

The Gringo Guide

The Gringo Guide is meant to be a tool to help volunteers get acclimated, pass on pointers, and to keep continuity in the service. This is meant to be an evolving and growing book, with each volunteer leaving behind his/her own additions & comments. We (Emily and Jessica) started this guide to help other volunteers have an even better experience than we did. Also, remember the Zambrano family is the best source for information. We just thought a gringo's perspective and experience is also valuable. Please read it and add to it.

Family Bios

Washington Zambrano- An amazing man with a big heart. He is totally dedicated to making the volunteers' experience a good one, and to helping others. He wears many hats: father, bishop, dentist, and vice-president of Charity Anywhere Foundation (CAF).

María Eugenia Guzman- "Maru" Wife of Washington, mother of Juan, Anita, Josué and Matías, and an amazing lady. She works full-time as an economist for the Swiss Bank. She has a strong testimony of the gospel. She is a great story teller! Make sure you ask her about her dad, her conversion, and her "milagro Josué."

Juan - 24 years old. Oldest child. Served a mission for the LDS church in Guayaquil North. Attended College of Southern Idaho in Twin Falls. Plans to go to dental school. A great guy, who loves to be helpful, loves music, and loves to laugh.

Anita- 15 years old. Oldest daughter. Super nice, smart, and funny. She loves museums and the library. She will gladly accompany you to any museum! She also plays the piano, and is a quick learner. She loves earrings, her dog Bruno, and getting yummy recipes!

Josué- 6 years old. The smartest little boy you will ever meet! He likes to speak English with the volunteers, and has an insatiable thirst for knowledge. He enjoys soccer, coloring, playing "Go Fish" (in English), and a good joke.

Matías- 4 years old. "Mati" He is the cutest, funniest little boy ever! He loves music and has a gift for remembering any song, and singing it perfectly. He also likes dancing, Shrek, Shrek 2, being carried on peoples shoulders, and pretending he is a ghost or spiderman. But be warned he is not a morning person.

Margarita- "Mami." Margarita is the second mom to Matías. She is the housekeeper and tends the children during the day. She is the sweetest lady. She makes great food (especially all the fresh juice!), will help you do your laundry, and loves learning new words in English. She has 8 of her own children, and is married to Mesias. Mesias is Dr. Zambrano's technical assistant on CAF trips. Definitely get him to sing sometime.

Service Opportunities

S

- Para los Niños- a nursery for children with physical and mental disabilities. You help the workers there feed, clean, and care for the children. It is an hour-long Trole ride, followed by a bus connection away. And during the summer months, they are often over-staffed with volunteers. Volunteers have helped here in the past.
- Fundacion Patronato de San Jose-This government-sponsored foundation has its headquarters about a block away from the Zambrano house on Calle Mejia, just up from Benalcazar. If you would like to volunteer at any of their five centers, you must first apply here.
 - CEAM- a senior center within walking distance from the Zambrano family. They are fairly well staffed, but are always gracious for more volunteers. You do need to do some paperwork to volunteer there. They seem to especially appreciate an English teacher or music classes (or even a choir).
 - Casa de la Niñez- A temporary home for street children. They usually stay for about a week, during which they can become enlisted for school, get clean, and get fed.
 - Las Tres Mañuelas- A home for abused women and children.
 - Hogar de Vida-A home for older people who are abandoned, abused, or alcoholic. Many are admitted to the hospital and never picked up by the family.
 - Casa de la Juventud- The purpose of this group is to involve high-school age kids in constructive activities after school and especially during the summer. Carlos is in charge of the kids. They also are especially interested in music classes. (They have several instruments at the center).
- El Paraíso de los Niños- in Southern Quito, this school welcomes volunteers. It is headed by an Episcopalian father. In the past volunteers have done construction, dental care, and English classes (once a week).
- Hogar San Francisco- This is one of a group of orphanages run by Italian nuns. It is nearby on the Panecillo. Volunteers will read to students, play music, and sing with the kids. Dr. Zambrano also visits to give fluoride, and anti-parasite pills. However Panecillo is a little dangerous for tourists to hike up, so taking a taxi or getting Dr. Zambrano to drive you there is advised.
- English Classes- past volunteers have taught English classes at the LDS institute, and in Dr. Zambrano's church. In order to keep some continuity in the classes, former lesson plans are included below.

Getting Around

- Ecovía (red line): 25¢ per ride, paid when you enter the station (change is available from the agent; put your quarter in the machine to go through the turnstile). This is a bus that runs on diesel and has tires, not tracks, but has its own right of way. Walk down Avenida Chile and catch it at the big station at the bottom of the hill (about 5 blocks away). Don't worry that the bus appears to be going the wrong direction; it turns around. Sit or stand towards the front of the bus for safety from pickpockets.
- Trole (green line): also 25¢ per ride, same deal with paying as the Ecovía. This line also has its own right of way on the street, but happens to run on electricity (look for the overhead wires). To catch a northbound Trole, go to the station at the north side of the Plaza Santo Domingo and on the way back get off at the Plaza Grande stop. Tends to be more crowded than the Ecovía, and is reputed to be more dangerous with regard to pickpockets so watch your stuff carefully.
- Taxis are a perfectly good way to get around Quito and are very cheap by American standards (though more expensive than the Ecovía or Trole). The ones in Quito have meters on (at least during the day) and apparently it's not customary to tip the driver (though a few cents couldn't hurt, certainly). If you're headed north from the Zambrano home walk a couple of blocks to the east side of the Plaza Grande to the northbound street – you'll see tons of taxis eagerly waiting for passengers. If they don't have the meter on, agree on a price before you go.
- Dr. Zambrano is very generous about giving rides to volunteers in his truck, Lolita.

Points of Interest

Museums & Churches

- **Museo del Banco Central:** housed in the Casa de Cultura Ecuatoriana along with the Museo de Arte Ecuatoriano, the latter of which was closed for renovations as of summer 2004. A very cool museum, with an extensive collection of pre-Columbian Ecuadorian artifacts and gold. They also have colonial and modern Ecuadorian paintings. Well worth checking out. As of summer 2004, \$1.50 for adults and 50¢ for students.
- **Museo de San Agustín:** housed in the Monastery of San Agustín, two blocks east of the Plaza Grande. Has an interesting collection of colonial paintings and sculptures. Admission includes a tour, and see if the padre will let you go up to the top of the tower to have a look around. As of summer 2004, \$2.00 for adults and 50¢ for students(?).
- **La Basílica:** within walking distance of the Centro Histórico; the entrance is on the south side of the building. The \$2.00 admission allows you to walk up and up and up to the tower, which has the most spectacular view of Quito from anywhere.
- **Museo de la Ciudad:** on García Moreno and Rocafuerte. Admisión is about \$3. This museum has exhibits depicting daily life in Quito through the centuries.
- **Plaza and Monastery of San Francisco:** less than a block from the Zambrano's house. The plaza and church are definitely worth a visit. It is the city's largest and one of the original colonial structures. Next door is a museum with religious artwork for an additional fee.
- **El Panecillo:** The small, ever-present hill south of the old town. (It is a great landmark for finding your way around). On top is "La Virgen" de Quito and a giant Incan stone thing. Reading Revelations 12, will give you insight into why she has stars, chains, and is standing on the moon! From the top of Panecillo you can see several surrounding volcanoes. It is best to go in the morning when the sky is still clear. But DO NOT climb up the hill, it is one of the most dangerous places for tourists with repeated robberies being reported. A taxi costs about \$10-\$20 round trip, but Dr. Zambrano is more than happy to take volunteers up there.
- **La Biblioteca:** Only one block from the Zambrano's, on the corner of the Plaza Grande. This museum used to be a colonial university and has great views from the roof for free! Also the cheapest place to make photocopies.
- **Museo de Cera:** Housed in La Biblioteca, this museum has a combination of art work and wax figures depicting the history of Quito. The basement is especially exciting!!! The museum is all in Spanish and costs \$.75 for students and \$1.50 for adults. Definitely worth the money!
- **Museo de las Ciencias Naturales:** located in Parque La Carolina; a very old-skool natural history museum. Has display cases of butterflies, shells, minerals and other natural materials and lots of taxidermically stuffed jungle animals. Their collection is disappointingly not very specific to Ecuador. Kind of weird, really. As of summer 2004, \$2.00 for adults and \$1.00 for students.
- **La Merced:** Only one block away this church has the highest colonial tower and largest bell in Quito. It has several fascinating paintings of volcanoes erupting over colonial Quito.

- **La Capilla del Hombre:** Up on the hill, this museum houses famous Ecuatorian paintings.

Parks

- **Parque Alameda:** This park has a statue and row boats.
- **Parque El Ejido:** This park has several street performers, jugglers, and on the weekend an Indian Market.
- **Parque La Carolina:** A huge park, very beautiful
- **Parque de La Mujer y Niño:** An enclosed park, the Zambrano family favorite
- **Parque Metropolitano Bellavista:** A very big, peaceful, and beautiful park.

Malls

- **El Jardín:** a very American type mall, with a great food court with anything from typical dishes, churros, Taco Bell, Pizza Hut, or Burger King
- **El Quicentro:** a huge American Mall, TGIFriday's, and a bowling alley.
- **El C.C.I.:** on Naciones Unidas and Amazonas, has a movie theater, bowling alley, & SuperMaxi.

Communication Favorites

- **Internet:** our favorite place for Internet is K'ñitun Net in the the Paisaje Arzobispal, located just off the Plaza Grande. The place is just around the corner and is bright yellow. The owners are a cute older couple, and the connection is relatively fast, especially in the afternoon/evening. It costs \$1.25 for an hour (\$.40 for 15 minutes, \$.70 for 16-30 minutes, and \$1.00 for 31-45 minutes). It is open until 8:30 pm. This isn't the cheapest place, but its convenience and security make it worth it. (The cheaper places are in Gringolandia, i.e. Papaya Net). We also have access to Dr. Zambrano's internet connection in his office, but he must pay by the minute.
- **Phone:** outgoing calls to US can be made for about \$.25 a minute. There are several phone call stores. These stores have anywhere from 1 to 50 phone booths (cabinas). You go to the cashier, get a plastic disk with your booth number, go into that booth, make your call, return your disk, then pay for the call. A reputable brand is Andinatel. It is easy to coordinate for family members to call the Zambrano home. Upstairs has its own phone number, and you can receive calls there. The rates are cheaper from US to Ecuador than vice versa. The cheapest spot to call home is Papaya Net, where it is rumored to be as low as \$.09/minute.

Food & Groceries

Food

- **Comida típica:** eating with the Zambranos and on excursions, provides many opportunities to eat typical Ecuatorian dishes. If you want to buy your own, ask the family for suggestions.
- The best **restaurants** are found in Grigolandia (aka Mariscal Sucre). There you can find refreshing non-rice & chicken dishes! Call to get the cross street if you taking a taxi.
 - Mexican: Red Hot Chili Peppers located on Froch 713, has great Mexican dishes. The fajitas, chimichangas, daiquiris, lemonade, and chocolate cake are all excellent. (Avoid enchiladas). About \$4-6. 255-7575
 - Chinese: the name for Chinese restaurants are Chifas. The Zambrano family are fans of Chinese food, so ask them for suggestions. They are usually really good!
 - Italian: La Briciola located on Toledo 1233, has some of the best Italian food, a varied menu, friendly waiters (with thick accents), and large portions. Make a reservation if you want to get in quickly. Open 12:30-3 and 7:30-11 Monday-Saturday. 254-7138.
 - American: The Magic Bean located on Froch E5-08, has a variety of well-prepared meals (i.e. chicken teriyaki burger with pineapple) & breakfast. About \$4-\$7. 256-6181

Candy (Caramellos)

- **Kinder:** (harder to find) definitely a favorite, but don't buy the egg with toys inside, buy the bars: chocolate covered cream.
- **Jet:** a great, cheap, milk chocolate bar
- **Fruna:** like Now'n Laters, fruity, chewy, & good! (Frunas XL, airhead-shaped, are even better)
- **Zoom:** a chewy fruity candy, like flavored tootsie rolls, pineapple, strawberry, orange, & lemon.
- **Milka:** European chocolate, the BEST chocolate you can find here (but only at SuperMaxi). Especially good with almonds (almendras).

Ice-Cream (Helado)

- **Kikos:** Calle Venezuela between Calles Chile and Mejia (by Plaza Grande). Great soft-serve ice cream covered with your choice of chocolate, sprinkles, coconut, coco-mani (coconut and peanut), and many other choices. Very good at about \$1.00.
- **Plaza Grande:** There are several little ice-cream stores on the cathedral side of the Plaza Grande. You can get Pinguino pre-made ice-cream treats (like ice-cream sandwiches) or traditional cones with Ecuatorian flavors.
- **Helados de Paila:** Invented in Ibarra during the turn of the 20th century, this ice-cream is made by hand in a giant copper pot sitting in a freezing salt solution. They are great.

Buying Groceries

- **SuperMaxi:** is similar to any American grocery store. This is where the Zambrano family does their grocery shopping. There are SEVERAL in the area, and many accessible from the Ecovia. You do have to pay an extra 5% charge if you don't have a SuperMaxi member card (\$40/year for a membership). There is also another store called MEGAMAXI which is like a fancy Super Wal-Mart.
- **Tía:** a store that is like everything you would find in a large pharmacy in the states, except for the medicine. Snack food, candy, a few groceries, pens, notebooks, flip-flops, lotion, etc. One is located on Guyaquil between Chile and Espejo, just 1 block down from the Plaza Grande.

Teaching English Classes

Below are two distinct methods for teaching English. The latter (Total Physical Response) is better, but may be challenging for novice teachers. Also following that is a log of what has been taught in the English classes offered for the Barrio of San Juan starting June 2004. Please leave a record of what you teach, for the next volunteers.

1. A conventional approach:

Presentation: (15 min) Present a dialog. Read it through entirely in a normal voice and speed. Speak naturally, as you would to a close friend. Give the translation. (In a more advanced class, students can write what they think it means). Go over the pronunciation of difficult words. Have the students practice saying it SEVERAL times. Have them repeat after you and in groups.

Basic and Additional Vocabulary & Expressions: (10 min) In intermediate and advanced classes. Teach variations for the words in the dialogue. (Instead of “hello”, teach that you can also say “hi”.) Teach these items by contrasting or relating the basic words to additional words and expressions. Ask students to repeat the words and expressions as you model them. You can solicit both individual and group repetitions.

Activities: The following activities move from simple to hard. You can also do other activities to help students practices speaking English.

- A. Teacher models all items from dialogue, vocabulary, and expressions. The students repeat exactly as modeled.

Students can also role-play the dialogue, taking turns at the different parts.

- B. One word cues. Teacher gives one word cue from the dialogue, and the student responds with the whole sentence.

Example: Teacher: fine
Student: I'm fine, thank-you.

- C. This is the most challenging activity since it approaches actual conversation. The teacher gives complete sentence clues, and the students answers with the appropriate response taken from the dialogue.

Example 1: Teacher: How are you?
Student: I'm good.

Example 2: Teacher: It's 8am.
Student: Good morning.

Other Activities: This is a list of other fun & easy ESL activities

- SONGS! Any English song . . . including children's songs, are great!
- Have students write a play in groups using the new dialogue & perform in front of the class
- Play bingo using a new long list of vocabulary words. If you want to emphasize listening and speaking skills, have students all repeat in unison the word after the teacher calls it out.
- Have pieces of a dialogue cut up and in envelopes. Have students in pairs put the dialogue in order. This is a good review activity, after the dialogue is familiar.
- Have students write a narrative or story in English using the new vocabulary & expressions.

2. Total Physical Response Story Telling: This is used in learning to speak a foreign language, so obviously can be used in teaching ESL.

- You can start by telling them in English to stand up, sit down, point to the window, point to the ceiling, write a letter...and other phrases that you will use in class management and that are "Actions" so that you can SHOW what they are instead of SAY in Spanish what they are. Using all English is of course best.
- Have them try the above with their eyes closed so that they aren't relying on other people, and they are really listening.
- Continue the above by adding more phrases and actions, then doing Simon Says or they will know it as Simon Dice...this helps them think quickly, they point to the window, they stand up, they take out their notebook, etc. These sort of activities are used for all ages, and all levels. This will also help them feel instant gratification and make them really feel like they are starting to learn English, which they are. Understanding is really one of the first steps.
- After they learn actions...you can also have them sit down and DRAW the actions they just learned. They do it on their own and on their own sheet of paper, and you can say "stand up" and they draw a picture of someone standing up.
- These activities are used as quickly or as slowly as the class can handle...for example it might be simply one class time doing "Physical Response". Then the next class reviewing and then doing the game, then the next class drawing.
- The last part of the "unit" which would be the set of vocabulary and phrases that are being taught, you can give them the WRITTEN phrases in English of the pictures that they have previously drawn. They can practice the pronunciation by repeating after you the phrases, because they haven't repeated yet, and then after they pretty much "master" the pronunciation, they become the "teacher" and do exactly what the teacher has done, but with a partner...they say the phrases and their partner does the actions, they say the phrase and their partner draws it, they switch. This can be manipulated for the level of class, it is up to you as the teacher, you can see what they respond to and the dynamics of the class.
- Then, from the unit (which consists of the vocabulary and phrases you have chosen) you write a story. This story includes all of the phrases and vocabulary you have given them. You read them the story and the class as a whole acts out the story while you read it.
- Read the story through a second time asking a few volunteers to come up in front of the class and act out the story.
- You decide how many times you read the story and the volunteers come up, watch the excitement of the class to know how long to do this.
- The goal is to have them write their own story with the vocabulary, in groups of three, and they will act out their stories in front of the class as a group.

- This is then repeated with each unit.
- Between units if you feel it is important, you can teach grammar lessons, depends on what you feel is important.

Example of a Unit, for example, UNIT 1:

Stand up, Sit down, Take out your pen/pencil, Point to the door, point to the window, Touch your head, touch your feet, read a book, say hi to your friend, say BYE to your friend, go to the store, stop, run, walk, sing, sleep, close your eyes.

You can use all of the above phrases, or other phrases, or less at a time...it's up to you.

At the Barrio of San Juan- What material has been taught

The English classes were originally divided into intermediate and beginning classes. Depending on the number of students, we would split the class into intermediate and beginning. However other weeks when numbers were slim, we would all meet together. Both classes would cover the same topic, just varying in the depth and speed. Students were encouraged to take notes.

Week 1—GREETINGS (huge turn out, two classes.)

- We practiced 2 dialogues. We went over pronunciation of the words, usage, meaning in Spanish, did role plays, and then practiced the song “Where is Thumbkin.”
A: *What is your name?*
B: *My name is _____.*

A: *Hello, how are you?*
B: *Good. How are you?*
A: *I’m fine, thank you.*
B: *See you later.*
A: *Good bye.*
- Pronunciation practice we worked on the “h” sound, and short vowel sounds (hat, hey, hit, hot, hut)—especially trying to make the vowels nasal. We chose these sounds because they occurred in the dialogue (hello, how, later, name, what, is, etc.)
- The intermediate class that week also learned the days of the week to the “Happy Days” tune: Sunday, Monday, happy day, Tuesday Wednesday, happy day, Thursday, Friday, happy day, Saturday . . .
- Homework, practice pronunciation everyday after you brush your teeth! And bring a picture of your family next week.

Week 2—FAMILY & GREETINGS (only 2 students, due to change of date)

- Reviewed extensively dialogues, and pronunciation
- Learned variations (ex. “hi,” “thanks,” etc.)
- Went over basic family member vocabulary (student’s choice of topic, due to father’s day).
 - Father, dad, daddy
 - Mother, mom, mommy
 - Brother(s), sister(s)
 - Child, children
 - Son(s), daughter(s)
 - Oldest, middle child, youngest
 - Husband, wife, spouse
- Each member of the class (5 of which were gringos) then explained the picture of their family. “This is my family. I have a mom and a dad. I have 3 brothers and two sisters. I am the oldest child.”
- Then we sang: (changing to sister, brother, etc)
“I love mother, she loves me.
We love father, yes siree.
He loves us and so you see.
We are a happy family.”

Week 3—THE FAMILY

- Review-greeting dialogue, where is thumbkin, days of the week song
- Pronunciation-short vowel sounds: hat, hey, hit, hot, hut
- Presentation-family vocabulary (using handout): intermediate & extended family

- Then we introduced natural context sentences with the following grammatical points: This is my family. I am the youngest. She is my sister.
 - “To be” verbs . . . I am, you are, he/she/it is, we are, they are
 - Personal possessive pronoun: my
- We asked several questions about relationships using the diagram. Students would answer using the new vocabulary. Also we would have them translate. How do you say, “ella es mi hermana.”
- Then we started learning “I Am a Child of God” in English. The students had requested to learn a hymn in English. We chose this one because of the familiar tune, and the use of vocabulary.

Week 4—THE FAMILY REVIEW, and TOTAL PHYSICAL RESPONSE

- Review-immediate family member names using diagram and TPR.
- TPR: point to the window, point to the light, point to the chair, touch your head, touch your feet, point to the brother, etc.
- Students then played Simon Says

Music Classes & Ward Choir

There is a large interest in the ward for music classes and a ward choir. We held the music classes after the English classes. Ward choir met for no more than 20 minutes, immediately after church. In the music classes we taught basic conducting and reading music. Our essential resource was Anita's book "Curso de Acompañamiento Musical." There is also a large interest in learning to play the keyboard, but logistics were hard to sort out in a large group. In the ward choir we worked on singing with your head voice, breath support, and staying on the pitch!

Music classes

- Conducting 2/4, 3/4, 4/4
 - Feeling the beat & the down beat
 - Watching for the barline to help you know when to go down
 - Knowing if there is a pick-up note
 - What to do if there is a fermata
 - How to fake it with an infinity sign
- Reading music
 - Note beat value (quarter, half, dotted half, and whole note)
 - Measures
 - Music staff

Choir

- Warm-ups
 - Ja, ja, ja, ja, ja (do,mi,so,mi,do)
 - Rumachaca, rumachaca, rumachaca, rumachaca, rum, rum, rum, rum, rum
(so, fa, mi, re, do, mi, so, mi, do then repeat up the scale).
 - Sirens . . .
- Breath support and breathing together at set times
- Watching conductor
- "A Child's Prayer" (two parts)

Appendix

Mormon/LDS glossary:

In case there are ever any non-Mormon CAF volunteers, here's a brief glossary of terms (some translated into the terms other Christian groups use)

- LDS: The short name of the Church of Jesus Christ of Latter-Day Saints, the official name of the Mormon church (La Iglesia de Jesucristo de los Santos de los Últimos Días in Spanish)
- Sacrament meeting (reunión sacramental): worship service
- Sacrament (santa cena): communion
- Chapel (capilla y salón sacramental): sanctuary
- Ward (barrio): the area of town a particular church building serves, and also refers to the congregation (similar to "parish")
- Stake (estaca): a group of wards (eg. there are five stakes in Quito)
- Bishop (obispo): leader of the ward, carrying out many of the functions of a minister/pastor/priest
- Relief Society (Sociedad de Socorro): women's group that meets before the service
- Elders' quorum (Quorum de élderes): men's group that meets before the service
- Priesthood (Sacerdocio): the authority of God conferred to boys at age 12
- Fast Sunday (día de ayuno): first Sunday of the month; everyone fasts until after the service, which consists of testimonies rather than prepared messages
- BYU: Brigham Young University in Provo, Utah
- Missionaries: men are expected to go on a two-year mission at age 19; women may or may not do a mission at age 21
- MTC: Missionary Training Center in Provo, Utah (there are also a handful of others around the world)
- Temple (templo): a more holy church building than individual chapels; there is one in Guayaquil
- Primary (primaria): age 3-11; meet before the service
- Young women (mujeres jóvenes): age 12-18; meet before the service
- Young men (hombres jóvenes): age 12-18; meet before the service
- Girls' camp: stake-organized camping trip for young women
- EFY (Especially for Youth): summer camp for high schoolers