



**COURSE PROGRAM:
TE-0300 Conversational English I**

Information of the course

II Semester 2019

Credits: 3

Type of course: Theoretical / Workshop

Class hours: 4

Out of class hours: 12

Requisite: LM-1002

Co-requisite: None

Course schedule: Mondays, 15 – 18:50

Professor

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Office: 2

I Course Description

This workshop-type course has been designed to help students improve and increase fluency and accuracy in Ecotourism-related topics. The course will provide personal, interpersonal, and creative strategies for students to build on their interactive skills. Since one of the major purposes of education is to enable a person to speak clearly and confidently, the course will also provide the learners with the basic principles of speech communication.

II General Objective

Provide strategic, sociolinguistic and discourse competence in English to students in order to have a better linguistic performance in the professional field of ecotourism.



III Specific Objectives:

By the end of the semester, students will be able to:

- Increase fluency on issues concerning Ecotourism and express ideas with greater confidence and solid background knowledge.
- Organize, plan, and present informative speeches based on audience-centered interaction.
- Acknowledge their personal contribution to the conservation and destruction of the environment.
- Increase their use of essential idioms and phrasal verbs.
- Produce more complex utterances using advanced structures.

IV Contents

These are the topics that will be developed throughout the semester.

1. Biodiversity
2. Costa Rican History
3. Describing Specific Species
4. Endangered Species
5. Environmental Issues
6. Evolution of Ecotourism
7. Global Warming and its consequences
8. Guidelines for being a tourist guide
9. Hotel Industry
10. Hotel Management
11. Life zones
12. Lodges
13. Lodging in Costa Rica
14. National Parks and Reserves
15. National Reality
16. Natural History
17. Pre-Columbian cultures
18. Recycling
19. Social Problems in Costa Rica
20. Taxonomies
21. Potential Tourist Attractions
22. Tourist Marketing
23. Tourist services



Language Structures

1. Idioms
 2. The Past Tense, *would+base verb* and *used to* for past habits
 3. Gerunds and Infinitives
 4. Reported Speech
 5. Use of Adverbs
 6. The First Conditional
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V Methodology

The course will be organized in a way that provides the students with practical knowledge and hands-on experience which will prepare them to interact successfully with native and non-native speakers of English on a variety of environmental topics. It will include the following important components:

A. Public speaking

There will be activities to analyze listeners in terms of how to be sensitive to their needs and interests, and how to talk to and with them, 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,” and apply practical activities to analyze the audience, select a topic and a specific purpose, devise a central idea, find verbal and visual support material, and design effective introductions and conclusions as well.

B. ESP (English for specific purposes)

During most of the class periods, students in small groups will have to deliver an oral presentation related to topics that have to do with the students’ major. The students have to choose different sources related to the assigned topics. The sources have to be approved by the professor at least one week before the presentation. Moreover, they have to be sent to the rest of the class together with a summary of their main ideas and a list of the most relevant vocabulary words in the sources, with their corresponding definitions in English. The list must have a minimum of 10 well-chosen words. These 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. The day of the presentation, the rest of the class will bring a questionnaire (at least three questions per student) to be used in a question-answer exchange. This will be a follow-up activity to grasp the content of each presentation and assimilate the main ideas. The evaluation sheet which will be used to assess these demonstrations will be discussed with the students.



C. Grammar and idioms

Students will have explanations from the teacher and useful practice about the use of different idioms, as well as of the following grammar topics: past tense, *would+base verb* and *used to* for past habits, gerunds and infinitives, reported speech, use of adverbs, and first conditional sentences.

D. Field trip

The field trip will be a final class project which will imply a careful and systematic preparation. It will be a bilingual tour offered by a tour operator. The goal is for the students to put the language of biodiversity into application in a real context. The destination will be announced during the first weeks of the course. Appropriate guidelines will also be provided.

VI Evaluation

Description	Percentage
2 Oral presentations about the course topics	30% (15% each) (10% presentation, 5% summary and sources)
2 Graded in-class tasks on public speaking (Talk Show and Debate)	20% (10% each)
Field Trip Project Presentation	25% (15% presentation, 10% report)
2 Quizzes (Grammar and Idioms)	20% (10% each)
Class participation: attendance, preparation of assigned activities, active role in class discussions and classmates' presentations, short assignments	5%

-Because this course meets only once a week, attendance and participation are essential. It is also necessary to arrive on time.

-Avoid eating in class or coming in and out. Take advantage of breaks for that purpose.



- All assignments must be completed ON TIME on the day assigned. No make-up assignments or quizzes will be accepted.

-10 hours per week is the minimum amount of time that should be spent on reviewing and practicing material covered in class and carrying out assignments. Because this course will be moving at a rapid pace, it will be very important that you refer to the classroom materials to reinforce learning.

- No Spanish will be allowed in class. Students should take advantage of the limited opportunity they have to express themselves in a second language once a week.

VII Tentative Chronogram

Week	Date	Content	Activity
1	August 13	Syllabus discussion Course description, activities and evaluations Course expectations Introduction to the course	Course orientation and guidelines Selection of topics for Oral Presentations Diagnostic activities (grammar, speaking, pronunciation) Discussion of course expectations
2	August 19	Importance of promoting tourism The Past Tense, <i>would+base verb</i> and <i>used to</i> for past habits	Discussions and analysis of the current situation of tourism in Costa Rica Explanations and activities: The Past Tense
3	August 26	Biodiversity in Costa Rica Basic Costa Rican History for Foreigners The Past Tense, <i>would+base verb</i> and <i>used to</i> for past habits	Students' oral presentation 1: Biodiversity in Costa Rica Students' oral presentation 2: Basic Costa Rican History for Foreigners Explanations and activities: The Past Tense
4	September 2	Describing Specific Endangered Species in C.R. Evolution of Ecotourism Gerunds and Infinitives	Students' oral presentation 3: Describing Specific Endangered Species in C.R. Students' oral presentation 4: Evolution of Ecotourism Explanations and activities: Gerunds and Infinitives



			Preparation of talk show on Global Warming and its Consequences
5	September 9	Guidelines for being a Successful Tour Guide Global Warming and its consequences	Students' oral presentation 5: Guidelines for being a Successful Tour Guide Talk Show: Global Warming and its Consequences
6	September 16	The Hotel Industry in C.R. Life Zones in C.R. Gerunds and Infinitives	Students' oral presentation 6: The Hotel Industry in C.R. Students' oral presentation 7: Life Zones in C.R. Explanations and activities: Gerunds and Infinitives
7	September 23	Lodging and its Management National Parks and Reserves Reported Speech	Students' oral presentation 8: Lodging and its Management Students' oral presentation 9: National Parks and Reserves Explanations and activities: Reported Speech
8	September 30	National Reality of Tourism in C.R. Natural History of C.R. Reported Speech	Students' oral Presentation 10: National Reality of Tourism in C.R. Students' oral Presentation 11: Natural History of C.R. Explanations and activities: Reported Speech
9	October 7	Pre-Columbian Cultures Idioms	Students' oral Presentation 12: Pre-Columbian Cultures Explanations and activities: Idioms Grammar Quiz 1 (The Past Tense, Gerunds and Infinitives, Reported Speech)
10	October 14	Tourist Marketing Tourist Services in C.R. Idioms	Students' oral Presentation 13: Tourist Marketing Students' oral Presentation 14: Tourist Services in C.R.



			<p>Explanations and activities: Idioms</p> <p>Preparation of debate on Environmental Issues Affecting our Country</p>
11	October 21	<p>Potential Tourist Attractions</p> <p>Environmental Issues Affecting our Country</p>	<p>Students' oral Presentation 15: Potential Tourist Attractions</p> <p>Debate: Environmental Issues Affecting our Country</p>
12	October 28	<p>Social Problems in Costa Rica</p> <p>Adverbs</p>	<p>Students' oral presentation 16: Social Problems in Costa Rica</p> <p>Explanations and Activities: Adverbs</p> <p>Field Trip Guidelines</p>
13	November 4 (It could also be on Saturday, November 9)	Field Trip	Field Trip Activities
14.	November 11	<p>Field Trip Discussion</p> <p>Final Project Preparation</p> <p>Adverbs</p> <p>The First Conditional</p>	<p>Field Trip Discussion and Final Project Preparation</p> <p>Explanations and activities: Adverbs</p> <p>Explanations and activities: The First Conditional</p>
15	November 18	<p>Final Project Preparation</p> <p>The First Conditional</p>	<p>Final Project Preparation</p> <p>Explanation and activities: The First Conditional</p>
16	November 25	Final Project Presentations	<p>Grammar Quiz 2 (Idioms, Adverbs, The First Conditional)</p> <p>Final Project Presentations (First Groups) (All the groups will present their written report this day)</p>



17	December 2	Final Project Presentations	Final Project Presentations (Remaining Groups) Final Grades
18	December 9	Make-up / Proficiency Tests (Ampliación / Suficiencia)	

VIII Bibliography

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.

Beebe, S and Beebe S. Public Speaking: An audience-centered approach. Allyn & Bacon. 2000

Benjamin, S.*The Public Speaking Handbook*. U.S.A: GoodYear Books, 1996.

Schaller, K. *Principles of effective public speaking: Student workbook*. Boston, MA: McGraw-Hill, 2002.

McCarthy, M & O’Dell, F. *English Collocations in Advanced Use*.UK: Cambridge University Press, 2008.

Kohnhorst, K.*A Phrasal Verb Affair*. Albany, NY: Pro Lingua Associates, Publishers, 2003.

Watkins, Dana. *The Idiom Advantage: Fluency in Speaking and Listening*. White Plains, NY: Addison-Wesley Publishing Company, Inc, 1995.