be used in order that taxi drivers have a direct contact with English language; besides, it is important to mention that the main goal of Direct method is enable students to use a target language for communicating without translation's help.

In this way, taxi drivers will have to use English for carrying out short conversation using specific vocabulary regarding the activity that they realize every day such: places, addresses, prices, food, and so on. Through this method taxi drivers will develop their speaking and listening skills at the same time because it does not focus on teaching grammar.

Another useful method for this training course is natural approach which is based in a natural learning without pressures of grammar rules. In this method the most important is communication using a target language. Acquisition of a second language requires meaningful interaction in the target language and a natural communication in which speakers are concerned not with the form of their statements but with the messages they are conveying and understanding.

However, it is evident that in sometimes will be useful for teachers and taxi drivers to use the translation method to understand and know the meaning of what they are listening and learning. Due to, the majority of taxi drivers do not have knowledge with regard English Language, it is necessary to translate some words or phrases to facilitate them a better understanding. In addition, the translation method is commonly used by teachers in schools and high schools because it is the classical method which permits creating well - structured sentences, since, it is based on grammar.

It is important to mention that it must be taken into account the type of people that will receive the training course and how these methods will be applied with them.

3.9. Psychological

One of the most important aspects that must be observed is that through this training course taxi drivers will increase their self – esteem and motivation for working and offer a better service with tourists, their confidence will rise and it will improve the quality of their job. Moreover, through this course taxi drivers will have the opportunity to show competitive skills regarding the rest of yellow cab companies which work in Latacunga city. What is more, thanks to this training course “Multifamiliares” FAE N° 26 yellow Cab Company will be recognized as a bilingual company because its members are training on communicative skills in English language that allows a better interaction with foreigner tourists. In this way, tourists will prefer a yellow cab company which offers a full service.

In addition, taxi drivers will feel more trust at the moment to interact with foreigners because they will have a powerful tool which is English language for communicating with them without problems of understanding.

SURVIVAL ENGLISH

2024 A T A V T E T A C H I M E T O T



FOR TAXI DRIVERS

2024 A T A V T E T A C H I M E T O T

INTRODUCTION

This training plan has been created for taxi drivers, who need to learn Basic English in order to communicate with foreign tourist, which has been divided into six units and different topics. Inside each unit there are several sub-topics which contain interactive activities for facilitating the taxi driver's learning.

The student will find the title of the topic to be treated, after that the explanation of the useful vocabulary divided in three parts: Spanish, English and the Pronunciation of each one of those words. For a better use of this material, it has been included a CD in which the teacher and the students will be able to practice the pronunciation of words which are included in this module.

After each lesson, there will be a practice lesson divided into different activities, which will help to reinforce the knowledge previously acquired. In addition, there will be exercises of listening, writing, and speaking which will be fundamental in order to obtain the best result during the course.

It is important to mention that the last unit is divided into 3 parts: Short conversations in which, taxi drivers will be able to practice making simulation of real conversations with phrases that they can use. The next part is Useful Expressions, where, taxi drivers will learn and acquire the most important phrases at the moment to interact with foreigners.

Finally, the vocabulary section, taxi drivers will learn useful words to be used during their job. The vocabulary has been elaborated in an alphabetical way in order to facilitate their use and manipulation and as well as, it is provided of three parts: Spanish, English and Pronunciation.

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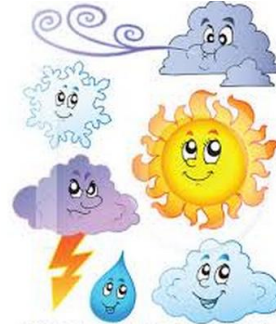
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UNIT 1

THE ALPHABET

1.- Listen and repeat the correct pronunciation of each letter.



▶ Track 1

Spanish	English	Pronunciation
A	A	/ éi /
B	B	/ bi /
C	C	/ sí /
D	D	/ dí /
E	E	/ i /
F	F	/ ef /
G	G	/ llí /
H	H	/ éich /
I	I	/ ái /
J	J	/ lléi /
K	K	/ kéi /
L	L	/ el /
M	M	/ em /
N	N	/ en /
O	O	/ ou /
P	P	/ pi /
Q	Q	/ kiu /
R	R	/ ar /
S	S	/ es /
T	T	/ ti /
U	U	/ yu /
V	V	/ vi /
W	W	/ dablíu /
X	X	/ eks /
Y	Y	/ guai /
Z	Z	/ zet /

EXERCISES

1.- Try to spell your name in front of your partners

2.- You will hear some spelling exercises, try to fill the blanks with the missed letters.

DOG
PENCIL
COMPUTER

TAXI
DOLLAR
LATACUNGA

3.- Circle the correct words (there are 4 extra words that you do not need to circle)

MECHANIC
MONEY
RULER
RABBIT
YELLOW

YOUNG
PIANO
PANDA
BOOK
BABY

4.- Participants will spell any word that they want.

5.- Grupal activity.

Taxi drivers will play a game in which they will hear a letter and they will take that letter from the wall of letters.

GREETINGS AND FAREWELLS

1.- Listen and repeat



Track 2

Saludos y Despedidas (Greetings and farewells)		
Spanish	English	Pronunciation
Adiós	Good-bye	/ gud bai /
Buenas noches (despedida)	Good night	/ gud Náit /
Buenas noches (saludo)	Good evening	/ gud ívining /
Buenas tardes	Good afternoon	/ gud after-nun /
Buenos días	Good morning	/ gud MOR-ning /
Ha sido un placer	It's been a pleasure	/ its bin ei PLE-shur /
Hasta luego	See you	/ si yu /
Hasta mañana	See you tomorrow	/ si yu tumorrow /
Hasta pronto	See you soon	/ si yu son /
Hola	Hello / Hi	/ jelow / Jai /
Un gusto conocerle	Nice to meet you	/ nais tu mit yu /
Nos vemos después	See you later	/ sí yu leider /
Saludos	Greetings	/ gritings /
Tenga buen día	Have a good day	/ jav a gud dei /
¿Qué hay de nuevo?	What's new?	/ wats niu? /
¿Cómo le va?	How are you?	/ jáu ar yú? /
¿Cómo la está pasando?	How are you doing?	/jáu are yu duing? /

EXERCISES

1. Write the correct phrase under each picture

HOW ARE YOU? GOOD MORNING GOOD BYE THANK YOU FINE THANKS
 WHAT IS YOUR NAME? SEE YOU LATER GOOD EVENING



2.-Match each picture according to the greeting.



- GOOD NIGHT
- GOOD AFTERNOON
- GOOD MORNING
- GOOD EVENING

3.-Introduce yourself giving specific information (personal data)

4.-Develop a short conversation with your partner asking information about him.

UNIT 2

THE NUMBERS

1.- Listen and repeat the numbers



Track 3

1	One	/ guán /
2	Two	/ tu /
3	Three	/ fri /
4	Four	/ for /
5	Five	/ fáif /
6	Six	/ siks /
7	Seven	/ seven /
8	Eight	/ éit /
9	Nine	/ nán /
10	Ten	/ ten /
11	Eleven	/ ileven /
12	Twelve	/ tuelf /
13	Thirteen	/ zertín /
14	Fourteen	/ fortín /
15	Fifteen	/ fiftín /
16	Sixteen	/ sikstín /
17	Seventeen	/ séventín /
18	Eighteen	/ eitín /
19	Nineteen	/ náitín /
20	Twenty	/ tuenti /
30	Thirty	/ zerti /
40	Forty	/ forti /
50	Fifty	/ fifti /
60	Sixty	/ siksti /
70	Seventy	/ seventi /
80	Eighty	/ éigti /
90	Ninety	/ náiti /
100	One hundred	/ uán jandred /
1000 (MIL)	One thousand	/ uán dousand /
1000000 (UN MILLON)	One million	/ uán milion /

EXERCISES

1.- Listen and write the correct number.



Track 4

2.- Match the number with the correct writing.

- | | |
|-----|----------------|
| 1 | One hundred |
| 6 | Fifteen |
| 88 | Twenty |
| 33 | Thirty - three |
| 15 | Eighty - eight |
| 100 | One |
| 20 | Six |

3.- Put the number according to the order that you listen.



Track 5

- | | |
|----------|----------|
| 52 | 75 |
| 28 | 19 |
| 31 | 12 |
| 64 | 20 |
| 93 | 81..... |

ORDINAL NUMBERS

1.- Listen and repeat



Track 6

ESPAÑOL		INGLÉS		PRONUNCIACIÓN
1ero	Primero	1st	First	/ ferst /
2do	Segundo	2nd	Second	/ second /
3ero	Tercero	3rd	Third	/ zerd /
4to	Cuarto	4th	Fourth	/ fofd /
5to	Quinto	5th	Fifth	/ fift /
6to	Sexto	6th	Sixth	/ sikst /
7mo	Séptimo	7th	Seventh	/ sevent /
8vo	Octavo	8th	Eighth	/ eigt /
9no	Noveno	9th	Ninth	/ naint /
10mo	Décimo	10th	Tenth	/ tent /
11ero	Décimo primero	11th	Eleventh	/ ilevent /
12do	Décimo segundo	12th	Twelfth	/ tueft /
13ero	Décimo tercero	13th	Thirteenth	/ zirtínt /
14to	Décimo cuarto	14th	Fourteenth	/ fortínt /
15to	Décimo quinto	15th	Fifteenth	/ fiftínt /
16to	Décimo sexto	16th	Sixteenth	/ sikstínt /
17mo	Décimo séptimo	17th	Seventeenth	/ séventínt /
18vo	Décimo octavo	18th	Eighteenth	/ eitínt /
19no	Décimo noveno	19th	Nineteenth	/ náitínt /
20mo	Vigésimo	20th	Twentieth	/ tuentiet /
21ero	Vigésimo primero	21st	Twenty - first	/ tuenti ferst /
22do	Vigésimo segundo	22nd	Twenty - second	/ tuenti second /
23ero	Vigésimo tercero	23rd	Twenty - third	/ tuenti zird /
30mo	Trigésimo	30th	Thirtieth	/ zirtiet /
40mo	Cuadragésimo	40th	fortieth	/ fortiet /
50mo	Quincuagésimo	50th	fiftieth	/ fiftiet /
60mo	Sexagésimo	60th	sixtieth	/ sikstiet /
70mo	Septuagésimo	70th	seventieth	/ seventiet /
80vo	Octogésimo	80th	eightieth	/ eightiet /
90no	Nonagésimo	90th	ninetieth	/ naintiet /
100mo	Centésimo	100th	one hundredth	/ guan jandredt /

EXERCISES

1.- Write the correct ordinal number.

1st 4th
32nd 35th
55th 83rd
98th 100th
20th 69th

2.- Listen and circle the correct ordinal number.



Track 7

1 st	13 th	54 th	67 th	18 th	90 th	100 th
3 rd	87 th	41 st	76 th	95 th	88 th	92 nd
2 nd	25 th	66 th	39 th	91 st	83 rd	15 th

U.S. MONEY

1.- Listen and repeat



Track 8



a penny or one cent
/ a peni // guan sent /



a nickel or five cents
/ a nikel // faif sents /



a dime or ten cents
/ a daim // ten sents /



a quarter or twenty five cents
/ a cuarter // tuenti faif sents /



Fifty cents
/ fifti sents /



One dollar or one dollar bill
/ guan dolar / guan dolar bil /



Five dollar bill
/ faif dolar bil /



Ten dollar bill
/ ten dolar bil /



Twenty dollar bill
/ tuenti dolar bil /



One hundred dollar bill
/ guan jandred bil /

EXERCISES

1.-Write the answers

- | | |
|-----------------------------------|--------------------------|
| 1.-five pennies = | 4.- two nickels =..... |
| 2.-two dimes and a nickel = | 5.- four quarters =..... |
| 3.-two quarters = | 6.-three quarters=..... |

2- Solve the problems:

- a) Ann has 5 quarters, 3 dimes, 6 nickels and 15 pennies. How much does she have?
- b) Dave has 6 quarters, 6 dimes, 10 nickels and 10 pennies. How much does she have? \$
- c) Dave has 3 quarters, 2 dimes, 1 nickels and 40 pennies. How much does she have? \$

3.- Listen and complete with the correct number



Track 9

4.- Write the correct answer

1. How much is shown?



Answer:

2. How much is shown?



Answer:

3. How much is shown?



Answer:

4. How much is shown?



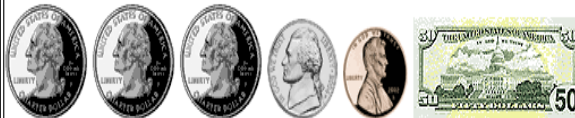
Answer:

5. How much is shown?



Answer:

6. How much is shown?



Answer:

UNIT 3

DAYS OF THE WEEK

1.- Listen and repeat



Track 10

Día	Day	Pronunciation
Lunes	Monday	/ mandei /
Martes	Tuesday	/ tíusdei /
Miércoles	Wednesday	/ uensdei /
Jueves	Thursday	/ zersdae /
Viernes	Friday	/ fraidei /
Sábado	Saturday	/ saturdai /
Domingo	Sunday	/ sandei /

EXERCISES

1.- Listen and number the days according to what you listen.



Track 11

Monday

Friday

Tuesday

Saturday

Wednesday

Sunday

Thursday

2.- Listen and write the days of the weeks that you hear.

.....

.....

3.- Answer the following questions.

What is the first day of the week?

The first day of the week is

Which are the days the days of the weekend?

The days of the weekend are

What is the day Between Wednesday and Friday?

The day between Wednesday and Friday is

MONTHS OF THE YEAR

1.- Listen and repeat



▶ Track 12

Mes	Month	Pronunciation
Enero	January	/ llanuari /
Febrero	February	/ februari /
Marzo	March	/ march /
Abril	April	/ éiprol /
Mayo	May	/ mei /
Junio	June	/ llun /
Julio	July	/ llulay /
Agosto	August	/ ogest /
Septiembre	September	/ September /
Octubre	October	/ october /
Noviembre	November	/ november /
Diciembre	December	/ disember /

EXERCISES

1.- Listen and circle the month which are named.



Track 13

January

February

March

April

May

June

July

August

September

October

November

December

2.- Complete the following information with the correct month.

In which month is celebrated the MAMA NEGRA Party?

The mama negra party is celebrated on

In which month is celebrated Christmas?

Christmas is celebrated on

Which is the first month?

The first month is

In which month is celebrated

The last month of the year is

In which month is the Virgen of las Mercedes Celebration?

The Virgen of las Mercedes Celebration is on

UNIT 4

GIVING DIRECTIONS

1.- Listen and repeat



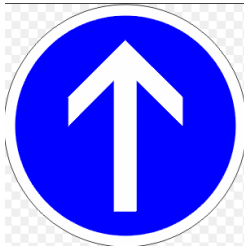
Track 14



DERECHA	RIGHT	/ raigt /
Turn right in the next block		
Gire a la derecha en la siguiente cuadra		



IZQUIERDA	LEFT	/ left /
Turn left in the hospital		
Gire a la izquierda en el hospital		



RECTO	STRAIGHT	/ streigt /
Go straight until the traffic light.		
Siga derecho hasta el semáforo		



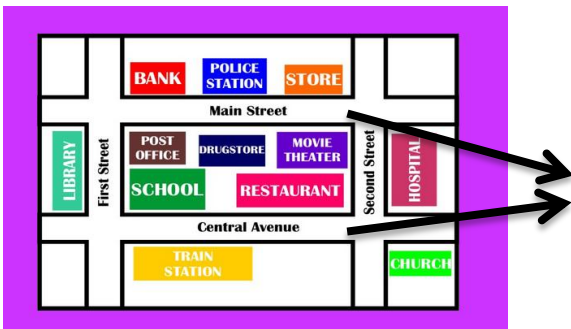
ON THE CORNER OF	EN LA ESQUINA DE	/ on the corner of /
The drugstore is on the corner of Amazonas avenue and Guayaquil street		
La farmacia está en la esquina de la avenida Amazonas y la calle Guayaquil		



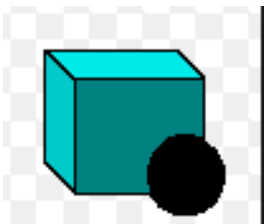
CERCA	NEAR	/ niar /
The church is near of the police station		
La iglesia está cerca de la estación de policía		



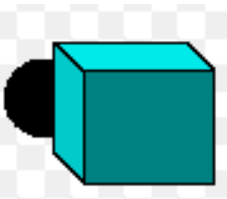
LEJOS	FAR	/ far /
The downtown is far from here		
El centro de la ciudad está lejos de aquí		



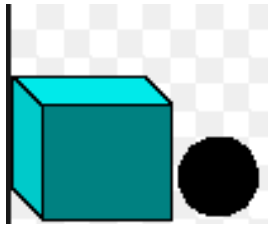
CUADRA	BLOCK	/ blok /
The hotel is 3 blocks from here.		
El hotel está a tres cuadras de aquí		



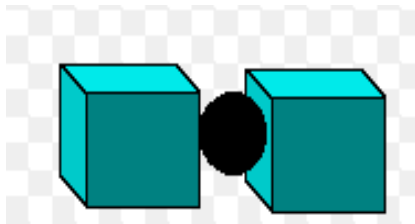
EN FRENTE DE	IN FRONT OF	/ in front of /
The bus station is in front of the rail road		
El terminal está en frente de las rieles del tren		



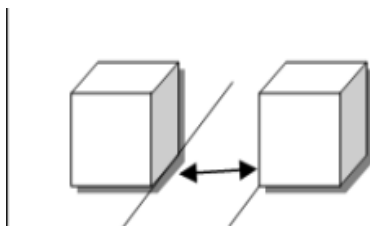
DETRÁS DE	BEHIND	/ bijaind of /
The bank is behind the supermarket.		
El banco está detrás del supermercado.		



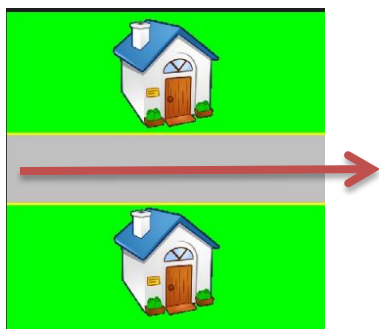
A LADO DE	NEXT TO	/ next to /
The gas station is next to the bus station.		
La gasolinera está a lado del terminal		



ENTRE	BETWEEN	/ bituin /
The town hall is between the church and the park		
El municipio está entre la iglesia y el parque.		



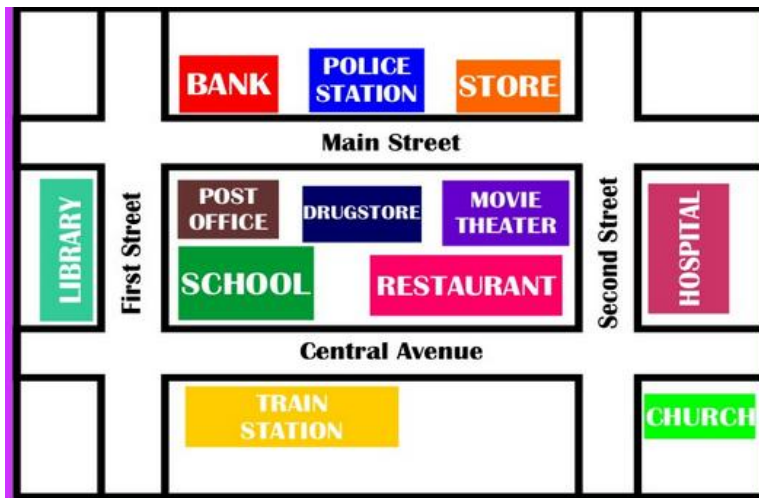
OPUESTO	OPPOSITE	/ oposit /
The mall is opposite the school		
El mall está opuesto de la escuela.		



CRUSANDO LA CALLE	ACROSS FROM	/ across from /
The restaurant is across from the post office.		
El restaurant está cruzando la calle de la oficina postal		

EXERCISES

1.- Look at the map and complete the questions using directions.



The hospital is the church.

The drugstore is The movie theater and the post office

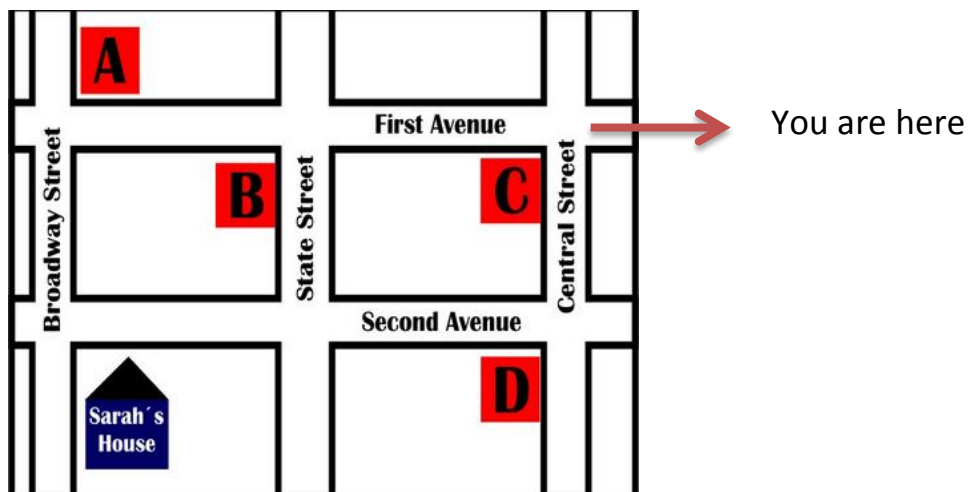
The school is the restaurant

The post office is the school

The church issecond street and central avenue

The police station is drugstore.

2.- Watch the picture and describe how to get to Sarah's house



3.- Write the names to the following pictures.



.....



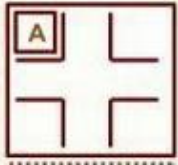
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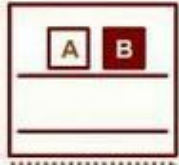
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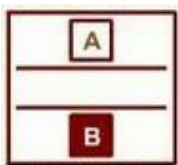
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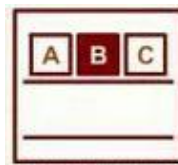
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.....



.....



.....

Places

1.-Listen, look and repeat.



Track 15



CENTRO COMERCIAL
SHOPPING MALL
/ shopping mol /



LAGUNA
LAKE
/ leik /



COLEGIO
HIGH SCHOOL
/ jai scul /



HOSPITAL
HOSPITAL
/ jospital /



CINE
CINEMA
/ cinema /



AEROPUERTO
AIRPORT
/ erport /



ESTACIÓN DE BUSES
BUS STATION
/ bas steishon /



GASOLINERA
GAS STATION
/ gas steishon /



IGLESIA
CHURCH
/ church /



SUPERMERCADO
SUPERMARKET
/ supermarket /



RESTAURANTE
RESTAURANT
/ restorant /



PARQUE
PARK
/ park /



HOTEL
HOTEL
/ joutel /



ESTACIÓN DE TREN
TRAIN STATION
/ trein steishon /



UNIVERSIDAD
UNIVERSITY
/ yuniversiti /



ESTACIÓN DE POLICÍA
POLICE STATION
/ polis steishon /



ESTACIÓN DE BOMBEROS
FIRE STATION
/ fair steishon /



ESCUELA
SCHOOL
/ skuul /



VOLCÁN
VULCANO
/ volqueino /

EXERCISES

1.-Write the names of the following places.

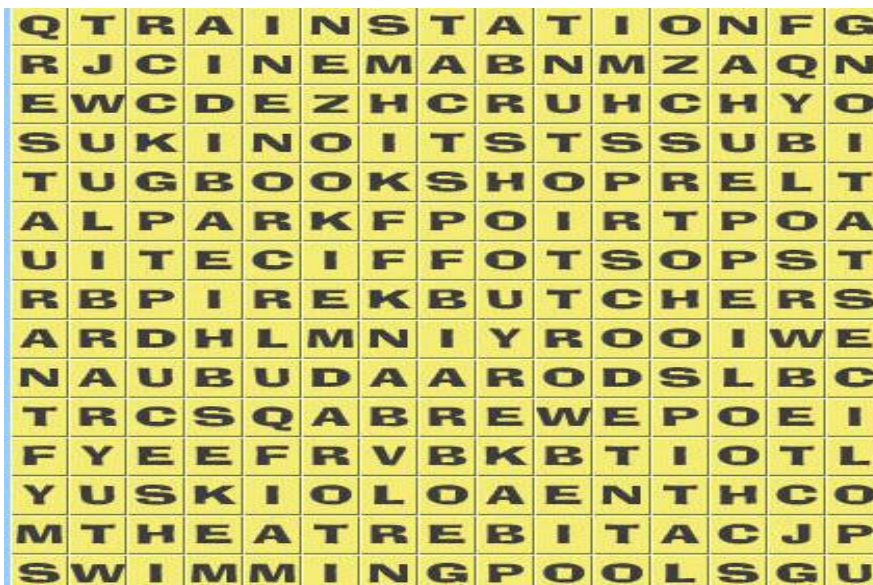


.....



.....

2. - Look for the names of places



3.-Choose the best answer.

Where do you....

a) Read books?

- 1) Shopping mall 2) library 3) museum

b) Have lunch?

- 1) Restaurant 2) Swimming pool 3) School

c) Buy food?

- 1) Police station 2) Church 3) supermarket

d) Save money?

- 1) University 2) Bank 3) hospital

e) Go when you feel sick?

- 1) Hospital 2) hotel 3) high school

4. - Match each picture with its correct name.



**SHOPPING
MALL**



PARK



MUSEUM



**POLICE
STATION**

UNIT 5

CLIMATE

1.-Look, listen and repeat.



Track 16



LLUVIA
RAIN
/ rein /



SOLEADO
SUNNY
/ sani /



NIEVOSO
FOGGY
/ fogui /



NUBLADO
CLOUDY
/ cludi /



CALUROSO
HOT
/ jot /



TEMPLADO
WARM
/ worm /



CONGELADO
FREEZY
/ frizi /



TORMENTA
STORM
/ storm /



INUNDACIÓN
FLOOD
/ flud /



HURACÁN
HURRICANE
/ hurrican /



VENTOSO
WINDY
/ guindi /



TERREMOTO
EARTHQUAKE
/ ertqueik /



ERUPCIÓN VOLCÁNICA
VOLCANO ERUPTION
/ volqueino erapshion /



HUMEDO
HUMID
/ jiumid /

EXERCISES

1. Write the words in order.



a.- iwnyd

.....



b.- wasyn

.....



c.-snynu

.....



d.- cloudy

.....



e.- aryni

.....



f.-cdol

.....

2.- Write the numbers according to each picture.



It's warm

It's cold

It's raining

It's sunny

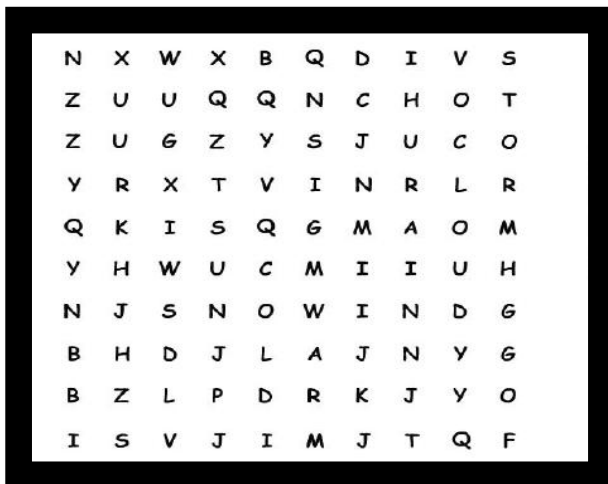
It's snowing

It's cloudy.....

3.-Choose the correct answer.

- | | | | | |
|----|---|--------|-------|--------|
| 1. |  | SUNNY | HOT | SNOWY |
| 2. |  | SNOWY | HOT | STORMY |
| 3. |  | COLD | RAINY | SUNNY |
| 4. |  | STORMY | COLD | RAINY |
| 5. |  | HOT | SUNNY | SNOWY |
| 6. |  | HOT | COLD | RAINY |

4.- Find out the words related to the climate



1.-.....	6.-.....
2.-.....	7.-.....
3.-.....	8.-.....
4.-.....	9.-.....
5.-.....	

DESCRIBING PLACES

1.-Look, listen and repeat



Track 17

Español	Inglés	Pronunciación
tranquilo	Quiet	/cuayet/
Limpio	Clean	/clin/
Sucio	Dirty	/dirti/
Antiguo	Ancient	/eicent/
Modern	Modern	/modern/
Industrial	Industrial	/industrial/
Montañoso	Mountainous	/mountenus/
Baja altitud	Low-lying	/lou-laying/
departamento	Flat	/flat/
Tropical	Tropical	/tropical/
poblado	Overcrowded	/overcround/
Agrícola	Agricultural	/agriculchural/
Fertil	Fertile	/fértil/
Esteril	Barren	/baren/
Desolado	Bleak	/blek/
Ocupado	Busy	/bisy/
Templado	Temperate	/tempereit/
Estrecho	Narrow	/narrou/
Contaminada	Polluted	/polut/
Húmeda	Humid	/jiimid/
Seca	Dry	/drai/
Animada	Lively	/lifli/
Monótono	Monotonous	/manotonus/
Variada	Varied	/varied
Cultural	Cultural	/culchural/
Tradicional	Traditional	/tradishonal/
Desarrollada	Developed	/divelopt/
Urbana	Urban	/urban/
Rural	Rural	/rural/
Campo	Countryside	/countrisaid/
Extranjero	Foreign	/foreign/
Local	Local	/local/
Exterior	Outdoor	/otdor/
interior	indoor	/indoor/
Pequeña	Small	/smol/
Grande	big	/big/
ruidoso	noisy	/noisy/
peligrosa	dangerous	/danllerous/

EXERCISES

1.-Choose the best adjective for each picture; you have three extra options that you do not need.

Noisy big overcrowded traditional countryside small industrial



.....

.....



.....

.....

2.-Look for the adjectives for describing places

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

- 1).....
- 6).....
- 2).....
- 7).....
- 3).....
- 8).....
- 4).....
- 9).....
- 5).....
- 10).....

3.-Match each picture with the correct adjective.



CLEAN



DANGEROUS



QUIET



POLLUTED



BIG

4. Fill the missing letters of adjectives for describing places

	U			D
--	---	--	--	---

T	M	E	A		
---	---	---	---	--	--

	N	C		E		T
--	---	---	--	---	--	---

	A		I	E	
--	---	--	---	---	--

M				R	N
---	--	--	--	---	---

UNIT 6

SHORT CONVERSATIONS

Dialogue of arrival

Track 18

	ESPAÑOL	INGLÉS	PRONUNCIACION
TAXI	Buenos días, ¿buscan un taxi?	Good morning. Looking for a taxi?	/ gud morning. Lu-king for a TAK-si? /
TOURIST	Sí	Yes	/ yes /
TAXI	Súbanse por favor. ¿Guardo su equipaje?	Get on, please. May I store your luggage?	/ get on, plis. Mei ai stóar yur Lugach? /
TOURIST	Si, por favor	Yes, please	/ yes, plíis /
TAXI	¿A dónde le gustaría ir?	Where would you like to go?	/ juér ud yu laik tu gou? /
TOURIST	Al hotel, aquí está la dirección	To the hotel. Here's the address.	/ tu de jotel. Jir is di adres /
TAXI	Si necesitan algo me lo dicen.	If you need something, tell me.	/ if yu níid somthing tel mi /
TOURIST	Perfecto.	Perfect / Fine	/ perfect / / fain /
TAXI	¿Nos visitan por primera vez?	Are you visiting us for the first time?	/ ar yu VI-si-ting as for de ferst táim? /
TOURIST	Si. Son nuestras vacaciones	Yes. We're on vacation.	/ yes. güi on vakeishon /
TAXI	Esta temporada es muy agradable.	This season is very pleasant.	/ dis sison is very plisent /
TAXI	Les daré mi teléfono por si me necesitan	I'll give you my telephone number in case you need me.	/ ail gif yu mái tele-fon namber in kéis yu níid mi /
TOURIST	Muchas gracias	Thanks a lot	/ djanks ei lot /
TAXI	Hemos llegado.	We've arrived.	/ wiv arraivt /
TOURIST	Gracias por el viaje	Thanks for the trip	/ zanks for de trip /
TAXI	La tarifa indica 15 dólares con 25 centavos. Espere el vuelto. Tengan unas buenas vacaciones. Muchas gracias.	The fare is fifteen dollars and a quarter. Wait for the change. Have a good vacation. Thank you so much.	/ de fer is fiftín dolars end a cuorer. Gueit for de cheinsh. Jab a gud vaqueishon. Djenk yu so mach /

Dialogue during a trip

Track 19

	ESPAÑOL	INGLÉS	PRONUNCIACIÓN
TOURIST	Taxi, por favor	Taxi, please	/ taksi, plís /
TAXI	Con mucho gusto. ¿A dónde quieren ir?	Gladly. Where do you want to go?	/ gladli. Juér du yu guant tu gou? /
TOURIST	Queremos conocer la ciudad	We wish to see the city.	/ güi guish tu si de ciry /
TAXI	Hoy hace un clima perfecto.	Today, the weather is perfect.	/ tudey the gueder is perfekt/
TOURIST	Qué nos aconseja conocer primero?	What do you recommend us to see first?	/ guat du yu recomend us tu si ferst? /
TAXI	Les daré un recorrido por las iglesias, parques, calles principales, el centro comercial y restaurantes.	I'll take you through churches, paks, principal streets, the mall and restaurants.	/ ail téik yu thru churches, parks, principal strits, de mol and restaurants /
TOURIST	Queremos comprar algunos regalos	We want to buy some gifts.	/ güi guant to bai some gifts /
TAXI	Puedo llevarlo a mercados para turistas en el centro de la ciudad. Me dicen si desean conocer algo en especial. Con gusto los llevaré	I can take you to tourist markets in the downtown. Tell me if you want to see something in particular. I'll be glad to take you.	/ ai kan téik yu to TU-rist MAR-kets in de dauntaun. Tel mi if yu guant somthing in particular. Ail bi glad tu teik yu /
TOURIST	Nos vamos a bajar en esta iglesia.	We'll get off at that church.	/ güil get of at dat church /
TAXI	¿Los espero o prefieren que los recoja en una hora?	I can wait for you or do you prefer that I pick you up in one hour?	/ ai can wéit for yu or du yu prifer dat ai pik yu ap in guán áuer? /
TOURIST	Estaremos aquí un tiempo	We'll be here for a while	/ güil bi jír for ei juáil /
TAXI	¿Qué tal si los recojo en dos horas?	How about if I pick you up in two hours	/ jau abáut if ai pik yu ap in tú áuers? /
TOURIST	Sería perfecto. Así comemos algo por aquí.	That would be perfect. That way we can eat something here.	/ dat wud bi perfect. Dat güei güi kan íit something jir /
TAXI	También puedo recogerlos para llevarlos a un restaurante típico	I can also pick you up and take you to a typical restaurant	/ ai can olso pik yu ap and téik yu tu a tipical restaurant/
TOURIST	Es buena idea. Recógenos alrededor de la 1	That's a good idea. Pick us up about one.	/ dat's a gúud aidía. Pik as up abáut guan /
TAXI	Perfecto. Estaré a esa hora en ese mismo lugar.	Fine. At that time, I'll be at the same place.	/ fáin. At dat táim, ail bi atde séim pléis /
TOURIST	Aquí nos vemos	See you later	/ síi yu leider /

Final dialogue on the way to the airport.

 Track 20

	ESPAÑOL	INGLÉS	PRONUNCIACIÓN
TOURIST	Vamos al aeropuerto	Let's go to the airport	/ lets gou tu de erport /
TOURIST	Estamos atrasados.	We are late	/ güi ar léit /
TAXI	Llegaremos a tiempo. ¿Traen todos los documentos?	We'll get there on time. Did you bring all the documents?	/ güil get dér on táim. Did yu bring ol de dokuments? /
TOURIST	Si, ya los hemos revisado	Yes, we have checked	/ yes, güi jav chék't /
TAXI	Y qué hay acerca del equipaje?	What about the luggage?	/ guat about de lugash? /
TOURIST	Sí, seguro, son sólo estas pocas maletas	Yes, sure, we only have these few suitcases	/ yes, shur, güi onli jav díis fiú Suitqueises /
TAXI	Suban, yo acomodo el equipaje en la cajuela.	Get in. I'll put the luggage in the trunk.	/ get in. Ail put de Lugash in de trunk /
TOURIST	Perfecto	Perfect.	/ perfekt /
TAXI	Muy bien, vámonos.	Ok Let's go.	/ okei lets gou /
TOURIST	Creo que todo estará bien	I think everything will be all right	/ ai zink EV-ri-zing güil bi ol ráit /
TAXI	La pasaron muy bien en la ciudad?	Did you have a good time in the city?	/ did yu jav a gud táim in de ciri? /
TOURIST	La pasamos muy bien	We had a very good time	/ güi jad ei veri gud táim /
TAXI	Hemos llegado.	We are here.	/ güi ar jir /
TOURIST	Muchas gracias	Thank you so much	/ djnk yu so mach /
TAXI	Tengan un buen viaje y regresen pronto.	Have a good trip and come back soon.	/ jav a gud trip and com bak sun /

USEFULL EXPRESSIONS

Track 21

ESPAÑOL	INGLÉS	PRONUNCIACIÓN
A		
¿A dónde vamos?	Where are we going?	/ juÉR ar güi going? /
¿A dónde quiere ir?	Where would you like to go?	/ juéar gud yu láik to gou?/
Aquí hay comida típica.	Here you'll find typical food	/ jir you will faind tipical fud /
Actividad nocturna	Night life	/ náit láif /
¿A qué hora puedo recojerlo?	What time can I pick you up?	/ guát taim can ai pic yu ap? /
¿A qué hora debe llegar?	What time are you expected?	/ guát tai mar yu expected/
B		
Busquemos quién lo ayude	Let's look for someone who can help you	/ lets lúuk for somguan ju kan jelp yu /
Buscar un guía	Look for a guide	/ luk for a gáid /
Buen viaje	Have a good trip	/ jav a gud trip /
C		
¿Cuántos son?	How many are you?	/ jáu méni ar yu? /
Conocer parques	To go to parks	/ tu go tu parks /
¿Cuál es su nacionalidad?	What is your nationality?	/ guát is tur nashonaliti? /
D		
De nada	You're welcome	/ yur welcom /
¿De qué país vienen?	What country are you from?	/ guát country ar yu from?/
Dar un recorrido	To walk around	/ tu guok araund /
Debe verlo un médico	You should see a doctor	/ yu chud sí a doctor /
¿Dónde lo recojo?	Where should I pick you	/ juér shud ai pic yu ap? /

	up?	
Deme la dirección	Give me the address	/ giv mi de áдрес /
Dígame qué necesita	Tell me what you need	/ tel mi guát yu níid /
Debo recogerlo a las 3	I must pick you up at three o'clock	/ ai mast pik yu ap at dri o cloc /
Dirección de su hotel	The address of your hotel	/ de adres of yur jotel /
Discúlpeme	Excuse me	/ ekskius mi /
E		
El clima es bueno / malo.	The weather is good / bad	/ de güéder is gud / bad /
Esta temporada es hermosa	This season is beautiful	/ dis sison is biutiful /
Estoy a su disposición	I'm available / I'm free	/ ai am avaiabol / Aim fríi/
Estamos cerca	We are near / close	/ güi ar niar / klós /
Estamos lejos	We are far	/ güi ar fáar /
Es 25 dólares	It's twenty-five dollars	/ its tuenti faif dollars /
Espere el vuelto	Wait for the change	/ güéit for de chéinch /
Es un centro comercial	It is a mall	/ it is a mol /
El centro de la ciudad	The downtown	/ de dauntaun /
Esta zona se llama xxx	This area is called xxx	/ dis érea is kold xxx /
Es la terminal de buses	That's the bus station	/ dat's ze bas steishon /
Es la terminal de trenes	That's the train station	/ dat's ze tréin steishon /
Es cerca	It's near	/ its níar /
Es lejos	It's far	/ its far /
¿Espero aquí?	Should I wait here?	/ shud ai güéit jír? /
Estoy aquí, puede bajar cuando quiera	I'm here. You can come down any time you want.	/ sim jír. Yu can com dáun eni táim yu guant /
Esta calle es comercial	This area is comercial	/ dis stríit is comershal /
Espero que la haya pasado bien	I hope you had a good time	/ ai jóp yu jad a gud táim /
Espero que vuelva	I hope you'll return	/ ai jóp yu guil return /

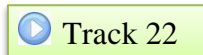
G		
Guardaré su equipaje	I'll put your luggage in the trunk	/ ail put yur lugach in de trunk /
Gracias por visitarnos	Thank you for visiting us	/ djank yu for visiting as /
Gracias por su preferencia	Thank you for your preference	/ djank yu for yur preferens /
H		
Hemos llegado	We are here	/ güi ar jír /
Hacer fotocopias	To make photocopies	/ tu méik fotocopis /
L		
Los días son muy buenos para ir al volcán Cotopaxi.	The days are very good to go to the Cotopaxi volcano	/ de déis ar veri gud tu go tu de Cotopaxi Volcano /
Los mejores restaurantes típicos.	The best typical restaurants.	/ de best típical restoratns/
La zona es tradicional	The 44ear is traditional	/ di éiria is tradishonal /
Le pongo música	I'll play music	/ ail pléi miusik /
Le tomo la foto	I'll take your picture	/ ail téik yur PIK-chur /
Lugares de interés	Places of interest	/ pleises of interest /
Lo llevo a la farmacia	I'll take you to the drugstore	/ ail téik yu tu de drogstor/
Le llamo por teléfono	I'll phone him	/ ail foun jim /
Llegaremos pronto	We'll get there soon	/ güil get dér sun /
Lo recojo a las 3	I'll pick you up at three	/ ail pik yu ap at zri /
Llegamos en 20 minutos	We'll get there in twenty minutes	/ güil get dér in tuenti minuts /
Llámememe para recogerlo	Call me, so I can pick you up	/ kol mi, so ai can pik yu ap /
¿Llevan equipajes?	Do you bring luggage?	/ du yu bring Lugash? /
Lo llevo a otro lugar	I'll take you to another place	/ ail téik yu tu anoder pleis /

Le aviso al llegar	I'll let you know when I arrive	/ ail let yu nóu juen ai arraiv /
Lo recojo para regresar	I'll pick you up to go back	/ ail pik yu up tu gou bak /
Lo espero	I'm waiting for you	/ aim güéiting for yu /
Llegaremos a tiempo	We'll arrive on time	/ gui will arraiv on taim /
M		
Mi tarifa es 25 dólares	My fare is ten dollars	/ mai fer is ten dolars /
Muchas gracias	Thank you very much	/ djenk yu veri much /
Manténgase en calma	Keep calm	/ kíip kalm /
N		
¿Necesitan un taxi?	Do you need a taxi?	/ du yu níid a taksi /
¿Necesitan alguna ayuda?	Do you need help?	/ du yu níid jelp? /
¿Necesitan más información?	Do you need more information?	/ du yu níid mor informeishon? /
¿Nos detenemos en algún lugar?	Should we stop somewhere?	/ shud gui stop somejuer? /
No estamos perdidos	We are not lost	/ güi ar not lost /
Nombre del lugar	Name of the place	/ néim of de pleis /
¿Necesita algo durante el trayecto?	Do you need anything for the trip?	/ du yu níid enizding for the trip? /
¿No le falta nada?	Are you missing anything?	/ ar yu mising enizding? /
¿Necesita algo?	Do you need anything?	/ du yu níid enizding? /
P		
¿Prefiere ir a comer?	Would you prefer to go eat?	/gúud yu prifer tu go it? /
¿Puedo ayudarlo?	May I help you?	/ méi ai jelp yu? /
Me puede preguntar	You can ask me	/ yu can ask mi /
¿Prefiere otro lugar?	Do you prefer another place?	/ do yu prifer anoder pleis? /
Puedo preguntar	I can ask	/ ai can ask /

Puedo recogerlo al final	I can pick you up at the end	/ ai can pik yu ap at de end /
¿Puedo subir / bajar la ventana?	Can I open / close the window?	/ kan ai open / clous de window? /
Q		
Qué disfruten la estancia	Enjoy your stay	/ enlloi yur stei /
¿Qué quiere conocer?	What do you like to know?	/ guát du yu laik to nou? /
¿Quiere ir a al hospital?	Do you want to go to the hospital?	/ du yu laik to gou tu de jospital? /
Qué calle, número, área?	What street / number / area?	/ guát strit/ namber/ area? /
¿Qué quiere encontrar?	What do you want to find?	/ guát du yu guant tu fáind? /
Que tenga un buen día	Have a good day	/ jav a gud dei /
R		
Revisen todo antes de irnos	Check everything before we leave	/ chek evrizding bifor gui liv /
S		
Seré muy puntual	I'll be very punctual	/ ail bi veri punctual /
T		
Tenemos un excelente clima	We have an excellent climate	/ güi jav an ekseleant claimeit /
¿Tienen la dirección?	Do you have the address?	/ du yu jav de adres? /
¿Tiene algún teléfono?	Do you have a phone number?	/ du yu jav a foun namber? /
V		
¿Va a almorzar / cenar?	Are you going for lunch / dinner?	/ ar yu góing for lonch / Diner? /
Vamos al hospital	Let's go to the hospital	/ lets go tu de jospital /
Vamos a la policía	Let's go to the police	/ les go tu de polis /

Y		
Yo lo ayudaré	I'll help you	/ ail jelp yu /

VOCABULARY



ESPAÑOL	INGLÉS	PRONUNCIACIÓN
A		
Adelante	Go ahead	/ go ejed /
Amigo / a	Friend	/ frend /
Auxilio	Help	/ jelp /
Abogado	Lawyer	/ loyer /
Alquiler	Hire	/ jáyer /
Ambulancia	Ambulance	/ ambulans /
Apartamento	Apartment	/ apartment /
Aviso	Advertisement	/ advertaisment /
Aeropuerto	Airport	/ erport /
Atrasados	Late	/ léit /
B		
Bueno	Good	/ gud /
Bar / club nocturno	Bar / Night club	/ bar / náit club /
Boletos	Tickets	/ tikets /
Buscar	To look for	/ tu luk for /
C		
Caminar	To walk	/ tu uók /
Celular	Cellular	/ selulear /
Correr	To run	/ tu ron /
Caminar	To walk	/ tu uók /
Ciudad	City	/ síti /
Café	Coffee	/ kofi /
Calor / frío	Heat / Cold	/ jíit / kold /
Clima	Climate	/ claimet /
Chofer	Driver	/ draiver /
Casa	House	/ jáus /
Calle	Street	/ strit /
Condominio	Condominium	/ condominium /
Cantidad	Amount	/ emount /

Cortesía	Courtesy	/ courtesy /
D		
De nada	You're welcome	/ yur guelcom /
Dinero	Money	/ mani /
Dólares	Dollars	/ dolars /
Destino	Destination	/ destineishon /
Dirección	Address	/ adres /
Disfruten	Enjoy	/ enlloy /
Discúlpeme	Excuse me	/ ekskius mi /
Documentos	Documents	/ dokiuments /
Dejar	To leave	/ tu liv /
E		
Encendedor	Lighter	/ laigter /
Es posible	It is possible	/ it is posibol /
Estoy cansado	I am tired	/ ái am taird /
Equipaje	Luggage	/ lugach /
Edificios	Buildings	/ bildings /
Esperar	To wait	/ tu güéit /
Explicar	To explain	/ tu eksplein /
Embajada	Embassy	/ embasi /
Enfermo	Sick	/ sik /
Edificio	Building	/ bilding /
Esquina	Corner	/ corner /
Esperar	To wait	/ tu güéit /
Equipaje	Luggage	/ lugash /
Estancia	Stay	/ stei /
F		
Fósforos	Matches	/ matches /
Fuego	A light / Fire	/ a láit / Fáier /
Fotografía	Photo	/ foto /
Feliz	Happy	/ jápi /
Farmacia	Drugstore	/ drogstor /
G		
Guías	Guides	/ gáids /
H		
Hablo poco Inglés	I speak little English	/ ai spik lidol inglish /
Hombre	Man	/ man /
Hora	Hour	/ áuer /
I		
Idioma	Language	/ languach /
L		

Lluvia / sol	Rain / Sun	/ réin / son /
Lo siento	I'm sorry	/ áim sory /
Línea	Line	/ láin /
Llamar	To call	/ tu col /
M		
Malo	Bad	/ bad /
Mañana	Tomorrow	/ tumorrow /
Mapas	Maps	/ maps /
Mercados	Markets	/ markets /
Monumentos	Monuments	/ moniuments /
Mujer	Woman	/ guman /
Necesito agua	I need water	/ ái nid guorer /
N		
Necesito ayuda	I need help	/ ái nid jelp /
Necesito un baño	I need a bathroom	/ ái niid a badrum /
Niña	Girl	/ gerl /
Niño	Boy	/ bói /
No lo entiendo	I don't understand you	/ ái dóun anderstand yu /
No se puede pasar	You can't go through	/ yu kant góu dru /
Nombres	Names	/ néims
Número	Number	/ namber /
P		
Peor	Worse	/ guórs /
Por favor	Please	/ plis /
Puede pasar	You may pass	/ yu méi pas /
Plazas	Squares	/ eskuéars /
Pasajeros	Passengers	/ pasenllers /
Placer	Pleasure	/ plishur /
Puerta	Door	/ dór /
Pedir	To ask	/ tu ask /
Prefiere	Prefer	/ prifer /
Pasajeros	Passengers	/ pasenllers /
Piso	Floor	/ flour /
Puntual	Punctual	/ punchual /
R		
Recoger	To pick up	/ tu pik ap /
Recorrido	Distance	/ distans /
Renta	Rent	/ rent /
Rápido	Quick	/ kuík /
Regreso	Return	/ retorn /
Revisar	Check	/ chek /
S		

Siéntese por favor	Sit down, please	/ sit dáun, plis /
Silla	Chair	/ cher /
Suban	Get in	/ get in /
T		
Tal vez	Maybe	/ meibi /
Tarjeta de Crédito	Credit card	/ kredit card /
Teléfono	Telephone	/ telefon /
Tómeselo con calma	Take it easy	/ téikit isi /
Tarifa	Fare	/ féar /
Temporada	Season	/ sison /
Tiempo	Time	/ táim /
Teatros	Theaters	/ djíiters /
Tiendas	Stores	/ stors /
Tradicionales	Traditional	/ tradishonal /
Terminal	Terminal	/ terminal /
V		
Viaje	Trip	/ trip /
Vuelo	Flight	/ fláit /
Vuelto	Change	/ cheinch /
Vecindario	Neighbourhood	/ neiborjud /
Y		
Ya es tarde	Its too late	/ its tu leit /

ANEXES

3.11. Lesson plans for the course

Unit 1

Lesson 1 alphabet

OBJECTIVE: Taxi drivers are going to be able:

- To recognize each sound of English alphabet
- Spell words like their names or their partner's names.

PREVIEW (15')

- Ask students if they know the sound of letters in English.
- Show flashcards with the English alphabet with the correct pronunciation
- Repeat each letter correctly.

ACTIVITIES (45')

- Spell your full name (15')
- Spell several words (10')
- Listening activity: students will hear the letter and they will take that letter from the wall of letters.(20')

Lesson 2 Greetings and farewells.

OBJECTIVE: Taxi drivers are going to be able:

- To greet each other in different ways
- To introduce people and say where they are from.

PREVIEW (15')

- Ask students what they say when they see someone they know.
- Show several flashcards related to greetings and farewells.
- Tell students they have two minutes to greet as many of their classmates as possible – encourage them to use as many different greetings as possible.

ACTIVITIES (45')

- Watch a video related greetings and farewells. (10')
- Practice the pronunciation of the following phrases:

- ❖ What's your name?
- ❖ good morning

- ❖ good afternoon,
 - ❖ good evening
 - ❖ Good bye
 - ❖ How are you?
 - ❖ Where are you from? etc. (5´)
- Complete the worksheet (10´)
 - Develop a short conversation with a partner using greetings and farewells. (20´)

Unit 2

Lesson 1 Numbers

OBJECTIVE: Taxi drivers are going to be able:

- To identify the names of numbers in English.
- To solve short mathematic exercises

PREVIEW (15´)

- Ask students if they know numbers in English.
- Present some flashcards with numbers. (explain what is the topic about)

ACTIVITIES (45´)

- Listen the number and write it.
- Match the number with its correct name.
- Put the number according to the order that you listen
- Solve short mathematic exercises.

LESSON 2: US MONEY

OBJECTIVE: Taxi drivers are going to be able:

- To know how to say quantities of money in English
- To know the different names of coins and bills in English.

PREVIEW (20´)

- (Feedback) Give easy math exercises to solve.
- Ask students if they know how to say quantities of money in English. (Coins, bills, etc.).
- Present flashcards with different bills and coins with their names in English. (Explain what is the topic about)

ACTIVITIES (40´)

- Listen and repeat the different quantities of money.
- Write the following quantities of money
- Solve short math operations with money.
- Listen and complete with the correct number.

Lesson 3 Ordinal Numbers

OBJECTIVE: Taxi drivers are going to be able:

- To know how to say ordinal numbers in English.
- To use cardinal numbers in short conversations for different situations.

PREVIEW (15´)

- Ask students what are the ordinal numbers for them and when it is necessary to use them.
- Present flashcards with situations where ordinal numbers are needed. (Explain what is the topic about)
- Practice pronunciation of ordinal numbers.

ACTIVITIES (45´)

- Look the number and write in English correctly. (10´)
- BINGO: Listen the ordinal number and circle it. (
- Oral activity: Teacher writes the number on the board and student will have to say what it is in English.

UNIT 3

Lesson 1 Days of the week

OBJECTIVE: Taxi drivers are going to be able:

- To know the days of the week in English.
- To use the days of week to carry out short conversations with foreigners.

PREVIEW (20´)

- Ask students what day is today?
- Ask students what are the days of week?
- Present flashcards with days of the week with their correct pronunciation.
- Repeat the days of the week using the correct pronunciation.

ACTIVITIES (40´)

- Order the days of the week according what you listen.
- Write the days of the week that you listen.
- Answer some questions related to days of the week like: what day is today? etc.
- Develop a short conversation with the new learned vocabulary.

Lesson 2 Months of the year

Objective: Taxi drivers are going to be able:

- To know, read and spell the months of the year.
- To put the months of the year in numerical order.
- To talk about their own and their classmates birthdays in terms of the months of the year.

PREVIEW (20')

- Shows some flashcards related to Months of the year and explains what the topic is about.
- Introduce the months of the year. Show the Students a calendar and learn the names of the months.
- Talk about important dates in each month to identify it easily.

ACTIVITIES (40')

- Listen and circle the months which are named.
- Complete with correct month according to the date.

Lesson 3 Climate

OBJECTIVE: Taxi drivers are going to be able:

- To know the different types of climate.
- To know the characteristics of different types of climate.

PREVIEW (20')

- Show some flashcards related to the climate.
- Ask students what kind of climates they know.
- Explain the characteristics of each kind of climate.

ACTIVITIES (40')

- Look, listen and repeat.
- Write the correct climate under each picture.
- Write the correct number according to the picture and climate.
- Choose the correct answer related to climate.
- Find out the words related to the climate.

Unit 4

Lesson 1 Places

OBJECTIVE: Taxi drivers are going to be able:

- To know different places in English.
- To recognize the things that they can find in each place.

PREVIEW (20')

- Present some flashcards with different places in order to introduce the new topic.
- Ask students:
 - ✓ Where do you go when you need to travel?
 - ✓ Where do you go when you need medicine?
 - ✓ Where do you go when you study?, etc.
- Ask students what type of things they find in each place like:
 - School
 - Police Station
 - Airport
 - Shopping mall
 - Train station, etc.

ACTIVITIES (40')

- Write the correct name of place under each picture.
- Word search: Look for the names of different places.
- Choose the correct place according to the objects.
- Match each picture according to its name.

Lesson 2 Description of places

OBJECTIVE: Taxi drivers are going to be able:

- To learn adjectives to describe different places.
- To recognize adjectives for describing places.

PREVIEW (20')

- To introduce to the new topic using flashcards.
- To give a list of adjectives for describing places.
- Practice pronunciation; listen and repeat.

ACTIVITIES (40')

- Choose the best adjective for each picture.
- Look for the adjectives for describing places.
- Match each picture with the correct adjective.
- Fill the missing letters of adjectives for describing places.

Lesson 3 Giving Directions

OBJECTIVE: Taxi drivers are going to be able:

- To give directions to find a specific place.
- To know how to get to any place through specific directions.

PREVIEW (20')

- Show different flashcards in which taxi drivers will be able to identify positions of places like: left, right, straight, near, far, etc.
- Practice pronunciation: listen and repeat.
- Oral practice: try to give directions to get to the Airport from the downtown.

ACTIVITIES (40')

- Look at the map and complete the questions using directions.
- Watch the picture and describe how to get to Sarah's house.
- Write the names of the following pictures.
- Role play: a tourist needs to get to a supermarket and you are in the Vicente León Park; what would be the most suitable directions to get to the supermarket?

Unit 5

Lesson 1 Short conversations

OBJECTIVE: Taxi drivers are going to be able:

- Understand short conversations using a specific vocabulary according to the situation.

PREVIEW (20')

- Ask to taxi drivers what kind of conversation, they carry out more commonly with their customers.
- Give a list of the most common situation between taxi driver and customer.
- Listen each conversation and take notes.
- Pay attention to your teacher's role play related to "a tourist who does not speak Spanish and needs to get accommodation".

ACTIVITIES (40')

- Oral practice: choose any topic of conversation and carry out with your teacher's help.

Lesson 2 Useful expressions

OBJECTIVE: Taxi drivers are going to be able:

- To use common expressions to develop short conversation with foreigners.

PREVIEW (20')

- To show flashcards with expression that taxi drivers use more commonly with their customers during a trip.
- Ask to taxi drivers; what are the most common phrases that they use during a trip?
- Practice pronunciation: listen and repeat.
- Read the useful expressions.

ACTIVITIES (40')

- Choose any situation and develop a short conversation using the useful expressions.

Lesson 3 Vocabulary

OBJECTIVE: Taxi drivers are going to be able:

- To know common phrases and specific words; which will allow developing short conversations with foreigners.

PREVIEW (20')

- Show several flashcards with vocabulary that taxi drivers used with costumers.
- Practice pronunciation: listen and repeat.
- Ask students questions related the vocabulary like: what is it?

ACTIVITIES (40')

- Make short phrases using the new vocabulary.
- Develop short dialogues using new vocabulary.



ESPAÑOL	INGLÉS	PRONUNCIACIÓN
Buenos días, ¿necesitan un taxi?	Good morning. Do you need taxi?	/ gud morning. Du yu nid a TAK-si? /
Súbanse por favor. ¿Guardo su equipaje?	Get on, please. May I store your luggage?	/ get on, plis. Mei ai stóar yur Lugach? /
¿A dónde le gustaría ir?	Where would you like to go?	/ juér ud yu laik tu gou? /
Puedo recomendarle el hotel, éste proporciona un buen servicio.	May I recommend you the hotel, This one offers you a good service.	/mei ai recommend yu the jotel des uan offers yu a gud service.
Les daré un recorrido por las iglesias, parques, calles principales, el centro comercial y restaurantes.	I'll take you through churches, parks, principal streets, the mall and restaurants.	/ ail téik yu thru churches, parks, principal strits, de mol and restaurants /
¿Los espero o prefieren que los recoja en una hora?	I can wait for you or do you prefer that I pick you up in one hour?	/ ai can wéit for yu or du yu prifer dat ai pik yu ap in guán áuer? /
Perfecto. Estaré a esa hora en ese mismo lugar.	Fine. At that time, I'll be at the same place.	/ fáin. At dat táim, ail bi atde séim pléis /
Son dos dólares y diez centavos.	It is two dollars and a penny	/it is tu dolars end a peni/
Aquí tiene su cambio.	Here is your change.	/Jir is yur cheinsh/
Si me necesita este es mi número de teléfono	If you need my service, here is my telephone number.	/if yu nid mi, jirs my telefon number/
Gracias	Thanks	/djenks/
Hasta luego	Good bye	/Gud bai/
Aeropuerto	Airport	/erport/
Calor	Hot	/Jot/
Frío	Cold	/kold/
Ciudad	City	/Siti/
Clima	Climate	/claimeit/
Hospital	Hospital	/jospital/
Calle	Street	/strit/
De nada	You're welcome	/Yur guelcom/
Discúlpeme	Excuse me	/ekskius mi/
Equipaje	Luggage	/lugach/
Farmacia	Drugstore	/ drogstor /
Yo necesito	I need	/ ai nid /
Por favor	Please	/ plis /
Siéntese por favor	Sit down, please	/ sit dáun, plis /
Suban	Get in	/ get in /
Viaje	Trip	/ trip /

ESPAÑOL	INGLÉS	PRONUNCIACION
Uno	One	/guan/
Dos	Two	/ tu /
Tres	Three	/ fri /
Cuatro	Four	/ for /
Cinco	Five	/ fáif /
Seis	Six	/ siks /
Siete	Seven	/ seven /
Ocho	Eight	/ éit /
Nueve	Nine	/ náin /
Diez	Ten	/ ten /
Once	Eleven	/ ileven /
Doce	Twelve	/ tuelf /
Trece	Thirteen	/ zertín /
Catorce	Fourteen	/ fortín /
Quince	Fifteen	/ fiftín /
Dieciséis	Sixteen	/ sikstín /
Diecisiete	Seventeen	/ séventín /
Dieciocho	Eighteen	/ eitín /
Diecinueve	Nineteen	/ náitín /
veinte	Twenty	/ tuenti /
treinta	Thirty	/ zerti /
Cuarenta	Forty	/ forti /
Cincuenta	Fifty	/ fifti /
Sesenta	Sixty	/ siksti /
Setenta	Seventy	/ seventi /
Ochenta	Eighty	/ éigti /
Noventa	Ninety	/ náiti /
Cien	One hundred	/ uán jandred /
Mil	thousand	/one dousand/
Millón	million	/ one milion/
\$0,10	A dime	/a daim/
\$0,25	a quarter	/ a quarter /
\$0,50	Fiftycents	/fifti cents/
\$1,00	One dollar	/one dollar/
1ro	First	/ferst/
2do	Second	/second/
3ro	Third	/derd/
4to	Fourth	/fourd/
5to	Fifth	/fift/
6to	sixth	/Sikst/
7mo	seventh	/sevent/
8vo	eighth	/eit/
9no	ninth	/nait/
10mo	tenth	/tent/

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UNIVERSIDAD TÉCNICA DE COTOPAXI
UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y
HUMANÍSTICAS

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

Encuesta dirigida a los señores conductores de Taxis de la cooperativa MULTIFAMILIARES FAE. N° 26

Objetivo: Determinar el grado de viabilidad y aceptación del proyecto de capacitación en el idioma Inglés.

Instrucciones

LEA CUIDADOSAMENTE LAS PREGUNTAS Y MARQUE CON UNA (X) EN EL CASILLERO QUE USTED CONSIDERA REFLEJA SU OPINIÓN PERSONAL

1. ¿Considera ud. Que tener conocimiento para la comunicación en idioma inglés, es importante en la actividad que usted realiza?

Si

No

2. ¿Qué nivel de conocimiento del idioma inglés considera ud que posee?

Ninguno

Básico

Intermedio

Avanzado

3. ¿Considera usted que la apertura del nuevo aeropuerto de Latacunga ha incrementado el número de turistas extranjeros que visitan esta ciudad?

Si

No

4. ¿Con qué frecuencia transporta usted turistas extranjeros?

Siempre

A menudo

Rara vez

Nunca

5. ¿Tiene problemas de comunicación con los turistas extranjeros que usted transporta, por falta de conocimiento del idioma inglés?

Si

No

6. ¿Es importante que los señores conductores de taxis tengan conocimiento básico de inglés para una mejor comunicación en la atención a turistas extranjeros?

Si

No

7. ¿Considera usted que si tuviese una adecuada comunicación en el idioma inglés con los turistas extranjeros que usted transporta, mejoraría su ingreso económico?

Si

No

Porqué?.....

.....

.....

8. ¿Cree usted que los conductores de taxis dan un trato adecuado en lo que se refiere a comunicación en el idioma inglés, a los turistas extranjeros?

Si

No

Porqué?.....

.....

.....

9. ¿Considera que usted y los miembros de su cooperativa al tener conocimientos en el idioma inglés, prestarían un servicio que les daría una ventaja sobre el resto de cooperativas que laboran en la ciudad?

Si

No

Porqué?.....

.....

.....

10. ¿Qué temas considera usted que deberían ser tratados durante el curso de capacitación en el idioma inglés?

Saludos	<input type="checkbox"/>	Días de la semana	<input type="checkbox"/>
Direcciones	<input type="checkbox"/>	Meses del año	<input type="checkbox"/>
Descripción de lugares	<input type="checkbox"/>	Conversaciones cortas	<input type="checkbox"/>
Clima	<input type="checkbox"/>	Comida	<input type="checkbox"/>
Tiempo	<input type="checkbox"/>	Lugares	<input type="checkbox"/>
Números	<input type="checkbox"/>		

Otros

11. ¿Si tuviera la oportunidad de asistir a capacitarse en el aprendizaje del idioma inglés con fines de comunicación, estaría dispuesto a hacerlo?

Si

No

12. ¿Cuántas horas a la semana considera que se necesita para llevar a cabo el curso de capacitación?

2 horas

4 horas

6 horas

8 horas

13. ¿Qué días de la semana sería adecuado para realizar el curso de capacitación?

Lunes

Viernes

Martes

Sábado

Miércoles

Domingo

Jueves

14. ¿Qué horario considera usted que es el más adecuado para recibir las capacitaciones?

16H00 – 18H00

16H00 – 17H00

17H00 – 19H00

17H00 – 18H00

19H00 – 21H00

18H00 – 19H00

GRACIAS POR SU COLABORACIÓN