



Fortalecimiento de las competencias del idioma inglés
de los asociados de Cooproturs R. L. para el desarrollo del turismo rural

SARAPIQUÍ'S JOURNEY

Empowerment

ENGLISH BASICS
FOR LOCAL TOURISM

LEONARDO

Brenes Rojas

TANIA

Molina Villalobos

PATRICIA

López-Estrada



ESCUELA DE CIENCIAS DEL LENGUAJE
Campus Tecnológico Central Cartago

ESCUELA DE IDIOMAS Y CIENCIAS SOCIALES
Campus Tecnológico Local San Carlos

428

B837st Brenes-Rojas, Leonardo

Sarapiquí's Empowerment Journey: English Basics for Local Tourism.
Teacher's Guide / Leonardo Brenes-Rojas, Tania Molina-Villalobos, Patricia
López-Estrada -- 1 edición. -- Cartago, Costa Rica : Instituto Tecnológico de
Costa Rica, 2024.

100 páginas : ilustraciones, fotografías

ISBN: 978-9930-617-67-0

1. Enseñanza del idioma 2. Enseñanza por tareas 3. Oportunidades
educativas 4. Historia de la comunidad 5. Desarrollo de habilidades 6. Turismo
I. Molina-Villalobos, Tania, creadora, II. López-Estrada, Patricia, creadora III. Título.

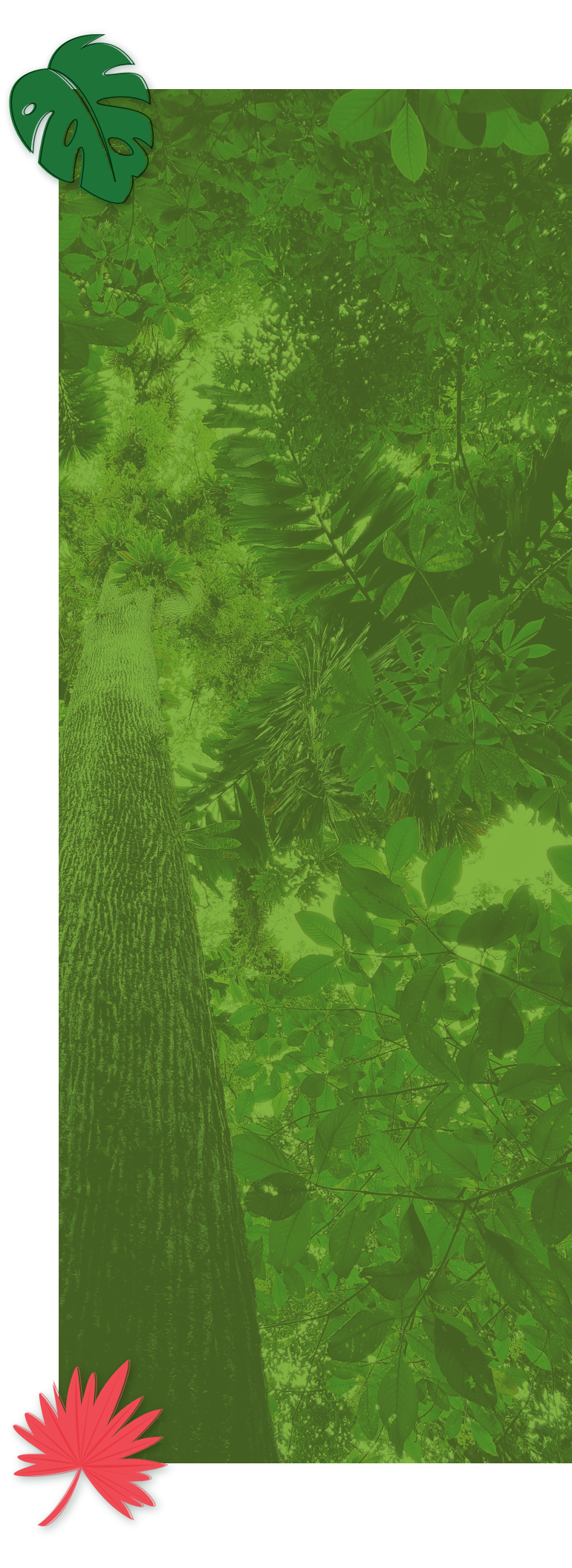


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INTRODUCTION

Greetings to the readers of this project, a book crafted with the collective effort and dedication of individuals committed to bridging language barriers in the town of San Ramón de La Virgen de Sarapiquí in the province of Heredia in Costa Rica.

In embarking on this linguistic undertaking, we extend our deepest gratitude to the students from the San Ramón community who enthusiastically participated in the English for Tourism Project. Your commitment has been the driving force behind this initiative, and we are indebted to your passion for learning and community development.

Special acknowledgment is also due to the members of Cooperativa Agroturística y de Servicios Múltiples de San Ramón de La Virgen de Sarapiquí (Cooproturs R. L.) for their steadfast support, a foundation upon which this project found its roots. Your encouragement and collaboration have been instrumental in the realization of this English for Tourism book.

The efforts of the team from Instituto Tecnológico de Costa Rica's Extension Vice rectory have been pivotal in transforming this vision into reality. Tania Molina Villalobos, the project coordinator (Escuela de Ciencias del Lenguaje), the extensionists Patricia López Estrada (Escuela de Idiomas y Ciencias Sociales), Lady Fernández Mora (Cooperación para la Transferencia de Tecnología y Educación Continua), and Leonardo Brenes Rojas (Escuela de Ciencias del Lenguaje); and the student assistants, Estefanía Pérez Hidalgo (Unidad Desconcentrada de Administración de Empresas and Ingeniería en Computación), Tatiana Quintero Cedeño (Unidad Desconcentrada de Producción Industrial) and Marisol Domínguez Duarte (Carrera de Gestión del Turismo Rural Sostenible) have been the architects behind the scenes, weaving together a tapestry of language education and cultural empowerment.

This book emerges as a beacon of opportunity for the community of San Ramón. As the town prepares to unveil the access to the Braulio Carrillo National Park through El Ceibo, the potential to welcome visitors from across the globe becomes a reality. The ability to communicate in English is not just a skill; it is a catalyst for local growth and development.

However, it is crucial to acknowledge the challenges we faced. Limited town infrastructure, including poor internet connectivity in some areas and a shortage of English teachers, posed formidable obstacles. Additionally, the unpredictable weather conditions in the region underscored the resilience required to carry out this language education initiative.

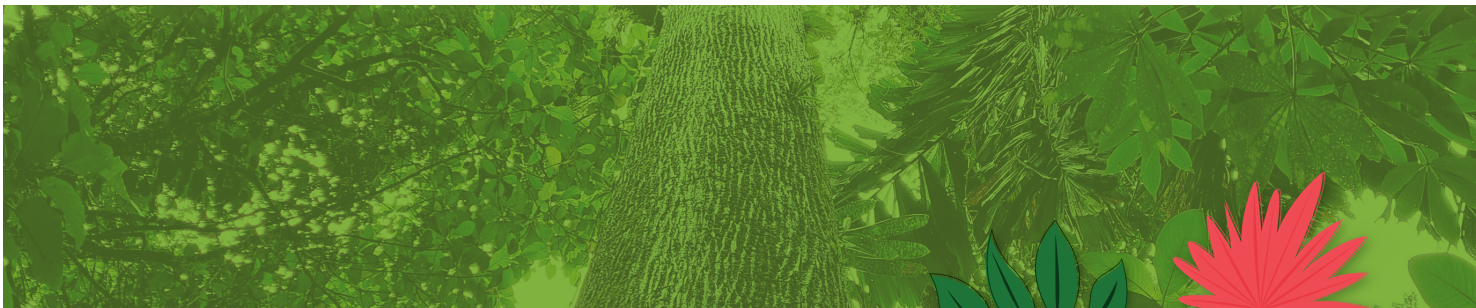


Focused on the English for Specific Purposes Approach, this book is designed to empower locals in managing their socio-productive activities successfully. The activities herein are carefully crafted following the task-based approach, with a primary emphasis on enhancing speaking and listening skills—the cornerstone of effective communication in the tourism sector.

We invite the readers on a journey through the pages of this book, not merely as observers but as active participants in the collective effort to make San Ramón a welcoming hub for global visitors.

The path to linguistic proficiency is paved with collaboration, determination, and the unwavering spirit of community. Together, let us unlock the doors to a world where language is a bridge, connecting cultures, and fostering understanding.

**THANK YOU FOR JOINING US ON THIS
TRANSFORMATIVE VOYAGE!**



INTRODUCCIÓN

Al emprender este proyecto lingüístico, extendemos nuestro más profundo agradecimiento a los resistentes estudiantes de la comunidad de San Ramón que participaron entusiastamente en el proyecto de inglés para turismo. Su compromiso ha sido la fuerza impulsora detrás de esta iniciativa, y estamos en deuda con su pasión por el aprendizaje y el desarrollo comunitario.

Un reconocimiento especial también se debe a los miembros de la Cooperativa Agroturística y de Servicios Múltiples de San Ramón de La Virgen de Sarapiquí (Cooproturs R. L.) por su sólido apoyo, una base sobre la cual este proyecto encontró sus raíces. Su colaboración ha sido instrumental en la realización de este folleto de inglés para el Turismo.

Los esfuerzos del equipo del Vicerrectoría de Extensión del Instituto Tecnológico de Costa Rica han sido fundamentales para transformar esta visión en realidad. Tania Molina Villalobos (Escuela de Ciencias del Lenguaje), nuestra coordinadora del proyecto, Patricia López Estrada (Escuela de Idiomas y Ciencias Sociales), Lady Fernández Mora (Cooperación para la Transferencia de Tecnología y Educación Continua), Leonardo Brenes Rojas (Escuela de Ciencias del Lenguaje); las estudiantes asistentes del proyecto, Estefanía Pérez Hidalgo (Unidad Desconcentrada de Administración de Empresas and Ingeniería en Computación), Tatiana Quintero Cedeño (Unidad Desconcentrada de Producción Industrial) y Marisol Domínguez Duarte (Carrera de Gestión del Turismo Rural Sostenible) han sido los arquitectos detrás de la escena, tejiendo juntos una tapicería de educación lingüística y empoderamiento cultural.

Este libro emerge como un faro de oportunidad para la comunidad de San Ramón. A medida que el pueblo se prepara para revelar el acceso al Parque Nacional Braulio Carrillo a través de El Ceibo, el potencial para dar la bienvenida a visitantes de todo el mundo se convierte en una realidad. La capacidad de comunicarse en inglés no es solo una habilidad; es un catalizador para el crecimiento y desarrollo local. Sin embargo, es crucial reconocer los desafíos que enfrentamos. La infraestructura limitada del pueblo, incluida la baja conectividad a internet en algunos sectores y la escasez de docentes de inglés en la zona, fueron algunos de los obstáculos que encontramos. Además, las impredecibles condiciones climáticas en la región subrayaron la resiliencia necesaria para llevar a cabo esta iniciativa educativa.

Centrado en el enfoque de la enseñanza del inglés con fines específicos, este libro está diseñado para empoderar a los lugareños en la gestión exitosa de sus actividades socio productivas.



Las actividades aquí contenidas están cuidadosamente elaboradas siguiendo el modelo de enseñanza por tareas (Task-based Approach), con un énfasis principal en mejorar las habilidades de habla y escucha, piedras angulares de la comunicación efectiva en el sector turístico.

Invitamos a los lectores a emprender un viaje a través de las páginas de este libro, no simplemente como observadores, sino como participantes activos en el esfuerzo colectivo para hacer de San Ramón un punto de bienvenida para visitantes globales. El camino hacia la competencia lingüística está pavimentado con colaboración, determinación y el espíritu de la comunidad. Juntos, abramos las puertas a un mundo donde el lenguaje es un puente, conectando culturas y fomentando la sana convivencia.

**¡GRACIAS POR ACOMPAÑARNOS EN ESTE
VIAJE TRANSFORMADOR!**

UNIT 1 TEACHER'S GUIDE

UNIT 1 | *Our Community History and Culture*

Objective: The objective of this lesson is to familiarize students with the history, culture, and geography of San Ramón de La Virgen de Sarapiquí Heredia, Costa Rica. Students will practice reading, listening, and speaking skills while working in pairs and engaging in discussions and dialogues.

Materials Needed:

1. Information about San Ramón de La Virgen de Sarapiquí (provided in the lesson plan).
2. True/False exercise sheets for pre-task activities.
3. Verbs sound exercise sheets for pre-task activities.
4. Questions for pre-task and post-task activities.
5. Dialogue scripts for main task activities.
6. A device for recording videos (optional).

LESSON OUTLINE

1. Warm-Up (15 minutes):

- Begin with a brief discussion about the students' knowledge of their community. Encourage the use of useful language provided.
- Pair students and have them discuss questions related to their community, using the useful language.

2. Pre-Task 1 (20 minutes):

- Provide information about the history of San Ramón de La Virgen de Sarapiquí.
- Have students read the information individually and then listen to the reading.
- In pairs, students answer true/false questions using the useful language provided.
- Discuss answers as a class, encouraging students to justify their responses.

3. Pre-Task 2 (20 minutes):

- Provide additional information about San Ramón de La Virgen de Sarapiquí.

- In pairs, students answer questions using complete sentences and the useful language provided.
- Discuss answers as a class, allowing students to share their responses.

4. Main Task (40 minutes):

- Provide dialogue scripts for five short conversations between a tourist and a hostess.
- Have students practice the dialogues in pairs, switching roles.
- Encourage proper pronunciation and expression of the given information.
- Optionally, students can select one dialogue, make minor changes, and create a video using their phones.

5. Post-Task (15 minutes):

- In pairs or individually, students create a 10-fact sheet about San Ramón de La Virgen de Sarapiquí using the information from the readings.
- Students share some of their facts with the class.

UNIT 1 TEACHER'S GUIDE

UNIT 1 | *Our Community History and Culture.*

Tips for Teaching:

- Encourage active participation and collaboration during pair and group activities.
- Provide constructive feedback on pronunciation and language use.
- Discuss any challenging vocabulary or concepts to ensure comprehension.
- Allow students to express their opinions and interpretations of the information presented.
- Use the post-task activity to reinforce the key points and ensure understanding of the lesson content.

ASSESSMENT

- Assess students based on their participation in discussions, the accuracy of their answers in pre-task activities, and their performance in the main task dialogues.
- Evaluate the 10-fact sheet based on the accuracy and relevance of the information presented.

HOMEWORK

Assign students to research and prepare a short presentation on a different aspect of Costa Rican culture or history to share with the class in the next session.



UNIT

01



OUR COMMUNITY HISTORY AND CULTURE

WARM-UP

Instructions: Get in pairs and answer the following questions about our community.

USEFUL LANGUAGE

- Ok, let me think about it. There is... There are...
- It's my turn to ask/answer.
- I agree with you. Let's continue.
- I don't think so. I think the answer is...

How much do you know about your community? Get with a partner and answer these questions.

1. In what district is San Ramón located? Can you name two more districts in Sarapiquí?
2. Can you name one Indigenous group that lived in the area?
3. What are the names of two popular rivers near by?
4. What is the number one fruit produced in the area?
5. Besides fruit, can you name another three products?



PRE-TASK 1



Instructions A.

1. Read the information about the history of San Ramón de La Virgen.
2. Listen to the reading and pay close attention to the pronunciation of the words in bold.
3. Get with a partner and answer the true/false exercise. Do not forget to incorporate the “useful language” given.

San Ramón de La Virgen de Sarapiquí is a town in Heredia, Costa Rica. It was established when Barveño Pío Murillo promoted the access to the Sarapiquí area as early as 1819. San Ramón was **founded** in the 17th or 18th century.

Spanish settlers **arrived** in Costa Rica in the early 1500s to explore and settle in different areas. The region where San Ramón is located was first inhabited by Indigenous tribes like

the Botos, the Maleku and Cabecar peoples. The Spanish colonizers **interacted** with these indigenous communities and their cultures mixed over time.

The foundation of the town was influenced by the Catholic Church, which **played** an important role in the region’s expansion. The name of the place reflects the Spanish tradition of naming towns after saints and religious personalities. “San Ramón” refers to Saint Raymond, and “La Virgen de Sarapiquí” refers to the Virgin Mary and the Sarapiquí River that flows through the area. San Ramón **developed** into a good place for agriculture and trading because the lands in the area are fertile. Farming, particularly the cultivation of bananas, cacao, and other tropical crops, **formed** the basis of the town’s economy. Today, San Ramón is a very united community, and it has **experienced** growth and modernization.

The town still preserves its cultural traditions and natural surroundings. The town is a gateway to the diverse wildlife of the region, and it offers opportunities for ecotourism and outdoor activities.

USEFUL LANGUAGE

- I think the answer for number ____ is [true/false] because...
- I agree with you. I believe the answer is correct.
- I'm not sure about that. I think the answer is ____ because...
- In my opinion, the answer for question number ____ is [true/false] because...
- Based on the information, I believe the correct answer for question number ____ is [true/false] because...
- Let's check the answers together. For question number ____, the correct answer is [true/false] because...

1. **True/False:** San Ramón de La Virgen de Sarapiquí is a district in the province of Heredia, Costa Rica.
2. **True/False:** The town was founded when Spanish settlers arrived in the area.
3. **True/False:** The Maleku and Cabecar peoples were the Indigenous tribes living in the region when the Spaniards came.
4. **True/False:** The name "*San Ramón*" shows the Spanish tradition of naming towns after rivers and mountains.
5. **True/False:** Rice and beans are the most important products for the town's economy.
6. **True/False:** San Ramón's biodiversity is very limited.
7. **True/False:** The town's foundation is estimated to have occurred in the 19th century.
8. **True/False:** The land in San Ramón is quite fertile.
9. **True/False:** San Ramón is agricultural, but relatively modern.
10. **True/False:** The town does not have a lot of potential for ecotourism.

Instructions B.

Listen to the verbs from the reading, pay close attention to the final sound.

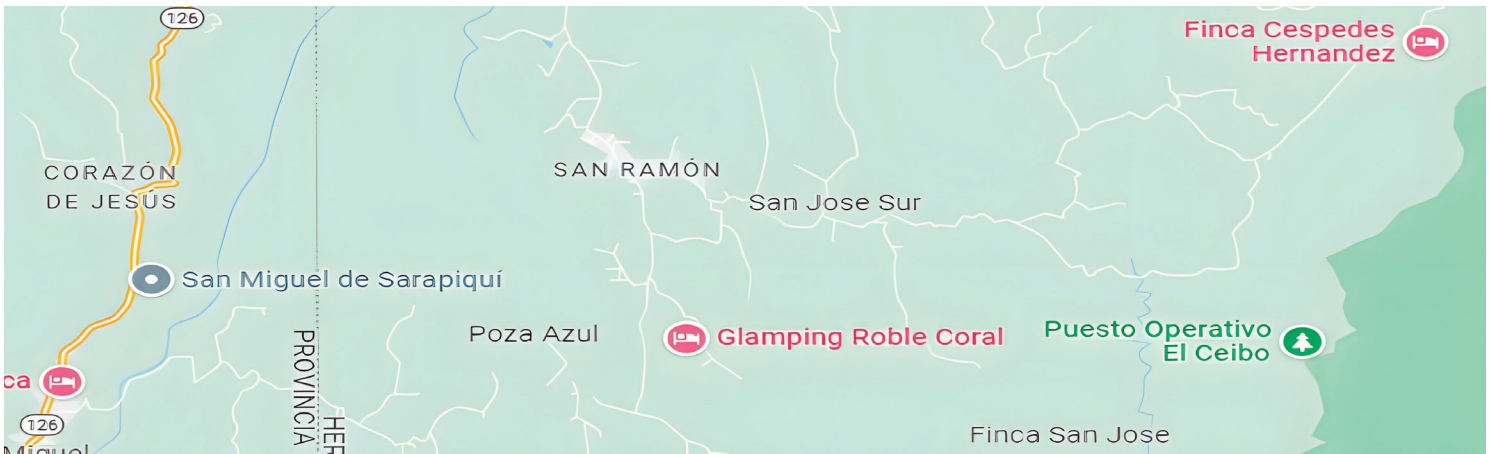
Write: 1 [t], 2 [d] or 3 [id] accordingly.

A. *established* _____
B. *founded* _____
C. *arrived* _____

D. *interacted* _____
E. *played* _____
F. *developed* _____

G. *formed* _____
H. *experienced* _____

PRE-TASK 2



Instructions: Read the information about San Ramón de La Virgen de Sarapiquí. Get with a partner and answer the questions provided. Incorporate the useful language given.

San Ramón de La Virgen de Sarapiquí is a town **located** in the province of Heredia, Costa Rica. It is **situated** to the north of the country and is known for its green landscapes and abundant biodiversity. Here are some cultural and geographical details about San Ramón. San Ramón is in the Sarapiquí Canton, which is part of the larger Heredia Province.

It is located 60 kilometers (37 miles) north of the capital city, San José. The town is in a valley, **surrounded** by dense tropical rainforests and great natural scenery. The region has a tropical climate, with warm temperatures and a wet and dry season throughout the year. San Ramón has a strong agricultural tradition, with farming being one of the primary economic activities in the area. Crops such as bananas, pineapples, and cocoa are **cultivated** in the region.

San Ramón is located near several national parks and **protected** areas, and it offers opportunities for ecotourism and outdoor activities. The Braulio Carrillo National Park is a big attraction, known for its rainforests, diverse wildlife, and hiking trails. It is a popular destination for nature lovers and birdwatchers.

The Sarapiquí River, which runs through the town, is a famous place for rafting and kayaking. Visitors can enjoy different water sports there. The local population consists of Indigenous communities, mestizo Costa Ricans, and immigrants from other Central American countries.

The town celebrates its patron saint, La Virgen de la Asunción every year, with a festival known as the Fiestas Patronales. This festival includes traditional dances, music, parades, and religious ceremonies. Overall, San Ramón de La Virgen de Sarapiquí provides a unique combination of natural beauty, cultural tradition, and opportunities to explore Costa Rica's rich biodiversity.

USEFUL LANGUAGE

- Ok, let's begin. I will ask first. Question number 1...
- Ok, let me think. The answer is...
- Can you repeat the question please?
- I agree. I think that is correct.
- I don't think so, I'm sorry. I believe the correct answer is...
- Based on the information, I believe the correct answer is...
- Alright, let's move on.

1. In which part of the country is San Ramón located?
2. What is the name of the canton where San Ramón is located?
3. What is the primary economic activity in San Ramón?
4. When do people from San Ramón celebrate the Fiestas Patronales?
5. How far is San Ramón de La Virgen from the capital city, San José?
6. Why is the Braulio Carrillo National Park a popular attraction?
7. What kind of climate does San Ramón have?
8. Which famous river offers water sports opportunities?
9. What is the local population like?

10. What are some of the crops cultivated in the region of San Ramón?



MAIN-TASK



Instructions:

- Practice these 5 short dialogues with your partner. Switch roles and make sure you pronounce all the words correctly. Ask your teacher for guidance if necessary.
- Select one dialogue, adapt it (make minor changes) to create a short video and share it with the rest of the class.

Dialogue 1:

Tourist: Hi! Can you tell me about San Ramón de La Virgen de Sarapiquí?

Hostess: Sure! It's a town in Costa Rica, in the province of Heredia.

Tourist: How old is the town?

Hostess: It was founded a long time ago, during the time when the Spanish came to Costa Rica.

Hostess: Yes, there's Braulio Carrillo National Park. It has rainforests, wildlife, and hiking trails.

Dialogue 4:

Tourist: What can I do in San Ramón de La Virgen de Sarapiquí?

Hostess: You can go hiking in the national parks, do birdwatching, and try water sports like rafting and kayaking on the river.

Tourist: Sounds exciting! How's the weather there?

Hostess: It's warm most of the time, with different rainy and dry seasons.

Dialogue 2:

Tourist: What are some local traditions in San Ramón de La Virgen de Sarapiquí?

Hostess: The town celebrates its patron saint with a festival called Fiestas Patronales. There are dances, music, parades, and religious ceremonies.

Tourist: Sounds fun! Are there indigenous communities there?

Hostess: Yes, there are indigenous people, mixed-race Costa Ricans, and immigrants from other Central American countries.

Dialogue 5:

Tourist: I've heard agriculture is important in San Ramón de La Virgen de Sarapiquí. Can you tell me more?

Hostess: Yes, farming is a major activity. They grow crops like bananas, pineapples, and cocoa, and ornamental plants which are important for the town.

Tourist: Interesting! Is there anything else I should know?

Hostess: The town has grown while keeping its culture and natural surroundings. It's a good place for exploring wildlife and enjoying outdoor activities.

Dialogue 3:

Tourist: Can you describe the nature in San Ramón de La Virgen de Sarapiquí?

Hostess: It's surrounded by tropical rainforests and beautiful scenery.

Tourist: Are there any national parks nearby?

POST-TASK

Create a 10-fact information sheet about San Ramón de La Virgen de Sarapiquí using the information provided in the readings studied in class. Be prepared to share some of your facts with the rest of the class through a brief oral presentation.

UNIT 1 ANSWERS

UNIT 1 | *Our Community History and Culture.*

WARM-UP

Answers:

1. It's in La Virgen. Other districts are: Puerto Viejo, Horquetas, Llanuras del Gaspar y Cureña
2. Botos (Malekus, Guatusos)
3. Pozo Azul, San Ramón, Tirimbina, Bijagual, Peje y su afluente Mojón
4. Pineapple
5. Milk products like cheese and sourcream, fruits like soursop, cassava

PRE-TASK 1

PART A

Answers:

1. F | 2. T | 3. T | 4. F | 5. F | 6. F | 7. F | 8. T | 9. T | 10. F

PART B

Answers:

a. 1 | b. 3 | c. 2 | d. 3 | e. 2 | f. 1 | g. 2 | h. 1

UNIT 1 SUPPLEMENTARY TEACHING ACTIVITIES

(Kahoot, Genially, and Wordwall)

Kahoot Activities:

1. Community Vocabulary Quiz:

Create a Kahoot quiz with images and questions related to the community, history, and culture of San Ramón de La Virgen de Sarapiquí. Include vocabulary words like community, district, rivers, etc.

2. True/False Exercise:

Develop a Kahoot quiz with statements about the history of San Ramón de La Virgen de Sarapiquí. Students will answer true or false, reinforcing their understanding of the lesson.

3. Pronunciation Challenge:

Use Kahoot to create a pronunciation challenge. Include audio clips of words from the glossary and ask students to choose the correct pronunciation.

Genially Activities:

4. Interactive Map Exploration:

Design an interactive map of San Ramón de La Virgen de Sarapiquí using Genially. Include clickable points with information about different areas, indigenous groups, and landmarks.

5. Virtual Dialogue Practice:

Create a Genially presentation with interactive dialogue scripts for the main task. Students can click on different options to practice various dialogues between tourists and hosts.

6. Picture-Word Matching:

Use Genially to create a picture-word matching game. Include images of community-related items and corresponding English words for students to match.

Wordwall Activities:

7. Vocabulary Matching:

Build a Wordwall activity with drag-and-drop vocabulary matching. Include English words from the glossary and their corresponding Spanish translations.

8. Fill in the Blanks:

Develop a fill-in-the-blanks exercise on Wordwall using sentences about the community, history, or culture. Students can practice choosing the correct missing words.

9. Listening Comprehension:

Create a Wordwall activity with audio clips of pronunciations or short dialogues related to San Ramón de La Virgen de Sarapiquí. Students listen and choose the correct answers.

10. Sentence Scramble:

Design a Wordwall activity with scrambled sentences about the community. Students rearrange the words to form correct sentences, reinforcing sentence structure and vocabulary.

UNIT 2 TEACHER'S GUIDE

UNIT 2 | *Welcoming visitors*

Objective: The objective of this lesson is to teach students how to welcome, thank, say goodbye, and provide medical/security tips to visitors in a tourism-related context. The lesson aims to enhance communication skills and cultural awareness for those working in the tourism industry.

Materials Needed:

1. Audio recording of expressions for the warm-up.
2. Expressions for the warm-up written on a board or displayed.
3. Pre-task activity sheets.
4. Audio recording for medical and security tips.
5. Medical and security tips displayed on a board or handout.
6. Dialogue scripts for main task activity.
7. Recording devices for students' practice in the post-task activity.

LESSON OUTLINE

1. Warm-Up (15 minutes):

- Play the audio recording of expressions for welcoming, thanking, and saying goodbye.
- Have students classify the expressions into the categories provided.
- Discuss the synonyms for each category.
- Ask students if they have any prior experience with these expressions.

2. Pre-Task 1 (15 minutes):

- Pair students to practice welcoming, thanking, and saying goodbye using the expressions from the warm-up.
- Students can switch roles to ensure both have the opportunity to play the visitor and the host.
- Discuss the examples as a class to reinforce correct usage.

3. Pre-Task 2 (20 minutes):

- Play the audio recording for medical and security tips.
- Display or provide a handout with the tips.
- Discuss each tip with the class, emphasizing the importance of health and safety for visitors.

- In pairs, students practice repeating the tips to reinforce understanding.

4. Main Task (30 minutes):

- Display the dialogue script for the main task.
- Have students practice the provided dialogue in pairs, taking turns playing the roles of the staff and the visitor.
- Encourage students to use the expressions and tips learned in the warm-up and pre-task activities.
- After practicing the provided dialogue, students create their own 10-line conversation using the given information.

5. Post-Task (15 minutes):

- In pairs or individually, students select phrases from the session to practice pronunciation and intonation.
- Students record themselves saying the phrases using recording devices.
- Submit the recordings to the teacher for feedback.

UNIT

02



WELCOMING VISITORS



WARM-UP

Instructions: Listen to the following expressions carefully. Classify them into the categories provided. **Audio.**

Take care!	Welcome to our place.	Thank you for visiting!
Hello! How may I help you?	Thanks for coming!	We're grateful you chose to visit us!
We're glad you came!	Hi there! How can I assist you today?	We thank you for stopping by!
Good afternoon! What can I do for you?	We hope to see you again later!	Goodbye! Enjoy the rest of your stay.
Good morning! Let us know if you need anything.	Have a nice day!	We appreciate your visit!

Categories

Welcoming	Thanking	Saying Goodbye



PRE-TASK 1

Instructions A. With a partner, welcome, thank, and say goodbye to a visitor using the expressions seen in the previous section.

Examples:

1. a - Welcome to our place.
b - Thank you very much!
2. a - We appreciate your visit!
b - You are welcome.
3. a - Goodbye! Enjoy the rest of your stay.
b - It was a pleasure. Thanks!

Instructions B. Work with a partner.

Select an expression from the warm-up to use in the following situations:

1. A tourist comes into your souvenir shop.
2. A tourist arrives at Rancho La Loma.
3. A group of tourists arrives at your butterfly house.
4. A visitor from Canada just paid for his meal.
5. A visitor from the USA just bought some stevia at your business.
6. A lady visiting from England just bought some vanilla at your place.
7. A person from France is leaving your place after a nice tour.
8. A visitor from Israel is leaving El Ceibo after a short walk in the park.
9. You want to thank a group of students from Australia who toured your plantation.
10. You want to express your gratitude to a visitor from Japan. You want the person to come to your place again.

PRE-TASK 2



Instructions A. Listen carefully to the medical and security tips to move around San Ramón de La Virgen de Sarapiquí. Fill in the blanks with the missing word.

- Welcome, everyone! Today, we will learn about some important medical and security protocols. This information will help you stay safe and healthy during your visit.
- **Medical Protocol (4 minutes):**

1. Health Insurance:

It's essential to have your health insurance **1)** _____ at hand during your stay. Make sure you have access to that information in case of emergency.

2. Emergency Numbers:

Memorize or save the following emergency numbers:

- 911 for all emergencies
- 8817-2666 for Centro de Atención Integral Pasitos (La Virgen de Sarapiquí)
- 2761-0020 for the nearest **2)** _____: Farmacia DR Santa Paula, La Virgen.

3. Common Health Risks:

Watch out for common health risks like sunburn, 3) _____ bites, and waterborne illnesses. Use sunscreen, wear protective clothing, use insect repellent, and only drink bottled or purified water.

4. Vaccinations:

Ensure you have necessary vaccination information with you for illnesses like hepatitis A and B, typhoid, and 4) _____ fever, depending on your country's recommendations.

5. Walks and tours:

Follow the organizer's guidelines to avoid 5) _____. If you have any doubts or questions, always ask the person in charge before leaving.

- **Security Protocol (4 minutes):**

1. Personal Belongings:

Keep your belongings safe by using a 6) _____ belt or a neck pouch for important items like passports, money, and documents. Avoid showing expensive items in public.

2. Avoiding Scams:

Be careful with strangers offering deals that seem too good to be true. Don't share personal information with anyone you don't trust.

3. Safety When Out and About:

Stay in places with good lighting and when walking at night, do so in busy areas. Keep a copy of your ID and your 7) _____ at your hotel.

4. Local Authorities:

In case of any security problems, contact local 8) _____ at 911. Always follow local laws and regulations.

- **Conclusion:**

Remember, your health and safety are very important to us during your visit here to San Ramon de La Virgen de Sarapiquí. Follow these medical and security tips so that you can really enjoy your experience.

Instructions B. Practice Activity

- Now let's practice what you heard. In pairs, take turns saying some of the medical/security tips. Raise your hand and ask your teacher if you have any questions.

MAIN-TASK



Instructions:

- Get with a partner and practice the conversation provided. Then, following the sample dialogue, create your own 8-line conversation considering the information below. Once finished, present your conversations to your teacher or the rest of the class.



- You are operating a small business. A person is coming to your facilities. Welcome the person, have a brief interaction with the person, give the person a medical/security tip and thank the person for coming to your place. Wish him/her a good trip back home. Check the example provided.

Dialogue:

Staff: Welcome to our shop! How can I help you today?

Visitor: Hi! I'm just looking around.

Staff: Let me know if you need help. Take your time.

Visitor: Okay, thanks. I want to find a gift for a friend.

Staff: We have many options.

Visitor: Can you show me what you have.

Staff: Yes, come with me. I'll show you.

Visitor: Thanks, I found something good!

Staff: That's great! We're happy you came.

Visitor: I really appreciate it!

Staff: Make sure you have some sunscreen on you. It is really hot and sunny today.

Visitor: Thanks for the tip. I'm going to put some sunblock on right now. I appreciate it.



ENGLISH TUTORS

POST-TASK

Instructions: Select some phrases used to welcome, thank, say goodbye, and give tips to visitors from this session. Record yourself saying those phrases so that you can practice the correct pronunciation and intonation. Submit your recording to your **tutor or teacher** so that he/she can go over it with you.

UNIT 3 TEACHER'S GUIDE

UNIT 3 | *Tourist Activities: kayaking, Rafting, Horseback Riding, and Hiking and Canopy Tours*

Objective: The objective of this lesson is to familiarize students with tourist activities such as kayaking, rafting, horseback riding, and hiking. The lesson aims to develop students' ability to provide information to tourists and engage in conversations about these activities.

Materials Needed:

1. Pictures representing kayaking, rafting, horseback riding, and hiking for the warm-up.
2. Questions for the warm-up activity.
3. Useful language phrases written on the board or displayed.
4. Pre-task 1 activity sheets.
5. Pre-task 2 dialogue script.
6. Recording devices for the post-task activity.

LESSON OUTLINE

1. Warm-Up (15 minutes):

- Display pictures representing kayaking, rafting, horseback riding, and hiking.
- In pairs, have students say the activity each picture represents.
- Discuss the warm-up questions in pairs, focusing on prior knowledge about the activities.
- Introduce useful language phrases for the lesson.

2. Pre-Task 1 (20 minutes):

- Pair students and provide the activity sheet for matching words with meanings.
- Use the useful language phrases for discussions and confirm correct matches.
- Discuss any new words or phrases students may find challenging.

3. Pre-Task 2 (20 minutes):

- Display the dialogue script for the pre-task activity.
- Have students practice the dialogue in pairs, focusing on intonation and pronunciation.
- Encourage students to ask for help if they encounter new words or phrases.
- Play the audio recording for the dialogue to fill in the missing words.

- Discuss any spelling or pronunciation challenges students may have.

4. Main Task (30 minutes):

- Display the alternative expressions for the main task dialogue.
- In pairs, students role-play the dialogue, substituting the provided expressions.
- Students switch roles and record themselves using vocaroo.com.
- Share the recordings with the teacher or classmates for feedback.

5. Post-Task (15 minutes):

- Pair students for the post-task activity.
- Students prepare a scripted telephone conversation discussing an upcoming trip to El Sendero Los Jícaros.
- The conversation should include greetings, introductions, the itinerary, duration, schedule, safety, and guidelines.
- Students record their conversations and share them with the teacher.

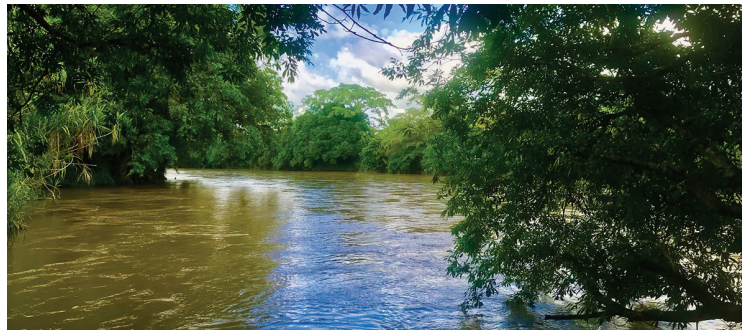
UNIT

03



PRESENTATION OF TOURIST ACTIVITIES:

KAYAKING, RAFTING, HORSEBACK RIDING,
HIKING AND CANOPY TOURS



WARM-UP

Instructions:

A. Get in pairs and name the activity each picture represents.

Options: Hiking, horseback riding, kayaking, rafting, fishing, and canopy tour.

B. Get with a partner and answer these questions:

1. What is the safest place to go hiking or on a canopy tour near San Ramon de La Virgen? How much does it cost? Is it nearby?
2. Which are some of the rivers in the San Ramón area to go kayaking and rafting? Is it expensive?
3. Where can we go horseback riding? Is it cheap? How far is it from San Ramon?

USEFUL LANGUAGE

- **Let me think for a minute:** The safest place to do canopy is... /The safest place to go hiking is...
- I can give you an estimate. It is around \$50 dollars per person. / It's not far at all, it's near.
- **You have lots of options:**
 - Some places to do canopy and rafting are...
 - It is not expensive.
 - It costs approximately \$65.
 - You have many possibilities: To go horseback riding we can go to...

PRE-TASK 1



Río Sarapiquí

Instructions: In pairs, match the words on the left with the correct meanings on the right. Use the following expressions to answer, do not use Spanish.

USEFUL LANGUAGE

- Ok, let's begin/start
- What's the answer for number...
- I agree, I disagree... Let's move on, it's your turn, go ahead...

 1. Kayaking	a. Traveling in a small, narrow watercraft using a double-bladed paddle.
 2. Rafting	b. Riding on the back of a horse for recreation or sport.
 3. Horseback riding	c. Engaging in water-based adventure using an inflatable raft.
 4. Canopy	d. Traveling through the treetops of a forest using ziplines.
 5. Online	e. People experiencing something for the first time.
 6. Booking	f. Making a reservation for a service or product.
 7. First timers	g. The state of being connected to the internet.
 8. Glide	h. Highest parts of the trees.
 9. Treetops	i. To move slowly in a continuous motion.
 10. Thrilling	j. When something is ready to be used.
 11. Availability	q. Something that is very exciting or fun.



PRE-TASK 2

Instructions A. Practice the dialogue several times with a partner. Focus on your intonation and pronunciation. Circle any new words or phrases that you need help with. Ask your teacher for assistance if needed. **Audio**

Tourist: Hello! I'm looking for some fun things to do. Can you help me?

Local Guide: Of course! We have many exciting activities for you to enjoy. Are you interested in hiking, kayaking, horseback riding, rafting, or canopy tours?

Tourist: Hmm, they all sound interesting, but I never went kayaking before. Is it easy?

Local Guide: Absolutely! Kayaking is easy and great for beginners. You'll paddle along calm waters and explore beautiful spots.

Tourist: That sounds nice! What about horseback riding? I always wanted to try it.

Local Guide: Horseback riding is a wonderful experience! Our friendly horses and beautiful trails make it perfect for first timers.

Tourist: I'm a bit nervous about rafting. Is it safe?

Local Guide: Don't worry! Rafting is very safe here. Our experienced guides will take care of everything, and you'll have a thrilling time.

Tourist: Okay, maybe I'll try it. What's a canopy tour?

Local Guide: A canopy tour is an exciting adventure! You'll glide through the treetops on zip lines, enjoying fantastic views of the forest.

Tourist: Wow, that sounds like an adventure! Now, where can I find some good places to eat and drink around here?

Local Guide: There are some great restaurants nearby. I can give you a list of popular places to try local dishes.

Tourist: That would be fantastic! I love trying new foods. I can't wait to explore all these activities and try the food. How can I book them?

Local Guide: Booking is easy. You can check online for availability.

Tourist: Perfect! Thank you so much for your help.

Local Guide: You're welcome! I hope you have a fantastic time exploring everything our area has to offer.

Tourist: I'm sure I will! Thanks again.

Local Guide: Enjoy your stay, and if you have any more questions, be free to ask! Have a wonderful day!

Tourist: Thank you! Goodbye!

Local Guide: Goodbye and take care!

Instructions B. Listen to the recording of the previous dialogue. Fill in the missing words as you listen. Listen again. Now look back at the original dialogue and check your work. Did you spell everything correctly? **Audio.**

Tourist: Hello! I'm looking for some fun things to do. Can you ___ me?

Local Guide: Of course! We have many exciting _____ for you to enjoy. Are you interested in hiking, kayaking, horseback riding, rafting, or canopy tours?

Tourist: Hmm, they all sound interesting, but I never went kayaking before. Is it easy?

Local Guide: Absolutely! _____ is easy and great for beginners. You'll paddle along calm waters and explore beautiful spots.

Tourist: That sounds nice! What about horseback riding? I always wanted to try it.

Local Guide: Horseback riding is a wonderful _____! Our friendly horses and beautiful trails make it perfect for first timers.

Tourist: I'm a bit nervous about rafting. Is it safe?

Local Guide: Don't worry! _____ is very safe here. Our experienced guides will take care of everything, and you'll have a thrilling time.

Tourist: Okay, maybe I'll try it. What's a canopy tour?

Local Guide: A canopy tour is an exciting adventure! You'll glide through the treetops on zip lines, enjoying fantastic views of the _____.

Tourist: Wow, that sounds like an adventure! Now, where can I find some good places to eat and drink around here?

Local Guide: There are some great _____ nearby. I can give you a list of popular places to try local dishes.

Tourist: That would be fantastic! I love trying new _____. I can't wait to explore all these activities and try the food. How can I book them?

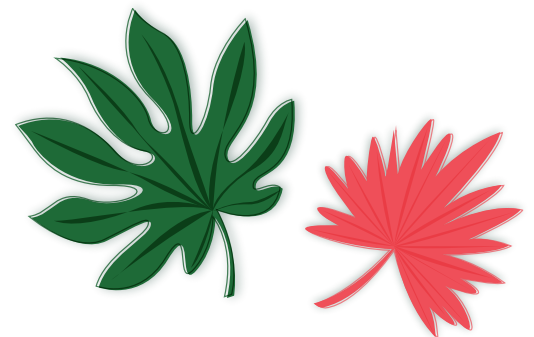
Local Guide: Booking is easy. You can check online for availability.

Tourist: Perfect! Thank you so much for your help.

Local Guide: You're welcome! I hope you have a fantastic _____ exploring everything our area has to offer.

Tourist: I'm sure I will! Thanks again.

Local Guide: Enjoy your stay, and if you have any more questions, be free to ask! Have a wonderful ____!



MAIN-TASK



Instructions: Work with your partner. Role-play the dialogue substituting the different expressions below. Then switch roles. Record yourselves in vocaroo.com. Share the recordings with your teacher or partners.

1. Are you interested in hiking, kayaking, horse back riding, rafting or canopy tours?

Do you like hiking, kayaking, horseback riding, rafting or canopy tours?

 Which of these activities do you find interesting?

2. They all sound interesting


 All of them seem exciting.

They all sound amazing.

3. Kayaking is easy and fun for beginners.

 Kayaking is simple and enjoyable for beginners.

4. That sounds nice! What about horseback riding?

 That sounds great! How about trying horse back riding?

5. Horseback riding is wonderful.

 Horseback riding is an amazing experience.

6. I'm a bit nervous about rafting. Is it safe?

 I'm feeling a little anxious about rafting. Is it safe?

7. Don't worry, rafting is very safe here.

 No need to worry, rafting is completely safe in this area.

POST-TASK

Instructions: You are leading a group of tourists to Los Jícaros Hiking Trail. Prepare a scripted telephone conversation or a pre-written dialogue with a partner to discuss the upcoming trip. In your conversation, include greetings and introductions, and talk about the itinerary, duration, schedule, safety, and guidelines.

UNIT 4 TEACHER'S GUIDE

UNIT 4 | *Our products*

Objective: The objective of this lesson is to introduce and discuss various products in the context of local businesses. Students will learn vocabulary related to farming, livestock, and local products, and they will engage in conversations about these topics.

Materials Needed:

1. Words and definitions for warm-up matching (A-E and 1-10).
2. Questions for the warm-up discussion.
3. Pre-task 1 activity sheet.
4. Pre-task 2 passage about growing stevia.
5. Pre-task 2 questions.
6. Recording devices for the post-task activity.
7. Pre-task 2 passage about Vicky's restaurant.
8. True/false statements for Vicky's restaurant passage.

LESSON OUTLINE

1. Warm-Up (15 minutes):

- Pair students and provide words (A-E) and definitions (1-10) for matching.
- Discuss warm-up questions in pairs, focusing on vocabulary and knowledge about local products.
- Introduce useful language phrases for the lesson.

2. Pre-Task 1 (20 minutes):

- Play an audio recording of animal names and their definitions.
- Pair students to answer questions related to animals and farming.
- Encourage students to use useful language phrases during the discussion.

3. Pre-Task 2 (20 minutes):

- Have students read the passage about growing stevia.
- In pairs, answer questions related to the passage.

- Discuss the importance of sunlight and watering for plants.
- Listen to Vicky's restaurant passage and decide if statements are true or false.

4. Main Task (30 minutes):

- Display the prompt for the main task: *"Think about your own business."*
- Have students write a six-line report explaining their business and the product(s) they work with.
- Students present their reports to the teacher or the whole class.

5. Post-Task (15 minutes):

- Listen to classmates' presentations.
- Select one presentation and write a five-line summary of what the student does and the products they work with.
- Be prepared to share the summary in the upcoming class.

UNIT

04



OUR PRODUCTS

WARM-UP

Instructions A. With a partner, match the words (A-E) with their definitions (1-10).

Options: Hiking, horseback riding, kayaking, rafting and canopy tour.

Student A: What is the word for “a natural sweetener from a plant”?

Student B: The word for “a natural sweetener from a plant” is ...

A) Stevia B) Vanilla C) Pepper D) Organic patches E) Livestock

1. A natural sweetener from a plant. ____
2. Animals raised on a farm to produce meat, milk, wool, etc. ____
3. Small areas of land to grow crops. ____
4. Tropical plant used to flavor desserts, ice cream and candy. ____
5. A spice made from dried berries used to add flavor to dishes. ____

Instructions B. Take turns with your partner to ask and answer the following questions.

USEFUL LANGUAGE

- Ok, let’s begin!
 - Let’s continue...
 - What’s the answer for number...?
 - Now, it’s your turn...
 - The answer is...
 - Yes, I agree.
 - I think so too.
 - That’s right.
 - I don’t think so.
 - I’m not sure about that.
 - I disagree because...
1. Who grows stevia in our community?
 2. Who works with vanilla here in San Ramón?
 3. Who grows and sells pepper in the community?
 4. Do you have an organic patch? What do you grow there?
 5. What kind of livestock can you find here in San Ramón?





PRE-TASK 1

Instructions A. Listen and repeat the words that you hear. Take a few minutes to study the chart to match the words with the definitions. With a partner, answer the exercise following the example:

Student A: What is the match for the word “cattle” in number 1?

Student B: The match for that word is letter... (read the definition)

Animal	Definition	Answers
1. Cattle	A. Birds for eggs and meat	1.
2. Pigs	B. Water birds used for eggs and meat	2.
3. Chickens	C. Animals that produce wool	3.
4. Turkeys	D. Small animals with curved horns	4.
5. Ducks	E. Large animals for meat and milk	5.
6. Sheep	F. Strong animals for riding	6.
7. Goats	G. Small furry animals with long ears	7.
8. Horses	H. Small rodent used as pets	8.
9. Rabbits	I. Insects that produce honey	9.
10. Guinea pigs	J. Large birds used for meat	10.
11. Bees	K. Fish you can eat	11.
12. Tilapia	L. Pink or black used for pork	12.



USEFUL LANGUAGE

- Ok, let's begin
- Let's continue...
- What's the answer for number...?
- Now, it's your turn...
- The answer is...
- Yes, I agree.
- I think so too.
- That's right.
- I don't think so.
- I'm not sure about that.
- I disagree because...

Instructions B. With your partner, take turns to ask and answer these questions.

1. Who has horses around here?
2. Do you know someone who raises pigs in San Ramón? Who is that person?
3. Where can you find horses to ride here in the area?
4. Who owns cows for milking or beef in the area?
5. Do people raise rabbits for meat around here?



PRE-TASK 2

Instructions A. Read the passage. With a partner, answer the questions given.

I am an entrepreneur. I show tourists how to grow stevia on my farm. First, we prepare the soil with compost. Then, we carefully plant small stevia seedlings. The plants need water and sunlight regularly to grow well. When the leaves are mature, we pluck them gently for harvesting. Finally, we dry and pack the product. The tourists find the delicate seedlings fascinating. They learn about the importance of sunlight and watering for the plants.

Questions:

1. What is the first step in growing stevia?
2. What do the tourists find fascinating during the tour?
3. How are the stevia leaves harvested?

Instructions B. Listen to Vicky talk about her business in La Virgen de Sarapiquí. Read the statements and decide if they are true or false. **Audio**



Hey there! I'm Vicky, and I'm the proud owner of Rancho La Loma, my little restaurant. We serve a delicious dish called Casados, which is a favorite among both locals and visitors. Casados come with rice, black beans, your choice of meat (chicken, steak, or pork) or veggies, salad, and sweet plantains – It's a very hearty meal!

I'm really excited about our vegetarian and vegan options too, made with fresh produce from La Virgen de Sarapiquí. It's important to me that everyone can enjoy a tasty meal at our restaurant. But wait, there's more! Our natural drinks are a real treat. You can quench your thirst with our refreshing lemonade or savor the tropical flavors of our passionfruit and star fruit juice. And would you like to try our soursop juice? It's got this creamy texture and a unique tropical taste. And for those who love a

mix of different fruits, our blended fruit juice is just perfect. You will enjoy every sip of it. So, if you're looking for a nice dining experience with great food and natural drinks, come on over to Rancho La Loma. We can't wait to serve you with love and care!

1. Vicky owns the restaurant. _____
2. She says casados are rarely ordered at her place. _____
3. Casados come with your protein choice. _____
4. She offers a varied menu. _____
5. Soursop is creamy. _____
6. The menu does not include the blended fruit juice. _____

Instructions C. Answer these questions with your partner.

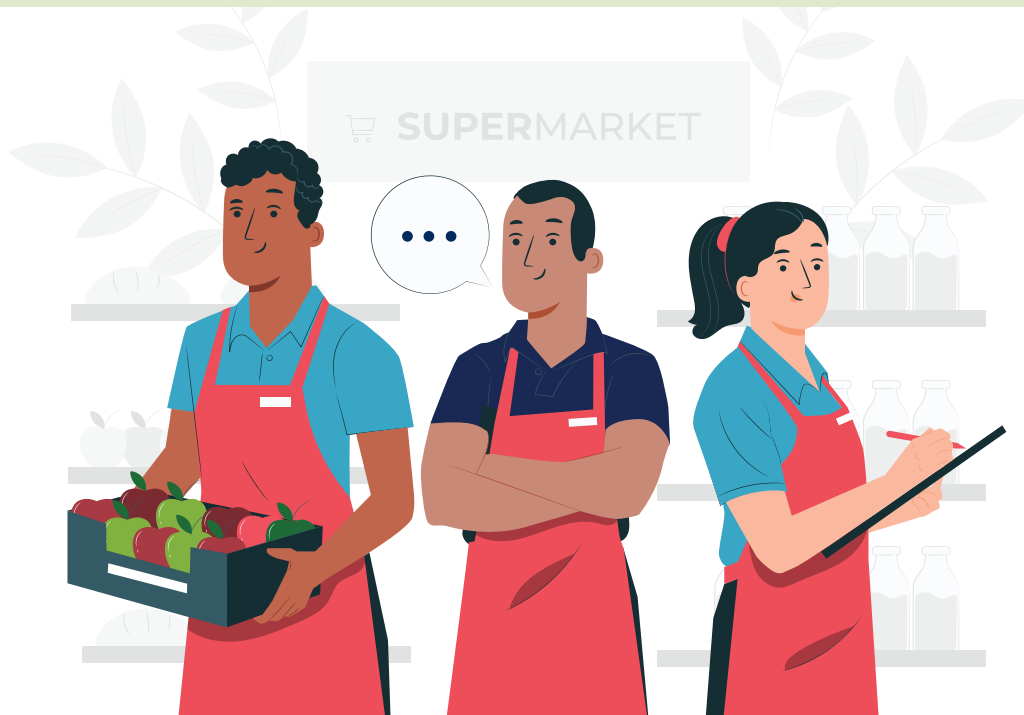
1. Vicky owns the restaurant. _____
2. She says casados are rarely ordered at her place. _____
3. Casados come with your protein choice. _____
4. She offers a varied menu. _____

MAIN-TASK



Instructions:

Think about your own business (if you do not have one, pretend that you do). Explain what you do and the product(s) that you work with to a visitor. Write a six-line report and be ready to present it to your teacher or the whole class. Use pre-task 2 as a model.



UNIT 5 TEACHER'S GUIDE

UNIT 5 | *Teacher's Guide: Let's Go to El Ceibo!*

Objective: The objective of this lesson is to familiarize students with Parque Nacional El Ceibo, discussing its features, activities, and natural attractions. Students will practice vocabulary related to nature, flora, fauna, and park-related activities.

Materials Needed:

1. True/false statements for the warm-up discussion.
2. Pre-task 1 matching activity sheet.
3. Pre-task 2 conversation script.
4. Main task prompt for creating a conversation.
5. Recording devices for the post-task pronunciation activity.
6. List of words for pronunciation practice.

LESSON OUTLINE

1. Warm-Up (15 minutes):

- Discuss true/false statements in pairs using expressions for clarification and expressing uncertainty.
- Go over the answers as a class, using expressions for responding to clarification and politely disagreeing.

2. Pre-Task 1 (15 minutes):

- Match pictures with words in pairs using expressions for interacting with a partner.
- Discuss answers as a class, comparing and explaining choices.

3. Pre-Task 2 (20 minutes):

- Listen and practice the provided conversation between a host and a visitor.
- Pair students to ask and answer questions based on the conversation using expressions for clarification, confirmation, and asking for help.

- Discuss answers as a class, emphasizing the use of key expressions.

4. Main Task (30 minutes):

- Display the prompt for the main task: *"Create a 10-line conversation between a host/hostess and a visitor."*
- Provide vocabulary from the pre-task to help students structure their conversation.
- Pair students to practice and present their conversations to the class.

5. Post-Task (15 minutes):

- Assign pronunciation practice homework.
- Provide a list of words related to the lesson for students to practice.
- Students record themselves saying the words and submit recordings for feedback.

UNIT

05



LET'S GO TO EL CEIBO!

WARM-UP

Instructions: Discuss the following statements with your partner. Choose “*true*” or “*false*” based on the information given. Use some of these expressions to interact with your partner:

USEFUL LANGUAGE

- Ok, let's begin
- Ok, let's get started.
- Is this true or false, what do you think?
- I think it's... Do you agree?
- I agree / I disagree...
- Let's continue.

1. **True or False:** The Braulio Carrillo National Park primarily protects a desert ecosystem.
2. **True or False:** The Ceibo tree is known for its vibrant red flowers.
3. **True or False:** The Sarapiquí River does not flow through Parque Nacional El Ceibo.
4. **True or False:** P The Braulio Carrillo National Park. has abundant wildlife.
5. **True or False:** The Braulio Carrillo National Park is not considered a good destination for eco-tourism and nature lovers.

PRE-TASK 1

A. Instructions: Match the pictures with the words provided: Write the words in the blanks. Get with a partner and go over your answers.

Use the following phrases to interact with your partner:

USEFUL LANGUAGE

- I'm not sure about this one. Can we check the picture again?
- I think the answer for number ___ might be ___.
- I'm not completely sure. What do you think?
- Let's compare our answers to make sure we got this right.
- I believe the answer to question ___ is ___.
Do you agree?



HIKING

BIRD WATCHING

BUTTERFLY HOUSE

FLORA AND FAUNA



1. _____ 2. _____ 3. _____ 4. _____

Instructions: Put an **X** next to the activities that apply to you. Get with a partner and exchange the information.

USEFUL LANGUAGE

- Let's see. Read number... Did you mark it?
- Yes, I did. / No, I didn't.
- Ok, let's continue. Let's go to number.. Did you mark it?...

1. I sometimes go hiking with friends or family.	
2. I like to watch the birds around my house.	
3. I walk the trails near San Ramón.	
4. I love nature and swimming in the rivers.	
5. I know someone in the area who has a butterfly house.	
6. I really do not pay attention to the natural surroundings.	

PRE-TASK 2



Instructions A. Listen and practice the following conversation with your partner. Switch roles. Pay close attention to the phrases in bold. **Audio.**

Host: Good morning, how can I help you?

Visitor: Yes, I need some assistance.

Host: Sure, go ahead.

Visitor: I love nature! I like hiking and bird watching Do you have any recommendations?

Host: No problem! We have trails for that. You can see colorful birds such as toucans and parrots.

Visitor: That sounds good! What's the best time for watching birds?

Host: Birds are more active in the mornings.

Visitor: I'm so excited! Are there any other things to see?

Host: Of course! You can see lots of local trees and beautiful plants in the park.

Visitor: Nice! Who can I talk to if I need more help?

Host: Just ask me or the park ranger. Enjoy your visit.

Visitor: Thanks for your help.

Host: You're welcome! Have fun exploring!

Visitor: Thanks! Bye!

Instructions B. Get with your partner and answer the following questions based on the previous conversation.

Questions

1. What does the visitor like?
2. What kind of birds can you see in the park?
3. What's the best time for bird watching?
4. What are other things you can see there?
5. Who can you ask for help?

USEFUL LANGUAGE

- Could you answer question number ____ for me, please?
- Yes, the answer is.... Do you agree?
- Yes, that sounds good to me / No, I don't think so. I think the answer is...
- Ok, now it's your turn...

MAIN-TASK



Instructions:

Create a 10-line conversation about a host/hostess and a visitor who is interested in seeing some of the local flora and fauna in the San Ramón de La Virgen area. Make sure you include the words in bold in pre-task 2.

Take a few minutes to practice your conversation and be prepared to present it to the rest of the class.

UNIT 6 TEACHER'S GUIDE

UNIT 6 | *Product Sales Activities*

Objective: The objective of this lesson is to develop students' communication skills in sales-related scenarios. Students will discuss their entrepreneurial businesses, practice handling customer complaints, and engage in a sales dialogue.

Materials Needed:

1. Warm-up discussion questions.
2. Useful language and vocabulary list.
3. Pre-task 1: Conversation 1 script and vocabulary exercise.
4. Pre-task 2: Conversation 2 script and true/false exercise.
5. Main task prompt for preparing a sales conversation.
6. Recording devices for the main task.
7. Post-task prompt for creating mini-fair situations.

LESSON OUTLINE

1. Warm-Up (15 minutes):

- In pairs, discuss questions related to their entrepreneurial businesses.
- Share insights and information about their businesses using the provided useful language.

2. Pre-Task 1 (15 minutes):

- Practice Conversation 1 script between a customer and a salesperson.
- Discuss vocabulary from the conversation, matching words to their meanings.
- Review the correct answers as a class.

3. Pre-Task 2 (20 minutes):

- Practice Conversation 2 script between a customer and a salesperson.
- Complete the true/false exercise based on the conversation.
- Discuss and verify answers as a class.

4. Main Task (30 minutes):

- Pair students with different partners for the main task.
- Each pair prepares a conversation motivating a customer to buy a different product.
- Use phrases and vocabulary from the provided conversations.
- Record the conversations with phones and share the audio with classmates.

5. Post-Task (20 minutes):

- In groups, prepare mini-fair situations:
- Complaining about something bought and a salesperson trying to solve the misunderstanding.
- A salesperson encouraging a customer to make a purchase.
- Perform the mini-fair situations in class.

UNIT

06



PRODUCT SALES ACTIVITIES

WARM-UP

Instructions: Get in pairs. Talk about your businesses. Provide information about your business.

1. What made you start your own business?
2. Can you tell me about the products your company offers?
3. What are the materials or ingredients you use to make your products?
4. What are some of the most difficult challenges that you have faced as an entrepreneur? What would you like to improve?

USEFUL LANGUAGE

1. Let me think for a minute: I created my own business because I wanted something meaningful. / I wanted to be financially independent.

2. We sell handbags, bread, ice cream, wooden crafts, stevia, pepper...

3. We have some options:

Handbags are made with:

- Fabric or leather
- Zippers or buttons
- Threads and needles
- Straps or handles

Bread is made with:

- Flour
- Water
- Salt
- Yeast
- Sourdough

Ice Cream is made with:

- Milk, non-fat milk

- Flavorings (for example, vanilla extract, cocoa powder, fruit)
- Tubers (they make camote and tiquis que ice cream, squash ice-cream too!)

For pepper cultivation we need:

- Pepper seeds
- Soil
- Planting pots or containers
- Watering can or hose
- Fertilizer

Wooden crafts:

- Types of Wood: Bamboo, teak, pochote, Spanish cedar, plywood, and melamine.

I use:

- Sandpaper or sanding tools
- Wood glue or nails
- Paints, stains, varnish

4. I normally sell a lot. Definitely! Many customers love our products. Our products are in high demand. / I don't sell much. I don't have many clients yet.

PRE-TASK 1

Instructions A. Listen to a customer complaining about a handmade bag that she bought and a salesperson trying to resolve the misunderstanding. Practice the conversation with your partner.

Conversation 1

Customer: Excuse me, I bought this handmade bag from your store, but I'm not happy with it.

Yadira: I'm sorry to hear that. Can you please tell me what's wrong with it?

Customer: Well, the stitching is coming undone in some places.

Yadira: I apologize for the inconvenience. We try to maintain the highest quality in our handmade

products. I'll do my best to resolve this for you.

Customer: I appreciate that. I was really excited about this purchase, but now I'm disappointed.

Yadira: I understand, and I sincerely apologize for any disappointment caused. Let me offer you two options. We can provide you with a full refund, or we can exchange the bag for a new one with better quality and the exact color you desire.

Customer: Well, I liked the design of the bag, and I wanted to use it. I guess an exchange would be better.

Yadira: Thank you for your understanding. I'm glad to hear that you liked the design. An exchange is a great solution.



Vocabulary

Instructions B. Read the sentences containing phrases from the previous dialogue and choose the best answer.

1. A bag made by hand, not by machine:

- a. To resolve
- b. Handmade bag
- c. To be disappointed
- d. Full refund

2. To fix a problem or issue:

- a. To resolve
- b. Sincerely apologize
- c. Stitching is coming undone
- d. Let me offer

3. To be sad or not satisfied about something:

- a. Full refund
- b. To be disappointed
- c. To resolve
- d. We can exchange

4. To return all the money:

- a. Full refund
- b. To be disappointed
- c. To resolve
- d. We can exchange

5. To say sorry with genuine feelings:

- a. Full refund
- b. We can exchange
- c. To be disappointed
- d. Sincerely apologize

6. To suggest or present something new:

- a. Sincerely apologize
- b. Let me offer
- c. To resolve
- d. Handmade bag

7. To describe a product that is defective:

- a. Full refund
- b. To resolve
- c. We can exchange
- d. Stitching is coming undone

8. To replace a product or item:

- a. To be disappointed
- b. We can exchange
- c. Let me offer
- d. Handmade bag

Conversation 2

Instructions A. Put a check mark next to the word(s) you hear.

1. jewelry
2. necklace
3. earrings
4. headband
5. beads
6. gift

Instructions B. Listen to a salesperson encouraging a customer to make a purchase. Pay attention to the highlighted words. Practice the dialogue with your partner several times.

Yadira: Hi there! Welcome to our store. How can I assist you today?

Customer: Hello! I'm just browsing, but I want to buy some beautiful handmade jewelry. I love what you have on display.

Yadira: I'm glad you like our handmade collection! Each piece is crafted with great care and attention to detail. Is there anything that you would like to buy?

Customer: Yes, that necklace over there with the delicate pendant is stunning.

Yadira: It's made with discarded leather pieces and a genuine recycled bead.

Customer: It's so beautiful. I am thrilled about this necklace.

Yadira: This necklace is versatile and can be paired with both casual and formal attire. It's designed to complement various styles.

Customer: I will buy it. Can you wrap it for me? It's for a gift.

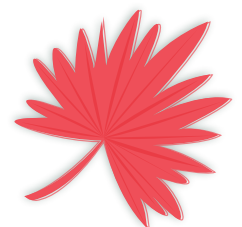
Yadira: I'll carefully package the necklace for you. Let me know if you need anything else.

Customer: That's all. Thank you very much.

Yadira: Thank you for the purchase. Have a wonderful day!

True or false: Read the sentences about the previous conversation and select True or False.

1. The customer is looking to buy handmade jewelry. **(True/False)**
2. The necklace the customer likes has a delicate pendant. **(True/False)**
3. The necklace is made with leather pieces and a genuine recycled bead. **(True/False)**
4. The customer is looking to buy handmade jewelry. **(True/False)**
5. The customer will carefully package the necklace as it's for a gift. **(True/False)**
6. The customer is interested in another purchase. **(True/False)**
7. The salesperson is pleased with the purchase. **(True/False)**



 **MAIN-TASK**



Instructions:

Work with a different partner and prepare a conversation where you must motivate a customer to buy a different product. Use some phrases and vocabulary from the conversation. Record yourselves with your phones and share the audio with your classmates.



UNIT 7 TEACHER'S GUIDE

UNIT 7 | Accommodations, Dining Services, and Local Attractions

Objective: The goal of this lesson is to enhance students' communication skills in contexts related to accommodations, dining services, and local attractions. Students will engage in conversations, practice vocabulary related to accommodations and dining, and explore local attractions.

Materials Needed:

1. Warm-up pictures of local attractions.
2. Pre-task 1: Audio script and information about local attractions.
3. Pre-task 2: Conversations about local attractions.
4. Pre-task 3: Accommodation vocabulary matching exercise.
5. Pre-task 4: Menu from a restaurant in Costa Rica and a conversation about ordering.
6. Main Task prompts for accommodation and local attraction conversations.
7. Post-Task prompt for creating a restaurant menu.

LESSON OUTLINE

1. Warm-Up (15 minutes):

- In pairs, match pictures of local attractions with their corresponding words: Bird Watching, Chocolate Tours, Sarapiquí River, Hiking trail Los Jícaros.

2. Pre-Task 1 (20 minutes):

- Listen to the audio and read information about local attractions in La Virgen de Sarapiquí.
- Discuss the attractions with a partner, taking turns to share information.

3. Pre-Task 2 (20 minutes):

- Practice conversations about local attractions with a partner.
- Match each conversation to the correct attraction: Bird Watching, Chocolate Tours, Sarapiquí River, Hiking trail Los Jícaros.
- Discuss and verify answers as a class.

4. Pre-Task 3 (20 minutes):

- Display the prompt for the main task: *"Think about your own business."*
- Have students write a six-line report explaining their business and the product(s) they work with.
- Students present their reports to the teacher or the whole class.

5. Pre-Task 4 (30 minutes):

- Read the menu from Rancho La Loma restaurant and listen to the conversation about ordering.
- Practice the conversation in pairs, taking on the roles of a server and a customer.
- Review the recipe for Gallo Pinto and discuss its preparation.
- Optional: Bring in prepared Gallo Pinto for students to taste.

6. Main Task (40 minutes):

- Part A: Prepare a 12–14-line conversation about accommodations with a partner, including words like room rate, taxes, charges, check-in, check-out, I'd like to confirm, booking.
- Part B: Select a local attraction from your community, use Google to gather information, and share a 10-line conversation with your partner.

7. Post-Task (30 minutes):

- In groups, create a restaurant menu with at least two main dishes, two side dishes, and two beverage options. Include names and prices in colones/dollars.
- Present menus to the class, describing dishes and drinks. Optional: Bring in samples of the dishes.

UNIT

07



ACCOMMODATIONS, DINING SERVICES, AND LOCAL ATTRACTIONS

WARM-UP

Local Attractions

Instructions: In pairs, look at the pictures of local attractions.

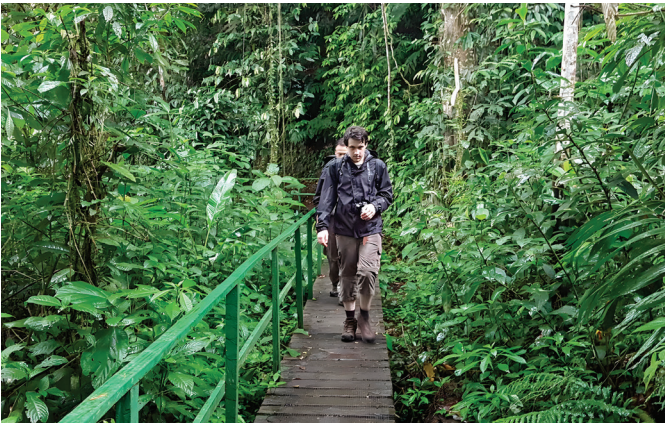
Match the pictures with the words provided: Bird Watching, Chocolate Tours, Sarapiquí River, Los Jícaros Hiking Trail



1. _____



2. _____



3. _____



4. _____

PRE-TASK 1

Instructions: Read about some of the local attractions in La Virgen de Sarapiquí. This region in Costa Rica offers a range of natural and cultural sites for visitors to explore. Listen to the audio and take turns to read the information aloud to your partner. **Audio.**

- 1. Los Jícaros Hiking Trail:** The trail borders Braulio Carrillo National Park in the Ceibo sector. You can join tours to walk around and learn about the different plants and animals.
- 2. Sarapiquí River:** A river where people like to go on boats, do rafting and paddle board. You can also use small boats called kayaks. Many animals live near the river, so you can see them while you're on the water.
- 3. Chocolate Tours:** You can go to farms where they grow chocolate plants. They will teach you how chocolate is made from these plants, and you can even taste it.
- 4. Bird Watching:** Many kinds of birds live here. The region has a diverse range of bird species, such as scarlet macaws, collared aracaris, and great green macaws.

PRE-TASK 2

Instructions: Listen to the conversations. Label each conversation with the attraction name and practice the conversations with your partner. Once you are finished, remain with your partner, and answer the questions below.

• **Conversation #1** _____.

Martin: Hey, have you heard of the Los Jícaros Hiking Trail?

Stephan: Yeah, it borders Braulio Carrillo National Park and people can go hiking.

Martin: Exactly! There are lots of animal species and many kinds of trees there.

Stephan: Cool! I heard they have tours too. You can learn about plants and animals, right?

Martin: Yes, you can join guided tours to walk around.

Stephan: That sounds interesting. I'd love to explore and learn more about nature there!

• **Conversation #2** _____.

Anne: Have you been to the Sarapiquí River?

Ingrid: Yeah, I've heard it's a popular spot for boating and rafting.

Anne: Absolutely! People enjoy taking boats and even kayaks on the river.

Ingrid: That sounds fun. Plus, I heard there are lots of animals around there.

Anne: Yes, many animals live near the riverbanks, so you can spot them while you're on the water.

Ingrid: Exploring the river and seeing animals sounds like a great adventure!

• **Conversation #3** _____.

Sergio: Have you heard about chocolate tours?

Josue: Yeah, I think they're about visiting farms where they grow cocoa trees.

Sergio: That's right! They show the trees, the pods, the beans, and how they are used to make chocolate.

Josue: That sounds interesting. Do you get to taste the chocolate too?

Sergio: Absolutely! They usually let you try the chocolate they make.

Josue: Learning about chocolate and getting to taste it sounds like a delicious experience!

• **Conversation #4** _____.

Vicky: Have you ever tried bird watching?

Ligia: Yeah, I've heard it's about watching different kinds of birds.

Vicky: That's right! Many types of birds live around here.

Ligia: Sounds cool. Why do people enjoy bird watching?

Vicky: People who like birds come here because there are so many different types to see.

Ligia: Exploring the world of birds seems like a peaceful and interesting hobby!

Questions:

1. Which word in conversation 1 means "walking"?
2. What word in conversation 2 means "on the sides of the river"?
3. Do you like the taste of fresh cocoa pulp?
4. Can you name three common birds you can see in the San Ramón area?
5. What's your favorite bird to hear?
6. What's your favorite bird to watch?

PRE-TASK 3



Accommodations

Instructions A. In pairs, match the terms with their corresponding meanings.

1. Room rate
2. Taxes
3. Charges
4. Check-in
5. Check-out time
6. Booking

- _____ **A.** The cost associated with staying in a hotel room.
- _____ **B.** Additional fees for services used during the stay.
- _____ **C.** The process of registering as a guest upon arrival.
- _____ **D.** Reservation of a room or accommodation in advance.
- _____ **E.** The specified times when guests can enter their rooms.
- _____ **F.** The specified times when guests must leave their rooms.
- _____ **G.** Mandatory fees imposed by government authorities on various goods, services, or income to fund public programs and services.

Instructions B. With your partner, practice the conversation.

Guest: Hi, I'd like to confirm my hotel reservations for next week.

Receptionist: Of course, I can help you with that. Could I have your name, please?

Guest: It's John Smith.

Receptionist: Thank you, Mr. Smith. Let me check your reservation... Yes, I see your booking for next week.

Guest: Great! Also, could you let me know the check-in and check-out times?

Receptionist: Certainly, check-in time is at 3 PM, and check-out time is at 11 AM.

Guest: Perfect, thank you. Will there be any additional charges upon check-in?

Receptionist: Your reservation includes the room rate and taxes, but any additional charges depend on any services you use during your stay.

Guest: Alright, thank you for the information.

Receptionist: You're welcome. If you have any more questions, feel free to ask. Have a pleasant day!

PRE-TASK 4

USEFUL LANGUAGE

- \$7.99 is usually read as "seven dollars and ninety-nine cents."
- \$2.49 is typically read as "two dollars and forty-nine cents."
- \$3.29 is usually read as "three dollars and twenty-nine cents."
- \$4.99 is typically read as "four dollars and ninety-nine cents."

Dining Services

Instructions A. Individually, read and listen to the audio about the menu of a Costa Rican restaurant. **Audio.**



MENU



Welcome to
Rancho La Loma!

Main Dish:
GALLO PINTO \$7.99
BREAKFAST

A traditional Costa Rican favorite! Enjoy a hearty plate of Gallo Pinto, a tasty combination of rice and beans, seasoned to perfection. Served with your choice of scrambled or sunny-side-up eggs and fried plantains.

Side Dish:
FRIED CHEESE \$2.49

A salty and creamy portion of cheese, a delightful side that perfectly complements your Gallo Pinto breakfast.

Dessert:
TRES LECHES CAKE \$3.29

Enjoy the Tres Leches Cake, a moist and creamy delight soaked in three types of milk. A nice way to finish your Costa Rican culinary experience.

Beverage:
FRESH TROPICAL \$2.49
FRUIT JUICE

Quench your thirst with our refreshing tropical fruit juice blend. Made from a variety of locally sourced fruits, like star fruit, soursop, and passionfruit. It's the ideal accompaniment to your Costa Rican meal.

Come and experience the authentic flavors of Costa Rica at our restaurant. We're excited to share the taste of our culture with you!

Instructions B. The following conversation is about ordering at Rancho La Loma. Practice it with your partner.

Vicky: Hello, welcome to Rancho La Loma. Are you ready to order?

Visitor: Yes, we're ready.

Vicky: Wonderful. What would you like?

Visitor: I'll have the Gallo Pinto Breakfast, please. How much is that?

Vicky: The Gallo Pinto Breakfast is \$7.99.

Visitor: I'll also have the Gallo Pinto Breakfast with scrambled eggs. Is it the same price?

Vicky: Yes, that's right.

Visitor: Great. Can we also get plátano maduro as a side?

Vicky: Sure thing. Plátano maduro is \$2.49.

Visitor: And I'd like the fresh tropical fruit juice. How much is that?

Vicky: The fresh tropical fruit juice is \$3.29.

Visitor: Lastly, we'll share the Tres Leches Cake for dessert. How much does that cost?

Vicky: The Tres Leches Cake is \$4.99.

Visitor: Wonderful!

Vicky: So, that's two Gallo Pinto Breakfasts with eggs, plátano maduro as a side, fresh tropical fruit juice, and a Tres Leches Cake to share. Enjoy your meal!

Visitor: Thank you very much!

Instructions C. Read the Gallo Pinto recipe. Do you prepare it in a similar manner?

Pay attention to the verbs being used.



The recipe card features a green header with the word "RECIPE" in large blue letters. Below the header, the title "Making Gallo Pinto" is displayed. The ingredients list includes Rice, Black beans (canned or cooked), Onion, Red bell pepper (optional), Oil (like vegetable oil), and Salt. The steps are numbered 1 through 8, starting with "Cook the rice" and ending with "Serve with eggs, fried plantains, cheese, sour cream or what you like." The card is decorated with green leaves on the left and a red flower on the right.

RECIPE

Title:
Making Gallo Pinto

INGREDIENTS

- Rice
- Black beans (canned or cooked)
- Onion
- Red bell pepper (optional)
- Oil (like vegetable oil)
- Salt

STEPS:

- Cook** the rice. Put the rice in a pot with water, cook until soft.
- Heat** some oil in a pan.
- Chop** some onion and bell pepper (if you have any). Put them in the pan, cook them until soft.
- Add** cooked black beans (drained), mix with the onion and pepper.
- Mix** the cooked rice with beans and onions.
- Put** in a pinch of salt for taste.
- Stir** everything together. Cook a bit more.
- Done! **Serve** with eggs, fried plantains, cheese, sour cream or what you like.

Enjoy your Gallo Pinto!



MAIN-TASK



Instructions:

- A. Prepare an 8-line conversation about accommodation with your partner, include some of these words: room rate, taxes, charges, check-in, check-out, I'd like to confirm, booking.
- B. Select a local attraction from your community and share an 8-line conversation with your partner. Use Google to gather additional information about the attraction.

POST-TASK

Instructions: In groups, prepare your own restaurant menu, include at least two main dishes, two side dishes and two beverage options. Write the name of your dishes and prices in colones/dollars. Present your menus to the class. When presenting, use sentences like: We have a delicious dish... Our special drink is...

Optional: Bring your dish to the class.

1. "You could try the local cuisine at Vicky's. It's delicious!"
2. "Goodbye! Have a great day here in San Ramón!"



UNIT 8 TEACHER'S GUIDE

UNIT 8 | *Thanks for choosing us!*

Objective: The goal of this lesson is to enhance students' ability to express suggestions, say goodbye in a friendly manner, and handle complaints effectively. The lesson focuses on practical communication in the context of tourism and hospitality.

Materials Needed:

1. Warm-up phrases for classification.
2. Pre-task 1: Fill-in-the-blank goodbye expressions.
3. Pre-task 2: Vocabulary matching exercise with audio.
4. Pre-task 2B: Sentences completion with vocabulary.
5. Main Task: Solutions to complaints matching exercise.
6. Post-Task: Tourist satisfaction survey.

LESSON OUTLINE

1. Warm-Up (15 minutes):

- In pairs, classify provided phrases into three categories: Making suggestions, Saying goodbye, Apologizing.
- Compare and discuss answers as a class.

2. Pre-Task 1 (15 minutes):

- Fill in the blanks in the provided sentences with appropriate words or phrases to say goodbye to tourists.
- Discuss and review answers as a class.

3. Pre-Task 2 (20 minutes):

- A.** Listen to vocabulary words and match them with their definitions.
 - B.** Use the vocabulary words to complete sentences.
- Discuss and compare answers with a partner.

4. Main Task (30 minutes):

- Work with a partner to find possible solutions to the complaints from the previous section (Pre-Task 2B).
- Use the provided useful language to discuss and agree on solutions.
- Discuss possible improvements for each complaint.

5. Post-Task (30 minutes):

- Pretend to be a tourist who has just visited San Ramón.
- Complete the tourist satisfaction survey with honest feedback.
- Add one aspect to improve the service offered.
- Share suggestions with classmates in the next class.

UNIT

08



THANKS FOR CHOOSING US!

 **MAIN-TASK**

WARM-UP

Instructions: In pairs, classify the following phrases into the correct category. Write the number in the corresponding box in the chart.

Making suggestions	Saying goodbye	Apologizing

1. *"You could try the local cuisine at Vicky's. It's delicious!"*
2. *"Goodbye! Have a great day here in San Ramón!"*
3. *"I apologize for the mix-up with your reservation."*
4. *"We'll find a solution."*
5. *"Maybe you'd like to visit El Ceibo. It's very relaxing."*
6. *"How about taking a guided tour of the rainforest?"*
7. *"I suggest checking out the visitors house for souvenirs."*
8. *"Why not explore the town on a rented quad?"*
9. *"Farewell! Enjoy the rest of your stay."*
10. *"It was lovely having you here. See you next time!"*
11. *"Until we meet again, safe travels!"*
12. *"I'm so sorry for the inconvenience. Let me make it right for you."*
13. *"I'm really sorry about the noise. We're working on making it quieter."*
14. *"Take care and come back soon!"*
15. *"I apologize for the wait. Your meal will be out shortly."*
16. *"I'm so sorry for any confusion. Please let us know how we can help."*



PRE-TASK 1

Instructions: Fill in the blanks with the appropriate words or phrases to say goodbye to tourists in a friendly manner. Choose from the options provided in the brackets.

- Tourist:** Thank you for the wonderful experience!
Business Owner: You're welcome! It was a pleasure having you. _____!
(Welcome / Take care / Come in)
- Tourist:** We had a great time!
Business Owner: I'm glad to hear that! _____ and come back soon!
(Sit down/ Safe travels / I'm so upset)
- Tourist:** This was the highlight of our trip!
Business Owner: We're happy to be part of your adventure! _____!
(Get out / I'm furious/ Until next time)
- Tourist:** Your staff was so helpful and friendly!
Business Owner: We are proud of our service. _____, and remember, you're always welcome here. (We hope to see you again / Be careful/ No way)
- Tourist:** We really loved our stay!
Business Owner: _____ you enjoyed it. (We are glad / Too bad / Oh well)
- Tourist:** We'll definitely tell our friends about this place!
Business Owner: Thank you for your support! _____!
(This is so disappointing / We really appreciate it / You are kidding!)
- Tourist:** Is there a souvenir shop nearby?
Business Owner: Yes, there's one just around the corner. _____!
(Enjoy your shopping / Look out! / I am so angry!)
- Tourist:** We'll miss this place!
Business Owner: We'll miss you! _____! (Have a safe trip/ Really? / Of course not)
- Tourist:** We hope to visit again someday.
Business Owner: We'd love to have you back. _____!
(Unbelievable / Please come back again / Are you serious?)
- Tourist:** Thanks for the memories!
Business Owner: You're very welcome. _____!
(I can't believe it / Farewell / This is ridiculous)

PRE-TASK 2

Instructions A. Listen to the words and repeat them aloud after the speaker. Match the vocabulary words with their definitions. **Audio**

- | | | | | |
|-----------------------|----------------------|---------------|-------------------------|---------------------|
| • <i>misleading</i> | • <i>inattentive</i> | • <i>rude</i> | • <i>overpriced</i> | • <i>unsanitary</i> |
| • <i>unresponsive</i> | • <i>unorganized</i> | • <i>loud</i> | • <i>unprofessional</i> | • <i>inadequate</i> |

1. Dirty or not clean. _____
2. Too expensive. _____
3. Impolite or disrespectful. _____
4. Not paying enough attention or being careless. _____
5. Giving false or deceptive information. _____
6. Not good enough or insufficient quality. _____
7. Lacking professionalism or proper behavior. _____
8. Making a lot of noisy sounds. _____
9. Chaotic or not well-structured. _____
10. Not answering or reacting to requests or concerns _____



Instructions B. Use the following words to complete the sentences below. Compare the answers with your partner.

USEFUL LANGUAGE

- I think the answer for number... is ...
- I agree / I disagree. Now it's my turn... I Think the answer for number... is...
- Let's move on...

• <i>misleading</i>	• <i>inattentive</i>	• <i>rude</i>	• <i>overpriced</i>	• <i>unsanitary</i>
• <i>unresponsive</i>	• <i>unorganized</i>	• <i>loud</i>	• <i>unprofessional</i>	• <i>inadequate</i>

1. The bathroom was _____, and I didn't want to use it.
2. The prices at this restaurant are so high; it's _____.
3. The staff here is so _____; they were very impolite to us.
4. The waiter was _____; he kept forgetting our orders.
5. Their website had _____ information about their services.
6. The portion size for the meal was _____; I was still hungry.
7. The manager's behavior was completely _____; he yelled at a customer.
8. The music in the restaurant was so _____; we couldn't hear each other talk.
9. The tour was very _____; we didn't know where to go next.
10. The customer service was _____; they never replied to our emails.

MAIN-TASK



Instructions A: Read the list of solutions given below. What is the problem being solved? Use the words in the previous section (Section B, Pre-task 2) to identify the problem. Write the word in the space provided.

USEFUL LANGUAGE

- Ok, let's begin / let's get started!
- What is the answer for number...
- I think the correct answer is... Do you agree?
- I agree, I think you are right or I disagree, the correct answer is...
- Ok, let's move on/ let's continue.

- Get better at answering calls and emails quickly. Have someone who talks to customers. _____
- Make things cheaper, like offering special discounts or deals. _____
- Clean the restroom often, so it's always clean and has enough soap and toilet paper. _____
- Teach workers to be nice and polite to customers, even when they're upset. _____
- Tell workers to listen carefully to orders and bring food quickly. _____
- Fix the website and menus to show clear information. _____
- Make things better or give more food so customers are happy. _____
- Make it quieter by using special things on the walls or turning down the music. _____
- Make sure workers act nicely and follow the rules. _____
- Have a neat plan with maps so customers know exactly where to go. _____

Instructions B. Get with a partner and think of two possible complaints customers may have when they visit San Ramón de La Virgen. Offer a solution to the problem.

Example:

Complaint: Customers could complain about the condition of the roads.

Solution: One solution is to Inform customers about the condition of the roads to get to San Ramón.

POST-TASK

Instructions: Pretend that you are a tourist who has just visited San Ramón. Complete the tourist satisfaction survey below. Add one aspect to improve the service offered. Report your suggestion to your classmates in your next class.

Example:

I think that one thing that needs improvement is... / I believe you should...



TOURIST SATISFACTION SURVEY

VISIT TO SAN RAMÓN DE LA VIRGEN DE SARAPIQUÍ

FIRST NAME: _____ LAST NAME: _____

COUNTRY OF ORIGIN: _____ CITY: _____

E-MAIL ADDRESS: _____

	Very satisfied ★★★★★	Satisfied ★★★★	Unsatisfied ★★	Very unsatisfied ★
Online information				
Customer service				
Food				
Tours				
Other destinations or events				
Prices				

How can we improve to serve you better?

TOURIST SATISFACTION SURVEY



UNIT 1 GLOSSARY

Our Community History and Culture

Nouns:

1. **Community - Synonym:** Neighborhood
 - **Spanish:** Comunidad
2. **District - Synonym:** Region
 - **Spanish:** Distrito
3. **Indigenous groups - Synonym:** Native tribes
 - **Spanish:** Grupos indígenas
4. **Rivers - Synonym:** Waterways
 - **Spanish:** Ríos
5. **Fruit - Synonym:** Produce
 - **Spanish:** Fruta
6. **Products - Synonym:** Goods
 - **Spanish:** Productos
7. **History - Synonym:** Past
 - **Spanish:** Historia
8. **Culture - Synonym:** Heritage
 - **Spanish:** Cultura
9. **Tradition - Synonym:** Custom
 - **Spanish:** Tradición
10. **Biodiversity - Synonym:** Ecological diversity
 - **Spanish:** Biodiversidad

Adjectives:

1. **Closest - Synonym:** Nearest
 - **Spanish:** Más cercano/a
2. **Indigenous - Synonym:** Native
 - **Spanish:** Indígena
3. **Fertile - Synonym:** Productive
 - **Spanish:** Fértil
4. **United - Synonym:** Joined
 - **Spanish:** Unido/a
5. **Diverse - Synonym:** Varied
 - **Spanish:** Diverso/a

6. **Modern - Synonym:** Contemporary
 - **Spanish:** Contemporáneo

Verbs:

1. **Established - Synonym:** Found
 - **Spanish:** Establecido
2. **Explore - Synonym:** Investigate
 - **Spanish:** Explorar
3. **Inhabit - Synonym:** Occupy
 - **Spanish:** Habitar
4. **Reflect - Synonym:** Mirror
 - **Spanish:** Reflejar
5. **Develop - Synonym:** Evolve
 - **Spanish:** Desarrollar
6. **Preserve - Synonym:** Conserve
 - **Spanish:** Preservar
7. **Celebrate - Synonym:** Commemorate
 - **Spanish:** Celebrar
8. **Cultivate - Synonym:** Grow
 - **Spanish:** Cultivar
9. **Incorporate - Synonym:** Include
 - **Spanish:** Incorporar
10. **Experience - Synonym:** Undergo
 - **Spanish:** Experimentar

UNIT 2 GLOSSARY

Welcoming visitors

Nouns:

1. **Visitor - Synonym:** Guest
 - **Spanish:** Visitante
2. **Souvenir shop - Synonym:** Gift store
 - **Spanish:** Tienda de recuerdos
3. **Rancho La Loma - Synonym:** Local ranch
 - **Spanish:** Rancho La Loma
4. **Butterfly house - Synonym:** Butterfly conservatory
 - **Spanish:** Casa de mariposas
5. **Meal - Synonym:** Repast
 - **Spanish:** Comida
6. **Stevia - Synonym:** Natural sweetener
 - **Spanish:** Stevia
7. **Vanilla - Synonym:** Flavoring
 - **Spanish:** Vainilla
8. **El Ceibo - Synonym:** Local park
 - **Spanish:** El Ceibo
9. **Plantation - Synonym:** Farm
 - **Spanish:** Plantación
10. **Trip - Synonym:** Journey
 - **Spanish:** Viaje

Adjectives:

1. **Grateful - Synonym:** Appreciative
 - **Spanish:** Agradecido/a
2. **Safe - Synonym:** Secure
 - **Spanish:** Seguro/a
3. **Nice - Synonym:** Pleasant
 - **Spanish:** Agradable
4. **Good - Synonym:** Positive
 - **Spanish:** Bueno/a
5. **Short - Synonym:** Brief
 - **Spanish:** Corto/a

6. **Nearest - Synonym:** Closest
 - **Spanish:** Más cercano/a
7. **Sunny - Synonym:** Bright
 - **Spanish:** Soleado/a
8. **Helpful - Synonym:** Supportive
 - **Spanish:** Servicial
9. **Hot - Synonym:** Warm
 - **Spanish:** Caliente
10. **Happy - Synonym:** Joyful
 - **Spanish:** Feliz

Verbs:

1. **Help - Synonym:** Assist
 - **Spanish:** Ayudar
2. **Look around - Synonym:** Browse
 - **Spanish:** Mirar alrededor
3. **Find - Synonym:** Discover
 - **Spanish:** Encontrar
4. **Show - Synonym:** Display
 - **Spanish:** Mostrar
5. **Appreciate - Synonym:** Value
 - **Spanish:** Apreciar
6. **Wish - Synonym:** Desire
 - **Spanish:** Desear
7. **Put on - Synonym:** Apply
 - **Spanish:** Ponerse (aplicar)
8. **Raise - Synonym:** Elevate
 - **Spanish:** Levantar
9. **Learn - Synonym:** Acquire knowledge
 - **Spanish:** Aprender
10. **Enjoy - Synonym:** Savor
 - **Spanish:** Disfrutar

UNIT 3 GLOSSARY

Tourist Activities

Nouns:

1. **Canopy tour** - **Synonym:** Zipline adventure
 - **Spanish:** Tour de canopy
2. **Rafting** - **Synonym:** White-water rafting
 - **Spanish:** Rafting
3. **Kayaking** - **Synonym:** Paddling
 - **Spanish:** Kayak
4. **Horseback riding** - **Synonym:** Equestrian
 - **Spanish:** Paseo a caballo
5. **Hiking** - **Synonym:** Trekking
 - **Spanish:** Senderismo
6. **Local Guide** - **Synonym:** Tour leader
 - **Spanish:** Guía local
7. **Tourist** - **Synonym:** Visitor
 - **Spanish:** Turista
8. **Souvenir** - **Synonym:** Memento
 - **Spanish:** Recuerdo
9. **Trail** - **Synonym:** Path
 - **Spanish:** Sendero
10. **Activity** - **Synonym:** Pursuit
 - **Spanish:** Actividad

Adjectives:

1. **Exciting** - **Synonym:** Thrilling
 - **Spanish:** Emocionante
2. **Wonderful** - **Synonym:** Marvelous
 - **Spanish:** Maravilloso
3. **Safe** - **Synonym:** Secure
 - **Spanish:** Seguro/a
4. **Fantastic** - **Synonym:** Incredible
 - **Spanish:** Fantástico/a
5. **Nervous** - **Synonym:** Anxious
 - **Spanish:** Nervioso/a

Verbs:

1. **Explore** - **Synonym:** Discover
 - **Spanish:** Explorar
2. **Paddle** - **Synonym:** Row
 - **Spanish:** Remar
3. **Glide** - **Synonym:** Slide
 - **Spanish:** Deslizarse
4. **Book** - **Synonym:** Reserve
 - **Spanish:** Reservar
5. **Enjoy** - **Synonym:** Savor
 - **Spanish:** Disfrutar
6. **Check** - **Synonym:** Verify
 - **Spanish:** Verificar
7. **Wish** - **Synonym:** Desire
 - **Spanish:** Desear
8. **Try** - **Synonym:** Attempt
 - **Spanish:** Probar
9. **Have** - **Synonym:** Possess
 - **Spanish:** Tener
10. **Love** - **Synonym:** Adore
 - **Spanish:** Amar

UNIT 4 GLOSSARY

Our Products

Nouns:

1. **Stevia - Synonym:** Natural sweetener
 - **Spanish:** Stevia
2. **Vanilla - Synonym:** Flavoring
 - **Spanish:** Vainilla
3. **Pepper - Synonym:** Spice
 - **Spanish:** Pimienta
4. **Organic patches - Synonym:** Sustainable plots
 - **Spanish:** Parcelas orgánicas
5. **Livestock - Synonym:** Farm animals
 - **Spanish:** Ganado
6. **Cattle - Synonym:** Cows
 - **Spanish:** Ganado vacuno
7. **Pigs - Synonym:** Swine
 - **Spanish:** Cerdos
8. **Chickens - Synonym:** Hens
 - **Spanish:** Pollos
9. **Turkeys - Synonym:** Fowl
 - **Spanish:** Pavos
10. **Ducks - Synonym:** Waterfowl
 - **Spanish:** Patos
11. **Sheep - Synonym:** Lambs
 - **Spanish:** Ovejas
12. **Goats - Synonym:** Kids
 - **Spanish:** Cabras
13. **Horses - Synonym:** Equines
 - **Spanish:** Caballos
14. **Rabbits - Synonym:** Bunnies
 - **Spanish:** Conejos
15. **Bees - Synonym:** Honey producers
 - **Spanish:** Abejas
16. **Tilapia - Synonym:** Fish
 - **Spanish:** Tilapia

Adjectives:

1. **Organic - Synonym:** Natural
 - **Spanish:** Orgánico/a
2. **Hearty - Synonym:** Wholesome
 - **Spanish:** Sustancioso/a
3. **Varied - Synonym:** Diverse
 - **Spanish:** Variado/a
4. **Creamy - Synonym:** Smooth
 - **Spanish:** Cremoso/a
5. **Natural - Synonym:** Fresh
 - **Spanish:** Natural

Verbs:

1. **Grow - Synonym:** Cultivate
 - **Spanish:** Cultivar
2. **Prepare - Synonym:** Arrange
 - **Spanish:** Preparar
3. **Plant - Synonym:** Sow
 - **Spanish:** Plantar
4. **Harvest - Synonym:** Collect
 - **Spanish:** Cosechar
5. **Dry - Synonym:** Dehydrate
 - **Spanish:** Secar
6. **Pack - Synonym:** Package
 - **Spanish:** Empacar
7. **Serve - Synonym:** Provide
 - **Spanish:** Servir
8. **Quench - Synonym:** Satisfy
 - **Spanish:** Saciar
9. **Savor - Synonym:** Enjoy
 - **Spanish:** Saborear

UNIT 5 GLOSSARY

Let's Go to El Ceibo!

Nouns:

1. **Butterfly house - Synonym:** Insectarium
 - **Spanish:** Mariposario
2. **Flora - Synonym:** Plant life
 - **Spanish:** Flora
3. **Fauna - Synonym:** Animal life
 - **Spanish:** Fauna
4. **Hiking - Synonym:** Trekking
 - **Spanish:** Senderismo
5. **Bird watching - Synonym:** Birding
 - **Spanish:** Observación de aves
6. **Hunting - Synonym:** Game
 - **Spanish:** Caza
7. **Toucan - Synonym:** Ramphastidae
 - **Spanish:** Tucán
8. **Parrot - Synonym:** Psittacine
 - **Spanish:** Loro
9. **Park ranger - Synonym:** Forest ranger
 - **Spanish:** Guardabosques
10. **Nature - Synonym:** Natural world
 - **Spanish:** Naturaleza

Adjectives:

1. **Vibrant - Synonym:** Colorful
 - **Spanish:** Vibrante
2. **Active - Synonym:** Energetic
 - **Spanish:** Activo/a
3. **Abundant - Synonym:** Plentiful
 - **Spanish:** Abundante
4. **Suitable - Synonym:** Appropriate
 - **Spanish:** Adecuado/a
5. **Excited - Synonym:** Enthusiastic
 - **Spanish:** Emocionado/a

Verbs:

1. **Explore - Synonym:** Investigate
 - **Spanish:** Explorar
2. **Discover - Synonym:** Uncover
 - **Spanish:** Descubrir
3. **Experience - Synonym:** Encounter
 - **Spanish:** Experimentar
4. **Encounter - Synonym:** Meet
 - **Spanish:** Encontrar

UNIT 6 GLOSSARY

Product Sales Activities

Nouns:

1. **Handmade bag - Synonym:** Artisan bag
 - **Spanish:** Bolso hecho a mano
2. **Sincerely apologize - Synonym:** Express sincere regret
 - **Spanish:** Disculpase sinceramente
3. **Full refund - Synonym:** Complete reimbursement
 - **Spanish:** Reembolso completo
4. **To resolve - Synonym:** Settle
 - **Spanish:** Resolver
5. **Let me offer - Synonym:** Allow me to suggest
 - **Spanish:** Permítame ofrecerte
6. **Handmade jewelry - Synonym:** Artisan jewelry
 - **Spanish:** Joyería hecha a mano
7. **Delicate pendant - Synonym:** Elegant hanging piece
 - **Spanish:** Colgante delicado
8. **Versatile - Synonym:** Adaptable
 - **Spanish:** Versátil
9. **Discarded leather - Synonym:** Thrown away leather
 - **Spanish:** Cuero descartado
10. **Recycled beads - Synonym:** Reused beads
 - **Spanish:** Cuentas recicladas

Adjectives:

1. **Stunning - Synonym:** Breathtaking
 - **Spanish:** Impresionante
2. **Beautiful - Synonym:** Attractive
 - **Spanish:** Hermoso/a

3. **Thrilled - Synonym:** Excited
 - **Spanish:** Emocionado/a
4. **Versatile - Synonym:** Adaptable
 - **Spanish:** Versátil
5. **Carefully - Synonym:** Cautiously
 - **Spanish:** Cuidadosamente
6. **Wonderful - Synonym:** Fantastic
 - **Spanish:** Maravilloso/a

Verbs:

1. **Browse - Synonym:** Look around
 - **Spanish:** Navegar
2. **Crafted - Synonym:** Created
 - **Spanish:** Elaborado
3. **Pair - Synonym:** Combine
 - **Spanish:** Combinar
4. **Package - Synonym:** Wrap
 - **Spanish:** Empaquetar
5. **Motivate - Synonym:** Encourage
 - **Spanish:** Motivar

UNIT 7 GLOSSARY

Accommodations, Dining Services, and Local Attractions

Nouns:

1. **Room rate** - **Synonym:** Accommodation cost
• **Spanish:** Tarifa de habitación
2. **Taxes** - **Synonym:** Levies
• **Spanish:** Impuestos
3. **Charges** - **Synonym:** Fees
• **Spanish:** Cargos
4. **Check-in** - **Synonym:** Registration
• **Spanish:** Registro
5. **Check-out times** - **Synonym:** Departure times
• **Spanish:** Horarios de salida
6. **Booking** - **Synonym:** Reservation
• **Spanish:** Reserva
7. **Main Dish** - **Synonym:** Entrée
• **Spanish:** Plato principal
8. **Side Dish** - **Synonym:** Accompaniment
• **Spanish:** Guarnición
9. **Dessert** - **Synonym:** Sweet course
• **Spanish:** Postre
10. **Beverage** - **Synonym:** Drink
• **Spanish:** Bebida
11. **Menu** - **Synonym:** List of dishes
• **Spanish:** Menú

Adjectives:

1. **Traditional** - **Synonym:** Conventional
• **Spanish:** Tradicional
2. **Hearty** - **Synonym:** Satisfying
• **Spanish:** Sustancioso/a
3. **Delightful** - **Synonym:** Enjoyable
• **Spanish:** Encantador/a
4. **Moist** - **Synonym:** Damp
• **Spanish:** Húmedo/a

5. **Creamy** - **Synonym:** Smooth
• **Spanish:** Cremoso/a
6. **Refreshing** - **Synonym:** Invigorating
• **Spanish:** Refrescante
7. **Authentic** - **Synonym:** Genuine
• **Spanish:** Auténtico/a

Verbs:

1. **Cook** - **Synonym:** Prepare
• **Spanish:** Cocinar
2. **Heat** - **Synonym:** Warm up
• **Spanish:** Calentar
3. **Chop** - **Synonym:** Cut into small pieces
• **Spanish:** Picar
4. **Mix** - **Synonym:** Combine
• **Spanish:** Mezclar
5. **Stir** - **Synonym:** Blend
• **Spanish:** Revolver

UNIT 8 GLOSSARY

Thanks for choosing us!

Nouns:

1. **Reservation - Synonym:** Booking
 - **Spanish:** Reserva
2. **Misunderstanding - Synonym:** Confusion
 - **Spanish:** Malentendido
3. **Inconvenience - Synonym:** Trouble
 - **Spanish:** Inconveniente
4. **Solution - Synonym:** Resolution
 - **Spanish:** Solución
5. **Mix-up - Synonym:** Confusion
 - **Spanish:** Confusión

Adjectives:

1. **Upset - Synonym:** Distraught
 - **Spanish:** Molesto/a
2. **Furious - Synonym:** Enraged
 - **Spanish:** Furioso/a
3. **Inattentive - Synonym:** Negligent
 - **Spanish:** Desatento/a
4. **Overpriced - Synonym:** Expensive
 - **Spanish:** Demasiado caro/a
5. **Unsanitary - Synonym:** Unclean
 - **Spanish:** Insalubre
6. **Unprofessional - Synonym:** Improper
 - **Spanish:** Poco profesional
7. **Inadequate - Synonym:** Insufficient
 - **Spanish:** Inadecuado/a

Verbs:

1. **Confirm - Synonym:** Verify
 - **Spanish:** Confirmar
2. **Apologize - Synonym:** Say sorry
 - **Spanish:** Disculparse
3. **Resolve - Synonym:** Solve
 - **Spanish:** Resolver
4. **Wait - Synonym:** Pause
 - **Spanish:** Esperar

FUNCTIONAL LANGUAGE

1. Greeting and welcoming people:

- Welcome to San Ramón!
- Hello, travelers!
- How can I help you today?
- Good to see you!
- Enjoy your stay in Sarapiquí!

2. Making suggestions about local attractions:

- Have you visited the La Selva Biological Station?
- The Sarapiquí River is a must-see!
- Explore the Tirimbina Rainforest Reserve.
- Don't miss the El Gavilán Chocolate Tour.
- The San Ramón Waterfall is breathtaking!

3. Giving directions to key locations:

- How do I get to the town center?
- The bus station is just around the corner.
- Follow this path to the Sarapiquí Bridge.
- Are there any landmarks near the hotel?
- You can't miss the church in San Ramón.

4. Recommending local cuisine:

- I recommend trying gallo pinto for breakfast.
- Casado is a traditional Costa Rican dish.
- You must taste the local coffee!
- Where can I find a good sodita (local eatery)?
- Patacones are a popular snack here.

5. Offering guidance for shopping:

- There's a market on Main Street.
- Souvenirs are available at the craft market.
- The local artisans sell handmade goods.
- Look for the Mercado de Agricultores.
- The supermarket is just down the road.

6. Talking about local weather:

- What's the weather forecast for today?
- It tends to rain in the afternoon.
- Pack sunscreen for the sunny days.
- It can get chilly in the evenings.

- The rainy season is from May to November.

7. Providing transportation assistance:

- The bus to Heredia departs from here.
- Taxis are readily available.
- Renting a bicycle is a great way to explore.
- Is there a car rental service in town?
- The nearest airport is in San José.

8. Exchanging information about accommodations:

- How far is the nearest hotel?
- It's...
- Do you have a map of local accommodations?
- We have digital map information.
- Can you recommend a good bed and breakfast?
- Yes, of course. We have...
- Is there availability at the hostel?
- Let me check, wait a second please.

9. Exchanging information about health and safety:

- Where is the nearest pharmacy?
- In case of emergency, dial 911.
- San Ramon has a medical clinic.
- Are there any health precautions I should take?
- It's safe to drink tap water here.

10. Exchanging information about important events:

- What events are happening in San Ramón this week?
- Is there a local festival coming up?
- Check out the community calendar.
- La Virgen de Sarapiquí celebration is in December.
- Are there any cultural performances scheduled.

11. Providing information about money matters:

- Can I exchange currency here?
- ATMs are available in the town center.

- Credit cards are widely accepted.
- What's the current exchange rate?
- Are there any fees for currency exchange?

12. Talking about wildlife activities:

- Keep an eye out for toucans and sloths.
- Visit the La Selva Biological Station for birdwatching.
- Howler monkeys are common in this area.
- Explore the local trails for wildlife.
- The butterfly garden is a serene spot.

13. Informing people about local cultural practices:

- Ticos (Costa Ricans) are known for their friendliness.
- Greetings are important in Costa Rican culture.
- It's customary to say "*Pura Vida*" (Pure Life).
- Respect for nature is a cultural value.
- Traditional music and dance are part of local celebrations.

14. Making suggestions about photography:

- Capture all the colors of the local market.
- The Sarapiquí River provides great photo opportunities.
- Ask for permission before taking photos of locals.
- Sunset at the San Ramón Waterfall is picture-perfect.
- Wildlife photography is popular in the rainforest.

15. Sharing information about local Language basics:

- "*Hola*" is hello, and "*adiós*" is goodbye.
- "*Por favor*" means please, and "*gracias*" is thank you.
- "*¿Cómo estás?*" is how are you.
- "*Hablo un poco de inglés*" means I speak a little English.
- Learn a few basic phrases to enhance your experience.

16. Sharing information about local wildlife protection:

- Please do not feed the wildlife.

- Keep a safe distance from animals.
- The leatherback turtle nesting site is protected.
- Binoculars are great for bird watching.
- Participate in eco-friendly tours.

17. Giving information about water entertainment:

- You can go on a river safari tour.
- White-water rafting is popular here.
- Kayaking is a great way to explore the Sarapiquí River.
- Fishing excursions are available.
- The river cruise offers a relaxing experience.

18. Giving nightlife recommendations:

- Explore local bars for a taste of Costa Rican nightlife.
- Salsa dancing is a common social activity.
- Check out cultural events happening in the evening.
- Local cafes often have live music.
- The town square comes alive during special events.

19. Sharing information about environmental conservation awareness:

- San Ramón is committed to environmental sustainability.
- Learn about local conservation initiatives.
- Reduce plastic usage to support conservation efforts.
- Respect recycling and waste disposal guidelines.
- Discover eco-friendly accommodation options.

20. Exhorting visitors to engage in local community opportunities:

- Volunteer at local community projects.
- Attend community meetings to learn more.
- Support local artisans and businesses.
- Participate in cultural exchange programs.
- Share your travel experiences with the community.

21. Exchanging information about historical sites exploration:

- Visit the San Ramón Church, a historic landmark.
- The Sarapiquí river is rich in history.
- Learn about the indigenous history of the region.
- Explore the historical town square.

22. Sharing information about the local festivities:

- The town celebrates the Fiesta Patronal in June.
- Experience traditional dance during local festivals.
- Parades and processions are part of celebrations.
- Attend the Carnival de Sarapiquí for a lively experience.
- Festivals often include delicious local food.

23. Providing information about adventure activities:

- Zip-lining is a thrilling adventure here.
- Canopy tours offer an aerial perspective.
- Horseback riding is a serene way to explore.

- Plan a hiking trip to the surrounding mountains.
- Mountain biking trails are available for enthusiasts.

24. Making suggestions about the flora and fauna of the area:

- Learn about the various species of tropical plants.
- Orchids are abundant in the region.
- Identify different types of trees in the rainforest.
- Birdwatching enthusiasts can spot toucans and parrots.
- Explore the diverse flora in local botanical gardens.

25. Offering tips about transportation safety:

- Use designated crosswalks when walking.
- Be cautious of local traffic rules.
- Wear a helmet when biking or scootering.
- Follow safety guidelines during river activities.
- Use reputable transportation services for tours.

ENGLISH FOR TOURISM INTERNET SITES

Listening activities

Beginners level

1. BBC Learning English - Talking Business:

- **Website:** [BBC Learning English - Talking Business](#)

2. Randall's ESL Cyber Listening Lab - Travel English:

- **Website:** [Randall's ESL Cyber Listening Lab - Travel English](#)

3. EnglishClub - Listening for Beginners:

- **Website:** [EnglishClub - Listening for Beginners](#)

4. Breaking News English - Travel and Tourism:

- **Website:** [Breaking News English - Travel and Tourism](#)

5. ESL Fast - Everyday English for Beginners:

- **Website:** [ESL Fast - Everyday English for Beginners](#)

6. British Council - Audio Zone: Talking about Tourism:

- **Website:** [British Council - Audio Zone: Talking about Tourism](#)

7. Elllo - English Listening Lesson Library Online:

- **Website:** [Elllo - English Listening Lesson Library Online](#)

8. ESL-lab - At the Airport:

- **Website:** [ESL-lab - At the Airport](#)

9. Language Listening - Travel English:

- **Website:** [Language Listening - Travel English](#)

10. English Listening Lesson Library Online (ELLLO) - Travel English:

- **Website:** [ELLLO - Travel English](#)



VOCABULARY ACTIVITIES

1. BBC Learning English - Tourism Vocabulary:
 - **Website:** [BBC Learning English - Tourism Vocabulary](#)
2. English Club - Travel English:
 - **Website:** [English Club - Travel English](#)
3. ESL-lab - At a Hotel:
 - **Website:** [ESL-lab - At a Hotel](#)
4. British Council - Talking about hotels and restaurants:
 - **Website:** [British Council - Talking about hotels and restaurants](#)
5. Duolingo:
 - **Website:** [Duolingo](#)
 - [Duolingo offers English courses, and specific lessons can be geared towards travel and tourism.](#)
6. Quizlet - English for Tourism:
 - **Website:** [Quizlet - English for Tourism](#)
7. Memrise - English for Tourism Vocabulary:
 - **Website:** [Memrise - English for Tourism Vocabulary](#)
8. ESL Galaxy - Travel & Tourism Worksheets:
 - **Website:** [ESL Galaxy - Travel & Tourism Worksheets](#)
9. Englishpage.com - Hotel and Restaurant Vocabulary:
 - **Website:** [Englishpage.com - Hotel and Restaurant Vocabulary](#)
10. Oxford Online English - English for Hotels and Tourism:
 - **Website:** [Oxford Online English - English for Hotels and Tourism](#)

