

The NEST Book 2 Modules 4 – 6 Teacher's notes

Unit 4.1 Regions of your country

Key objectives in this unit:

Practise functional language:

- Answering visitors' questions, describing places,
- Describing location,
- Talking about experience

Language development

- Review prepositions of place.
- Relative clauses using 'where'
- Present perfect with ever / never

Map of Nicaragua: At the back of the student's book.

Introducing the present perfect

First brainstorm things to do (and make sure most are verb + noun) and places to visit.

Second ask students 'Have you ever done X? Has (Marta) ever done X? Choose the activities that have a regular -ed form. Examples that are good for this are: *pick coffee, visit ___, climb ___, snorkel.*

Now ask: *Have you ever visited + place?* repeating your question as *Have you ever been to + place?*

Finally write the questions on the board so that the pattern of the present perfect can be clearly seen:

Have you visited ___?

Have you picked coffee?

Has Maria climbed ___?

Have you been to ___?

Have you taken visitors to ___?

Unit 4.2 Homestays

Key objectives in this unit:

Practise functional language:

- Show visitors around the accommodation
- Make conversation
- Explain local dishes

Language development

- Present perfect to talk about 'how long for'

Listening 4.2.2 Showing visitors their accommodation

This and 4.2.3 are recorded twice: once by a Nicaraguan and once by a native English speaker. Note that the Nicaraguan has particular difficulty pronouncing 'diet'.

Cultural issues to discuss: It would be good for visitors if host families had most of these items. A visitors book so they record how many visitors, when, for how long – useful for marketing and planning.

Comments from visitors so they know what's good and what to improve.

Information – always good for visitors.

Introducing family members – not part of Nica culture so important for guides and families to learn that visitors expect this and feel uncomfortable if they don't know who people are or if people don't come and say hello.

Rural Nicaraguans eat whenever they have a moment and don't sit down together. So again it's important for guides and families to learn that many visitors won't like to eat all alone. We're more used to eating and socialising.

Key task optional extra: Two visitors should talk to each 'homestay' in the class and then choose the best place to stay.

Unit 4.3 Activities

Key objectives in this unit:

Practise functional language:

- Talk about future plans
- Encourage tourists to visit
- Suggest activities
- Present options

Language development

- Will and going to*
- either ... or*
- If you like, we could ...*

Pronunciation: final consonants

Point out that the consonants at the head of each column represent sounds not spelling. Read / play the recording of this list of words, pausing to allow time to write:

cap, been, dive, food, game, keep, man, sit, live, did, pick, rock, when, what, home, top, put, same, have, luck, made, meet

Have students read them back. Make sure the final sound is clear in each case. Write the solution on the board to check.

Game: ask students to say words at random from the lists. Others have to point to the word on the board or say which column it belongs in.

Review 4A

Imagine

Make sure students have a pen and paper. Tell them they are going to write a story. They should listen to you and then complete the sentences in their own way, using their imagination. Do each step one at a time, allow time for writing before going on to the next step. Students should only write and not tell each other what they are writing.

Step 1: Imagine you are walking in a forest. Can you describe the forest? What are the trees like? Can you see any birds or flowers?

Step 2: You now come to some water. Is it a river, a stream, a waterfall, a lake? Can you describe it? Is it big, small? What is it like?

Step 3: You see something in the water. What is it? How do you feel about it?

Step 4: What are you going to do next?

When the students have completed all the sentences, they will then have a short story. Each person's story should be a little different. Ask them to tell their stories.

This can be repeated with variations: walking on a beach / in a park; coming to a house / a path; meeting someone/ finding something on the path ... and what they do next.

Accommodation and prices

Write the information below on four separate cards. Hand one card to one person in each pair. Make sure students don't show the card to their partner but exchange information orally. When partners change roles, hand a different card to the other person. Remind students to make notes so they can answer questions about each place at the end of the exercise.

Hotel Sweet Dreams

Large hotel with comfortable rooms. Rooms are double or twin and all have a private bathroom. There is a restaurant where guests can eat breakfast and dinner.

Price: \$40 per room per night, meals not included. Breakfast costs \$6 per person.

Hotel Economical

Small hotel with single and double rooms. Some rooms have a private bathroom.

Breakfast is included but you don't offer dinner.

Price: \$25 per room with private bath per night. \$14 per room with shared bathroom.

Travellers Rest Hostel

Dormitory beds at \$6 per person per night; \$18 per person in a room with twin beds and shared bathroom.

Homestay Warm Welcome

Friendly family have two rooms for guests, each with four beds. Shared bathroom.

\$10 per person per night including breakfast. Dinner: \$10 extra.

After all the information has been exchanged, ask questions to check if information was understood: *Which is the cheapest place to stay? Which is the most expensive? Which places offer dinner? Is breakfast included at ...? Which place has dormitories? Which place offers rooms with private bathroom?*

Unit 4.4 Health

Key objectives in this unit:

Practise functional language:

Find out what's wrong

Give advice

Give warnings and talk about possible dangers

Language development

Modal verbs: uses of *could* and *should*

Getting started

Ideas for practising parts of the body vocabulary:

- Play Simple Simon Says.

- Quiet team game: get team to draw round a cardboard cut out and label as many parts as they can in given time (e.g. 2 minutes)

- Noisier team game: draw a body on the board. Point to different parts and teams call out the names. Give a point to each correct answer.

-Body and health snap

Make 3 sets of cards: body parts, health problems, advice

Students can snap any association: heel/toe = toe is a part of your foot; heel/blister = you can get a blister on your heel; blister / plaster: you put a plaster on a blister.

- Word association

Similar to the body and health snap but active memory required.

Various possibilities

- a) in groups: one person turns up cards. First person to give an associated word gets the card. Most cards = winner. Swap round so card-turner gets to play.
- b) team game: You turn up card/say phrase. First team to write an associated word on board gets a point.

Unit 4.5 Riding

Key objectives in this unit:

Practise functional language:

Instructing how to mount / dismount / control the horse

Talking someone through it (instructions given at the time of the task)

Safety and danger: explaining what to do if something happens

Language development

The imperative

Too and *not enough*

Conditional instructions [zero conditional]

The objective here is for students to learn the language to give instructions to visitors going riding. It is also to encourage safe riding with visitors.

The best would be to have some lesson time(s) with a horse. Get them to take you riding and give you instructions.

Task Horses and equipment: Pictures to label.

Listening 4.5.1 Dismounting

1 First c second b third d fourth a

Instructions and Conditional instructions

Students may have to think and talk about instructions as they do things automatically – not consciously. → good to do it for real at some point.

Or:

Use a chair or bench as a horse and have the ‘visitor’ act out the instructions.

Game: Blind Man’s Buff

Bring a scarf to use as a blindfold. Arrange the tables and chairs to make a simple obstacle course. Blindfold a student and turn him / her around several times. The blindfolded student has to make their way between the chairs etc to find something in the room (eg the door, the board, another student etc). Other students give instructions, feedback and warnings: For example: Take one step forward. Turn left. That’s right! OK! Take three more steps. Be careful!

Review 4B

Talk about health

When you come to the last question (*What do you usually do when you - or people in your family - have one of these problems?*), write the answers on the board. If necessary, remind students about possible remedies, referring back to Unit 4.4.

The notes on the board will be helpful when students do the role play that follows.

Cards for role-play:

- 1 You have cut your finger. It’s bleeding a lot.
- 2 You feel sick and you’ve got stomach ache.
- 3 You feel hot, dizzy and tired. You think you have a fever.
- 4 You have a bad tooth ache.
- 5 You have twisted your knee and it’s very painful.
- 6 You’ve got a pain in your neck.

Ask students to add their own ideas if they can.

Unit 4.6 Protecting our environment

Key objectives in this unit:

Practise functional language:

- Explaining what is allowed or prohibited in a protected area
- Talking about advantages and disadvantages

Language development

- Modal verbs: must / mustn’t / have to / don’t have to / can

Getting started

3 National Parks and Nature Reserves

The information below provides the answers for Nicaragua. Teachers may want to use this text as an additional reading exercise.

In 2005, there were 83 protected areas in Nicaragua. MARENA is responsible for these areas. Two of them are National Parks which means that the land is owned by the government and there is greater protection. In other protected areas, such as Parks and Reserves, the land is privately or communally owned. One of the National Parks is Volcano Masaya. It is near Managua so many people visit it. The other National Park is the Zapatera Archipelago which consists of eight tiny islands, one with a volcano. They are in Lake Cocibolca between the island of Omotepe and Granada.

Listening 4.6.2

Pause the tape after each question to see what answers your class can give. Give them time to think and suggest answers. Then play Alfredina's answers to provide a model.

Speaking

2 Good to have students physically act out the things prohibited in parks and reserves: i.e. mime the activity for the 'warden' to guess before practising what to say.

Fire

Ask students if it is OK to light a fire where they are. Ask if it is illegal. Ask about places they know where lighting a fire is illegal. What activities could start a dangerous fire? (eg lighting a cigarette and throwing the match on the ground)

This will prepare students for the key task later.

Unit 4.7 Coffee processing

Key objectives in this unit:

Practise functional language:

Describing a process or procedure

Describe the sequence of steps (first / then / finally)

Language development:

Use of the present simple to describe process or procedure
(what we always do)

Use of the present simple passive

Review 4C no notes

Module 5 Teacher's notes

Unit 5.1 Birdwatching

In this unit, students will practise:

- **describing birds**
- **pointing out where birds are**
- **talking about what birds do and how (adverbs)**
- **writing an email to a visitor from overseas**

!! For this unit, it will be important to have in the classroom:

1) Laminated sheet of local birds

2) *Lista Patron de Las Aves de Nicaragua* / your country

and / or 3) A book / bird guide showing the birds of your country with names in English or both in English and Spanish.

To review colours use this team game:

Each team lists as many colours as they can (one point for each colour)

Then describe the colours of local birds

(three points for each one)

Vocabulary: What do birds do?

Among other things, make sure you elicit: fly, build nests, lay eggs

Review and practise bird vocabulary by asking: What do kingfishers / owls etc do? Or: Which birds catch flies? Which birds dive and catch fish? Etc

For Listening 5.1.2 Identifying birds use the pictures of birds on P70. The birds described are the Acorn Woodpecker (first one in A) and the Collared Trogon (last one in C).

Unit 5.2 Mini beasts

Language revision: Comparison: comparative and superlative

Functions: describing, reassuring

Students will need their dictionaries

Review Unit 5A

Speaking: What birds / insects have you seen? The main purpose of this is to see how many names of birds or insects the students can remember. If not many answers are forthcoming, ask students: Have you seen a ...? Where did you see it? Review names as necessary.

Game: What are they doing? How are they doing it?

Make cards as follows:

Walk slowly

Read your book silently

Talk quietly

Smile happily

Stand up quickly

Look closely at your hands

Eat hungrily

Clap your hands noisily

Wait impatiently

Jump up and down fast

Sit comfortably

Any other things you can think of ...

Warning and reassuring: Role-play

Make cards as follows:

snake

hairy spider

scorpion

caterpillar

cockroach

bee

army ants

termite

lizard

tree frog

large beetle

mantis

Unit 5.3 Animals

Are they endangered?

Cards: copy the information about each animal onto cards so you can hand out **one card to each student** in your class. **Each student should get information about one animal only.** (For very small classes, omit one or more animals). You could tell the students which animal they will have information on and ask them to try and find a drawing / photo of it (and information) say on the internet.

Before starting the activity: go through the questions the students must ask to get the information:

What kind of animal is it? Can you describe it?

Where does it live? Does it live in ...(your country)?

Is it ... extinct / endangered / declining / surviving? Why?

Giant sloth	Tapir	Jaguar	Armadillo	Brocket Deer
A very large sloth Length: 3-4 m Weight: 1 tonne	Large animal like a pig with long snout and big ears Length: 2 m Height: 1 m Weight: 300 Kg	Large spotted cat Length: about 1.7 m Weight: 50–100 Kg	Small animal with a hard shell, long snout and strong claws	Small deer Less than 1m tall
N, S and Central America	Forests of Central and S America	Rainforests of Central and S America	Lives in holes in open and wooded areas in N, S and Central America.	Dense forests of Central and S America
Extinct	Endangered	Declining	Surviving but there are some threats	Surviving in good numbers
It was slow and easily hunted by humans	Hunting Habitat destruction	Habitat destruction Hunting by farmers Trade in skins	Habitat destruction Hunting for food	Shy, nocturnal and difficult to hunt

Unit 5.4 Knowing about plants

Getting started – recycles superlative; give more practise if necessary.

Is there anywhere in the world without plants?

You wouldn't see any plants growing in the ice of Antarctica – but there are some tiny plants growing on rocks in parts of the Antarctic peninsula. You would need a microscope to see them! You won't see many plants in deserts either – but when it rains, even deserts can bloom!

Largest living thing, according to Wikipedia:

The Aspen tree (*Populus tremuloides*) forms small stands of genetically identical trees connected by a single underground root system. Each tree grows from the roots of the original parent tree. (However, the root system does not always remain a single unit). The largest known fully-connected Aspen is a grove in Utah nicknamed Pando, and some experts call it the largest organism in the world, by mass or volume. It covers 43 square km and is estimated to weigh 6,000 tonnes.

Differences between plants and animals

Plants make their own food, and don't move.

Animals breathe, move, and eat.

Plant parts

Roots hold the plant in the ground. They collect water from the ground.

Leaves are the food factory of a plant. They contain chlorophyll.

Flowers contain the reproductive parts of a plant. They produce pollen. Their bright colours and sweet nectar attract insects and birds.

The stem supports the leaves. It carries water and nutrients to the leaves and turns the leaves so they face the sun.

Review 5B – no notes**Unit 5.5 Forests****Vocabulary / dictionary skills**

Target words: leaves, roots, trunk, bark, branch(es), twig(s). Other possible choices: flowers, fruit, nuts

Facts about forests

Write out each of the sentences below on a card. If you have a large class, write several copies of each card so that each person has one card.

Each person finds a partner. Join pairs together to form a group of 4.

Each group must find out which questions they can answer using the cards they have.

They write down the answers. When they have finished, pairs should change partners and try to get more answers from other pairs. The first pair to get all 8 answers wins.

- Tropical forests cover 2% of the Earth's land surface.
- 70% of the world's plants are found in tropical forests.
- 90% of insects and other small creatures live in tropical forests.
- An area of forest of about 10 square kilometres contains as many as 750 tree species.
- Some forest plants are important as medicines. Scientists have identified more than 2000 forest plants that are active against cancer.
- More than 20% of the world's oxygen is produced in the Amazon Rainforest.

- Forests remove carbon dioxide from the Earth's atmosphere. When we cut or burn forests, we release carbon dioxide into the atmosphere and it contributes to global warming.
- We have lost about 25% of the world's tropical forests in the last 20 years.

Pronunciation

3 Say one word of each pair or use the recording: students say whether they hear a) or b).

i [a] hole [b] old	ii [a] high [b] eye
iii [a] hate [b] ate	iv [a] harm [b] arm
v [a] heart [b] art	

4 Say these phrases or use the recording, so that students can tick the word they hear:

[a] What's in my ear?	[b] the hole in the tree;
[c] it's too high;	[d] I ate oranges;
[e] Will they harm me?	[f] Where is your art?

Note: You can point out that where a word begins with a vowel, the sound carries over from the end of the word before. (This is called elision)

Hot <u>air</u> (hɒ tair)	Does it (dʌ zɪt)
Your <u>art</u> (jɔː rɑ:t)	<u>my</u> ear (maɪ yɪə)

If there are two vowels together, English speakers usually add a slight 'y' or 'w' between them: 'y' for *e* and *i* sounds, 'w' for *o* and *u* sounds.

the y-old tree	I've two w-eyes
I y-ate oranges	there are no w-army ants

Unit 5.6 Farming

Language development: second conditional

Skill: asking for the meaning of words / phrases we don't understand

Unit 5.7 Natural phenomena

Be aware

Some of the material in this unit could potentially evoke strong feelings of grief or sadness if people in your group have experienced a devastating event in recent years. Be aware of the sensitivities of your group and don't encourage people to talk about bad experiences unless you are sure they want to.

Language: the passive in different tenses

Reading Nicaragua's volcanoes: Divide your class into three groups. Each group should study **one** text (See reference pages). Students should ideally study their text in pairs, but if you have an odd number of students, some can work in groups of three. For example:

- 6 students, 3 pairs: make **one copy** of each text.
- 7 students, 2 pairs + one group of 3: make **one copy** of each text.

- 8 students: 2 pairs + 2 groups of 3 etc
- 9 students: 3 groups of 3.
- 10 students: 5 pairs: make two copies of two texts and one copy of one text.
- 12 students, make **two copies** of each.
- 18 students, make **three copies** of each.

Pronunciation

For further practice, make cards of the words containing the target sounds. Hand out the cards and get individuals to pronounce the word on their card. Change cards and repeat.

Review 5C no notes

Module 6

Unit 6.1 Planning for visitors

Model answers for the writing tasks are given in the student's book.

Points that should come out of discussion:

1 Timing: Nobody was at the bus stop to meet the visitors when they got off the bus. The guide arrived 25 minutes late. The person responsible for meeting and welcoming the visitors should make sure they get there at the correct time.

2 Accommodation: Guests expect to have the accommodation they booked, not something else. In this case, other guests were given the rooms that were booked for the group. The group got rooms that didn't match what they wanted. Always make sure that people who book rooms get the type of room they asked for. If the requested accommodation isn't available, the visitors should be told at the time of booking (eg by email).

3 Planning of trips: The guide didn't warn the visitors that it was a two or three hour walk to the waterfall; and he didn't tell them that the trails were steep and difficult.

Next time, he should make sure the visitors know exactly what to expect before they set out on any excursion. The guide should also find out if there are visitors who aren't fit enough to walk long distances on steep trails. He should warn visitors to wear suitable shoes and to bring food and water. It was bad planning to schedule a visit to the coffee cupping lab after a long hike. Many visitors need time to rest and relax.

Note to teacher: Some people may feel that problems such as arriving late, skipping lunch or an arduous hike are trivial. People whose daily life includes a lot of hardship may not be aware that their visitors are not used to discomfort or disorganization. If they want visitors to be happy and to recommend the trip to their friends, they need to bear in mind the lower tolerance threshold that many visitors will have.

Reading task – see answer key

+

Suggested questions to ask in order to get more information:

What day /date do you plan to arrive?

How many nights do you plan to stay?

Please tell us how many rooms (double, single or dormitory) you would like.

Would you like private bathrooms or are you happy to share?

Apart from visiting the cloud forest, what other activities you would like to include during your stay?

Which activities are interesting for the two people who can't hike very far?

Do the vegetarians in your group eat dairy products and eggs?

Anticipating difficulties

1) It's important to warn visitors if some activities involve, for example, a long hike, a steep climb, uneven trails, very hot temperatures etc. If visitors have clear and accurate information they can make their own decisions about whether to attempt the activity or not.

2) If guides have a list of things to bring (and tell visitors to bring), there is less chance of forgetting something vital on the day.

3) By imagining what could go wrong, it is easier to prevent accidents and other kinds of disasters. Allow plenty of time to brainstorm different scenarios and remind students that visitors may react more strongly to problems than locals would.

Unit 6.2 Telling stories

Life stories: Ruben Dario

This is recorded

The best way to link the parts of this story is as follows:

Ruben Dario is the most famous Nicaraguan and one of the greatest poets in the Spanish language. He was born in Metapa, Nicaragua, in 1867 and was raised in Leon. He was a clever child. He could read by the time he was four, he studied the Latin classics at the age of 11, and at 12 he published his first verses in the Leon daily paper, El Termometro. Later, he became the founder of the Modernist Movement in poetry, which also became popular in Spain. His most famous poetic work is Azul. He was not just a poet, he was also a diplomat and a journalist. He wrote for many publications in the US, Argentina, Spain and France. Sadly he died of liver disease at the age of 49. When he died, people from across the world paid tributes to him. He was buried in the Cathedral of Leon.

Pronunciation

How do you find the **way**

When the streets have no **names**?

Visitors to **Managua**

Would really like to **know**.

In fact it's very **easy**

If you know the city's **landmarks**,

Or landmarks that **existed**

At some time in the **past**.

But if you've just **arrived**

And don't know **one** place from **another**,

I'm afraid to have to **tell** you

That you're very likely going to get **lost!**

B Stressing words for emphasis

Note that words are stressed when they are important to the meaning: they highlight the changes that took place. Some of the stressed words mark a contrast:

beginning and end two thousand and thirty-eight thousand thousand and million
joke and no joke pure gold molten lava and black rock

1) Inflation in Nicaragua

At the **beginning** of nineteen eighty **nine**, the exchange rate was **two** thousand cordobas to the **dollar**. By **end** of the year, it was thirty-**eight** thousand to the dollar. One year **later**, the rate rose to three **million** cordobas to the dollar. People **joked** that they were a country of **millionaires**. But it was **no joke**. It cost **more** than a **million** cordobas to buy **one** bottle of **coke**.

2) Spanish beliefs about volcanoes

The Spanish conquistadores were **afraid** of Nicaragua's **volcanoes**. They thought they were the **gateway** to **Hell**. But Friar Blas de Castillo believed that **volcanoes** contained **pure gold**. He bravely entered the **crater** of Volcan Masaya and collected some **molten lava**. But of course he was **disappointed**. When the lava **cooled**, it was just **black rock**.

La Casa Embrujada

[Section 1: setting the scene]

[Section 2: history / background] About forty years ago ...

[Section 2: more history / background] At the time of the Revolution ...

[Section 3: building suspense] People talked about the house ...

[Section 4: what happened] But the Sandinista Government ...

[Section 5: what happened next] Night fell and the ...

[Section 6: How it ended] Early next morning ...

Unit 6.3 Presenting information

Listening 6.3.1: The underlining marks most stresses

Hello everybody! || Welcome to the Paper Recycling Project. || We are always very pleased to have visitors here. || My name is Carmen || and in a few minutes, || I will take you around the workshop and show you what we do. But first || I'd like to tell you why the Paper Recycling Project is important for our community || and for the people who work here. || And then || I'd like to explain how it all started || and what we have achieved.

So let me start. || Why is the Paper Recycling Project important? || Well, there are three main reasons.

Firstly || the process makes use of paper which people normally throw away. || We collect waste paper from offices and businesses in the community || and we make something useful with it. || And so the workshop is important for the environment || because it helps to reduce waste.

Secondly || we make money || and this money provides an income for the workers. || The materials we use are mainly waste paper and plant material. || These materials cost nothing, || but we create something that has value || - something we can sell.

And thirdly || the project helps women to develop useful skills. || Of course they learn the paper production process, || but it's not only that. || They also learn organizational skills, || business administration, || accounting || and problem-solving. || These new skills give the women self-esteem || because they now have an important role in the community which they didn't have before.

So || - that was why the Paper Recycling Project is very useful and important. || It's important for the environment, || it's an important source of income || and it's important for developing the skills of the women who work here.

Now let me tell you how the project developed || and what we have achieved ...

Listening 6.3.2

Now let me tell you how the project developed. || First, I'll give you some background. || Then I'll explain how we started || and then I'll go on to what we have achieved.

So first || the background.

Well, between the years two thousand and two thousand and four || there was a national crisis || when coffee prices fell very low. || Coffee workers and producers couldn't earn enough money to support their families. || So we || - a group of women from the community || - decided we needed to earn an income for our families. || We thought: || why not start a business? || But we didn't know how to do that, || so we asked for help from the Christian Centre for the Promotion of Peace and Life: || the CPCPV. || They told us about a project in another community where women made paper by recycling. || We thought it was a good idea || so we decided to set up a similar project in our community.

So that was the background. || But how did we get started?

Well, we needed a lot of things ...

Listening 6.3.3

Extract 1: Well, that's the end of the tour. || Thank you very much for coming. || I hope you will tell your friends about us || so they will come and visit too.

Before you go || please take some time to look at our shop. || If you buy something, it will help our Project. || Thank you!

Extract 2: So, to summarise. || I've told you why the Paper Recycling Project is important. || And I've told you the background, || how we started || and what we have achieved. || Do you have any questions?

No? || OK, let's look around the workshop now.

Pauses

These are important for showing the overall structure of the talk. To check the answers to Qs 1 and 2, look at the scripts above. The paragraphs indicate where the main (longer pauses) will be.

Stressing key words

1 Play 6.3.1 again, stopping after the words 'throw away'.

The following words should be underlined:

My name is Carmen || and in a few minutes, || I will take you around the workshop and show you what we do. But first || I'd like to tell you why the Paper Recycling Project is important for our community || and for the people who work here. || And then || I'd like to explain how it all started || and what we have achieved.

So let me start. || Why is the Paper Recycling Project important? || Well, there are three main reasons. || Firstly || the process makes use of paper which people normally throw away.

2 You don't need to play the tape for this.

3 When you listen to your class reading aloud, encourage them to make a *short* pause after each underlined word (as marked in the script below).

So that was the background [PAUSE] but how did we get started? [PAUSE] It was very difficult at first. [PAUSE] We needed a lot of things. [PAUSE] We needed equipment, [PAUSE] materials [PAUSE] and a workplace [PAUSE]. We needed to learn the process, [PAUSE] to learn how to run a business [PAUSE] and how to sell our products. [PAUSE] Fortunately, we had a lot of help.

Know your visitors: Key to Task

1 Ask for opinions 2 Check understanding 3 Ask questions
4 Relate to visitors' experience

Showing things: Key to Task

Note: some phrases can be used in more than one situation.

- 1 Give the name (of a place, part of a process, piece of equipment) [h] [i]
- 2 Describe what happens here or how something is used: [c] [d]
- 3 Describe the process [g]
- 4 If there are people working, describe what they are doing and how they do it [g] [j]
- 5 Point to an interesting detail [a] [f]
- 6 Hand something to the visitors to feel, smell or look at closely [b] [e] [f]

[a] **Can you see the** main vein of the leaf? This must be removed.

[b] **Would you like to feel** the leaf?

[c] **The women here are** removing the stem from the tobacco leaves.

[d] **This is where** the cigars are rolled.

[e] **Smell it!**

- [f] **Notice that** the leaves for wrapping are soft and flexible.
[g] **First they** remove the vein **and then they** divide the leaf in two.
[h] **This is the** packing room.
[i] **This is called** a press.
[j] **As you can see,** they work very quickly. They can make 300 cigars in an hour!

Giving Feedback on the Guided Tour task:

Give credit for following the guidelines presented in this unit:

- Being friendly and welcoming
- Making contact with the audience
- Giving clear explanations
- Enthusiasm for the things being shown
- Focusing on small details that visitors might find interesting
- Handing things out to feel, taste or examine closely

In addition, the most important thing is that the speaker should be easily understood. S/he should pause to allow questions, s/he shouldn't speak too fast, and should stress the key words. Perfect pronunciation isn't necessary, but speakers need to articulate the sounds clearly. They should check that the audience understands them.

Do not worry about grammar mistakes unless a particular mistake gives rise to serious misunderstanding.

Give students a chance to practise again any parts they found difficult.

Giving Feedback on the Talk

The most important criteria for a good talk are:

- Clear structure
- Clear information
- Clear pronunciation (including pace, stress and pausing)

As with giving a guided tour, it is important for the speaker to build a relationship with the audience and to be easily understood. In addition, a talk should be well organized and structured as shown in this unit, and the information should be clear and easy to follow.

Do not worry about grammar mistakes unless a particular mistake gives rise to serious misunderstanding.

Give students a chance to practise again any parts they found difficult.

Unit 6.4 Visitor's expectations

Discussion

Encourage people in your group to tell their stories. Let them use Spanish if it helps. Make sure they don't feel they are being criticised. Point out that people from different countries have different points of view and different ways of doing things – neither is right or wrong, they are just different. Explain that it is not uncommon to have misunderstandings between people from different cultures and backgrounds. The point of

this unit is to help the group see where things could go wrong and help them deal with problems so that both guides and visitors can enjoy being together.

Listening 6.4.1

Points to bring out in the discussion of these cases:

a) This problem arose because of different attitudes to time and to planning ahead. Many North Americans and Europeans see time as a limited resource which they hate to waste. They also value punctuality highly. If someone arrives late for an appointment, it shows lack of respect for the other person. Latin Americans, on the other hand, are more flexible in their arrangements, less likely to plan ahead in detail and much more tolerant of lateness. Get your group to do the **Time Quiz**. [see below for key]

b) There are several issues here. Firstly, the visitors were cold and wet and this made them unhappy. Secondly, there is a difference in attitude towards health and safety in different countries. For people from cold climates, being cold and wet is a threat to health. They were angry because they thought he was behaving irresponsibly and exposing them to risk. The guide was probably used to getting cold and wet and for him it was a normal part of life. North Americans and Europeans are less used to physical discomfort and are likely to complain sooner. Thirdly, the visitors thought the guide had failed to provide enough information about the trip. In their opinion, the guide should have told them to bring waterproofs. Perhaps the guide didn't realise that visitors are unfamiliar with the conditions of a cloud forest. Perhaps he wasn't used to worrying about clothing, or felt that it wasn't his role to advise people on what to wear.

c) The visitors here would expect to be invited to a party and they wouldn't go if they hadn't been invited. Because no-one in their host family had told them about the party and had not specifically invited them, they thought they were being deliberately excluded. However, the family probably just didn't think to mention it. Perhaps they wouldn't expect to have to invite people to a party and thought they would just come if they wanted to.

Key to Time Quiz

It's likely that Latin Americans will be nearer to the opinion on the left that North Americans and Europeans will be nearer to the right. However – not everyone fits the generalised pattern!

Remember there are no right / wrong answers – the purpose is to raise awareness of the fact that visitors *may* view things differently.

Listening 6.4.2

Points to come out of the discussion

In the first version, the Americans say they will demand their money back. They might also complain to the tourist agency and they might tell other visitors about their 'bad' experience. The guide could lose future business if other visitors hear about what happened and avoid him. This would leave the guide short of money.

In the second version, the visitors are satisfied. The downside for the guide is that he now has to give up extra time to these visitors. But he can hope for a more generous tip. And the visitors are likely to tell everyone they meet that he is a great guide!

In neither version did the guide explain about the museum being closed before starting the tour. The ideal way to deal with this kind of problem would be to prevent it happening in the first place. If visitors are told in advance what they are going to do or not do, then they can't complain

afterwards. If the couple had been told that the Tuesday tour doesn't include the museum, they could choose to go another day. Ideally, the information should be printed on a leaflet or handout: once information is written down, there can be no confusion or arguments!

Reading: What does Pablo think?

Use this to discuss customer service principles further.

Pablo would recommend the actions ticked:

- ✓ Let the visitors explain what they are unhappy about and listen to what they say.
- Interrupt the visitors and make sure they hear your side of the story.
- ✓ Say "sorry" even if you don't think you were wrong.
- Only apologise if you really are sorry.
- If the visitor is angry, you get angry too.
- ✓ Always stay calm and polite.
- ✓ Try to understand the visitor's point of view.
- ✓ Try to agree on a solution to the problem.
- What is done is done. Walk away and forget about the whole thing.
- ✓ Think about how you can change the activity with the next group of visitors.

Role-plays

If you have 6 or 8 people in your class, have them prepare the role plays in two separate groups. Then each group can act out their version in front of the others. You can follow this with a discussion about how each group handled the situation.

For 'Your own situation', you can use any of the stories that have been discussed earlier in the unit. The student's own real experiences will be the most useful to focus on, however. Make sure they explain what happened in sufficient detail for the others to play their parts. You could suggest a few changes if appropriate to make the situations easier to act out.

Final Task

For this task, students should ideally choose a new or unfamiliar tour rather than one they have done many times. The purpose of the activity is to get guides to think through **in some detail** what they are going to do when they lead the tour. Encourage them to think about every aspect and not just leave things to chance.

Go through the checklist with each pair or group. Point out anything they might have overlooked. But don't give them the answers - try to make them think for themselves.

Allow plenty of time for research. To work out the timings, for example, it may be useful for them to walk the route themselves. Make sure they check things like bus timetables, opening hours etc (if applicable).

Allow groups to compare their plans and checklists and go through them together. Different groups can help each other with ideas.

Once all the information has been collected, each pair or group should prepare a leaflet which could be handed to visitors when they book the tour. They should use a piece of A5 paper for their leaflet (they can use one or both sides) and can decorate it with pictures or maps if they wish. The finished leaflets can be shown to the rest of the class. Evaluate them first on whether all the key points have been included, secondly on how clearly the information is presented, and thirdly on how attractive they look.

Finally, **each individual** should prepare an introductory talk to the tour they helped to plan.

The talk

As individuals give their talk, make sure they give sufficient information and explanation. The key point is: Would a visitor with no knowledge of the area have a good idea of what to expect from the tour? Other points to consider: Would the talk *encourage* visitors to take the tour? Would they be *reassured* about safety (but not put off or frightened)?