

PROGRAMA CURSO: CONVERSATIONAL ENGLISH II
I Semestre, 2015

Datos Generales

Sigla: TE0400
Nombre del curso: Ingles Conversacional II
Tipo de curso: Practico
Número de créditos: 3
Número de horas semanales presenciales: 3
Número de horas semanales de trabajo independiente del estudiante: 6
Requisitos: TE-0300
Correquisitos: ninguno
Ubicación en el plan de estudio: Sexto Nivel
Horario del curso: Martes 2 pm a 4:50 pm
Suficiencia: No tiene
Tutoría: No tiene

Datos del Profesor

Nombre: Hania Morales Arroyo
Correo Electrónico: haniamoar@gmail.com
Horario de Consulta: K 1 pm a 2 p.m. Of. #3

1. Descripción del curso

Although this course focuses primarily on oral communication, it will integrate the four language skills to improve students' overall ability in the English Language. Lessons will be highly interactive and depend on students' participation for success. A number of speaking techniques will be used to discuss Eco-tourism related topics and students will be required to do ample amounts of reading and writing as well.

2. Objetivos generales:

1. To promote a positive environment where students can use their knowledge of the language.
2. To increase students' vocabulary, fluency and overall ability to produce the language.
3. To cover topics of interest.
4. To give the students some important skills that they will need when working in their field
5. To enhance their skills in working together, in teams to effectively accomplish task.

3. Objetivos específicos:

- ❖ To increase ESP lexicon to enable students to perform multiple communication tasks in the target language.
- ❖ To practice different types of public speaking that students of Eco tourism may become engaged in when practicing their professions.
- ❖ To improve accuracy in language performance in areas such as grammar, fluency, intonation and rhythm.
- ❖ To widen the students' cultural understanding and its impact on language meaning

4. Contenidos:

<ol style="list-style-type: none"> Eco-tourism definition, principles, statements, current status and challenges. Guidelines for being a tourist guide. International Travel. Pre-Colombian cultures. National reality. Tourism management. Hotel industry. Describing specific species. Evolution of ecotourism. Tourism marketing. Tourism and disability. Law 7600. Local Rural tourism in Costa Rica. Telephoning: booking, marketing, making arrangements, leaving and taking messages (vocabulary , guidelines) Providing efficient customer service. Costa Rican tourism compared to other countries. Eco-Touristic attractions and activities in Costa Rica. The Certification for Sustainable Tourism Program (CST) The tourism declaration in Costa Rica Trip advisor 	<ol style="list-style-type: none"> Grammar: gerunds and infinitives, passive voice, reported speech, adverbs, nouns, and subject verb agreement. Collocations: (make, say, tell, talk, and speak), Register, Metaphor, among others. Phrasal verbs and idioms: Thematic: New Year, Hotel, travel, money, relationship, work, party, holiday, business, etc. Units 4, 5, and 6. Pronunciation: final /t/, /d/, /ed/, final /s/, /z/, /iz/ among others. Public Speaking: Persuasive Speech. The tourism development project proposal. Tourism specialized lexicon
--	---

5. Metodología

Course Approach

The course will be organized in a way that provides the students with practical knowledge and hands-on experiences which will prepare them to interact successfully in the English language on a variety of environmental-tourism topics. Classroom time will be subdivided into the following parts:

A. Public speaking

Activities will be developed to teach listeners how to be sensitive to their needs and interests, and how to talk to and with them, and not at them. Students will be encouraged to communicate ideas to real people, rather than merely stand up and go through the motions of “giving a speech”. Practical activities will be carried out in class that demonstrate how to effectively produce a persuasive speech.

B. Grammar and idioms

There will be weekly reviews of slang and phrasal verbs. Exercises on the following grammatical structures: gerunds and infinitives, passive voice, reported speech, adverbs, and subject verb agreement.

C. Field trip

The date and place(s) of the field trip will be agreed in class with the students and it will imply careful, systematic preparation. The main goal is for the students to get in touch with rural tourism projects in the English language. The destination(s) will be a place(s) where ecological tourism is/are developed. Appropriate guidelines will be provided throughout the course. Each student will present an oral report about the field trip which will be graded task, this short report will be presented the next class after the field trip.

- D. **Project:** In pairs students will analyze the touristic potential of a real site. Students will choose a place and they will propose a touristic project that takes into account the specific characteristics (infrastructure, weather, accommodation, attractions, and location, among others) of the place. They will base their proposal on a careful analysis of the site's strengths and weaknesses, and the environmental opportunities and threats that will most influence it. The instructor and the students will meet to discuss the advances of the project before the final presentation at least two times. The final presentation must be developed in a persuasive tone where the group tries to convince the audience (their classmates, and a guest teacher) to invest in their project.
- E. **Oral presentations on scientific articles: ESP** (English for specific purposes). During every class one student will present an article related to a topic from the contents of the course. This will allow the students to get in contact with specific vocabulary related to the tourism field. The chosen article has to be approved by the professor. The presentations must be very dynamic and well-organized. Students are expected to incorporate the principles of public speaking in these demonstrations and prepare a short activity for the group to grasp the content of each article and assimilate its main ideas. Students will upload their articles **before March 16th**. The day of the presentation, the rest of the class will bring a 10 question questionnaire including the answers (**PRINTED**) to be used in a question-answer exchange. This will be a follow-up activity. Evaluation Instrument # 1 will be used to assess these oral presentations.
- F. **Reading Comprehension oral reaction:** At the end of each lesson the students will be expected to express their position towards the scientific article, considering the points expressed in the presentation and what they read at home. This must be done in oral form and each student must speak at least three minutes. The oral performance of each student during the presentation of this task will be graded using evaluation instrument # 2.
- G. **Graded tasks:** ten graded tasks will be carried out during the course they will be based on the topic selected for the lesson.
1. **Concept definition:** students will participate in review activities about **tourism specialized lexicon**. The performance of each student during the performance of this task will be graded using evaluation Instrument # 4.
 2. **Tour (previous preparation needed):** students in pairs will organize and put into practice a tour in the campus or in the surrounding areas. Students will include at least 20 of the **tourism specialized lexicon** studied in class. The performance of each student during the presentation of the task will be graded using evaluation instrument # .

3. **Historical role play (previous preparation needed):** in this activity each participant will assume the role of a Pre-Columbian character, s/he will act and speak as if s/he were a real pre-Columbian character. Students will try to set and describe the context in which her/his character existed (bring objects, costumes, sounds, etc.). The oral performance of each student during the preparation and presentation of the task will be graded using evaluation instrument # 5.
4. **Newscast (previous preparation needed):** students will organize and present a tv newscast where they include information about Costa Rican national reality. Each student has to present one piece of news. The oral performance of each student during the preparation and presentation of the task will be graded using evaluation instrument # 5.
5. **Talk show (previous preparation needed):** students will choose a controversial topic in the field of Tourism Management, each participant will assume a role in the panel. The oral performance of each student during the preparation and presentation of the task will be graded using evaluation Instrument # 5.
6. **Debate (previous preparation needed):** Based on the topic of the day, students will decide on two opposing facts, ideas, or positions, regarding the Hotel Industry in Costa Rica, then they will organize and present a debate The oral performance of each student during the preparation and presentation of the task will be graded using evaluation Instrument # 8.
7. **Persuasive Speech (previous preparation needed):** each student will present two four minute persuasive speeches, one will be about which Costa Rican natural specie should be best protected and other one students will talk about Costa Rica's tourism compared to other countries. The speeches will be graded using evaluation Instrument #7.
8. **Round table (previous preparation needed):** after all the oral presentations of the course, students will organize and present a round table based on the main points of all the oral presentations of the course. The oral performance of each student during the preparation and presentation of the task will be graded using evaluation instrument # 6.

6. Evaluación

Descripción	Porcentaje
2 oral presentations on scientific articles	20%, (10% each presentation)
Reading Comprehension oral reactions:.....	20%
10 Graded-tasks.....:	20%
1 Project presentation	20%
4 Quizzes (Grammar, vocabulary, pronunciation, collocations, phrasal verbs)	20%

7. Cronograma

PLAN DE TRABAJO Conversational English II / I SEMESTRE 2015		
Date	Topic	Plan de trabajo
1. March 10th	Welcome activities. Getting acquainted. Syllabus discussion. The tourism development project proposal. Organization of the course: topics for Oral Presentations.	Phrasal verbs Travel. Course orientation and guidelines. <i>Class discussions</i> Selection of topic for Oral Presentation. The tourism development project proposal (peer evaluation rubric)
2. March 17 th	Tourism specialized lexicon. Public Speaking: Persuasive Speech Phrasal Verbs: Business	Persuasive speech: Video, class discussions. Phrasal Verbs: Business, money (<i>PPP, and practice</i>) Graded task #1 Concepts and definition
3. March 24th	Eco-tourism definition, principles, statements, current status and challenges. Guidelines to be a tourist guide.	Student Oral Presentation Graded task # 2 Tour Oral reading reaction
4. April 7th	Project preparation International Travel Grammar: Passive voice Phrasal Verbs: Hotel, relationship, work, party, holiday Collocations: Register- Collocations with phrasal verbs. Pronunciation: The pronunciation of the –ed final sound of regular verbs in past tense.	Project advance discussion #1 Student Oral Presentation (PPP, and practice)
5. April 14th	Precolombian Cultures.	Student Oral Presentation Graded task #3 Historical role play Oral reading reaction Quiz #1
6. April 21 st	REVIEW University Week/ Semana U	No classes
7. April 28th	National Reality	Student Oral Presentation Graded task #4 Newscast Oral reading reaction
8. May 5th	Tourism Management Grammar: Subject verb agreement. Nouns: singular plural. Phrasal Verbs: Unit 4	Student Oral Presentation. Graded task #5 Talk show Oral reading reaction

	Collocations: Intensifying and softening Adverbs. Pronunciation: The pronunciation of the –s final sound of regular plurals and verbs in third person singular.	Phrasal Verbs: Unit 4 (<i>PPP, and practice</i>). Collocations: Intensifying and softening Adverbs. (<i>PPP, and practice</i>) Grammar: Subject verb agreement. Nouns: singular plural. Pronunciation: The pronunciation of the –s final sound of regular plurals and verbs in third person singular.
9. May 12th	Hotel Industry The Certification for Sustainable Tourism Program (CST)	Student Oral Presentation Graded task #6 Debate Oral reading reaction Quiz#2
10. May 19th	Describing specific natural species Grammar: Reported speech Phrasal Verbs: Unit 5 Collocations: Collocations with say, speak, talk, and tell.	Student Oral Presentation Graded task #7 Persuasive Speech #1 Oral reading reaction Phrasal Verbs: Unit 5. Grammar: Reported speech. Collocations: Collocations with say, speak, talk, and tell.
11. May 26th	Evolution of Ecotourism. Tourist Marketing	Student Oral Presentation. Oral reading reaction Quiz#3
12. June 2nd	Tourism and Disability Law 7600 Costa Rica Local Rural tourism in Costa Rica.	Project advance discussion #2. Student Oral Presentation. Oral reading reaction
13. June 9th	Telephoning Customer service Costa Rican tourism compared to other countries.	Student Oral Presentation. Oral reading reaction Graded task #9 Persuasive speech #2
14. June 16th	Eco-touristic attractions and activities in Costa Rica. Grammar: Gerunds infinitives Phrasal Verbs: Unit 6 Collocations: Metaphor	Student Oral Presentation Oral reading reaction Grammar: Gerunds- infinitives Phrasal Verbs: Unit 6 Collocations: Metaphor
15. June 23rd	Tourism declaration (DT) Trip Advisor	Student Oral Presentation. Oral reading reaction Graded task #8 Round table Quiz#4
16. June 30th	Final Project Presentation	Graded task #10 Peer evaluation (final project presentation)
17. July 7th	Final Grades	
18. July 14 th	Ampliaciones	

INFORMACION ADICIONAL

Por favor noten que las normas universitarias clara y enfáticamente estipulan que los teléfonos celulares deben de ser apagados durante el tiempo lectivo. Según oficio ELM-CENV-984-2004, en relación con la Circular No.31-2000 suscrita por el entonces Vicerrector de Docencia, el hacer uso del celular en forma permanente en el tiempo destinado al desarrollo de las lecciones, NO es adecuado porque constituye un distractor en el proceso enseñanza – aprendizaje; en consecuencia, es PROHIBIDO que los (as) profesores (as) y los (as) estudiantes hagan uso del mismo en el aula durante el desarrollo de actividades académicas, excepto en situaciones de emergencia o de excepción, condicionado.

EXAMEN DE AMPLIACIÓN

En caso de que el estudiante obtenga una nota de 6.0 o 6.5, tendrá derecho de hacer un examen de ampliación, en el cual se evaluarán los temas estudiados en el semestre. Si aprueba este examen, su nota será de 7.0.

No habrá exámenes o trabajos de reposición sin una justificación válida (como por ejemplo: enfermedad -con dictamen médico- o muerte de un familiar). Se debe presentar la documentación pertinente en un lapso de 8 días después de la ausencia como estipula el Reglamento de Régimen Académico Estudiantil.

8. Bibliografía obligatoria

McCarthy, M. & O'Dell, Felicity (2002). English Idioms in Use. Cambridge: Cambridge University Press.

McCarthy, M. & O'Dell, Felicity (2005). English Collocations in Use. Cambridge: Cambridge University Press.

McCarthy, M., O'Dell, Felicity, & Shaw, E. (2001). Basic Vocabulary in Use. Cambridge: Cambridge University Press

Murphy, R. (2004). English Grammar in Use. Cambridge: Cambridge University Press

Redman, E. (2007). English Vocabulary in Use. Cambridge: Cambridge University Press

Bibliografía complementaria

Alfaro, V., Flores, B. & Flores, M. (2002). Basic English Syntax. Editorial de la Universidad de Costa Rica: Ciudad Universitaria Rodrigo Facio.

Alfaro, V. & Flores, B.(2012). Basic English Syntax (2nd Ed.). Editorial de la Universidad de Costa Rica: Ciudad Universitaria Rodrigo Facio.

Genzel, R. & Gummings, M. G.(1994). Culturally Speaking (2nd Ed.). Heinle & Heinle: USA

Jones, L. (2005). Welcome: English for the travel and tourism industry (2nd Ed.). Cambridge: Cambridge University Press.