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**COURSE PROGRAM:**  
**TE0400 Conversational English II**  
**I-2025**

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**General Information**

**TE0400**  
**I Cycle 2025**  
**Major: B.A. in Ecotourism / 4<sup>th</sup> Year**  
**Conversational English II**  
**Type of course:** Theoretical / Workshop  
**Credits:** 3  
**Weekly Class hours:** 3  
**Weekly Out of Class hours:** 4  
**Requisite:** TE - 0300  
**Co-requisite:** None  
**Schedule:** Mondays, 13 – 16



**Este curso es Bajo Virtual.**

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**Instructor's Information**

**Name:** Mag. Eddie Ramírez Rodríguez  
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**Phone number:** 8328 0608  
**Office hours:** Mondays, 10 to 12

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**I. Course Description**

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 they will depend on students' participation for success. Students' participation will take place through different class activities, as well as other synchronous and asynchronous activities. 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.

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## II. General Objective

Students will be able to show strategic, sociolinguistic, and discourse competence in English in order to have a better linguistic performance in the professional field of ecotourism, reinforcing previously acquired knowledge and going deeper into their process of mastering the language.

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## III. Specific Objectives:

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

- Increase their vocabulary, fluency, and overall ability to produce the language.
  - Develop appropriate oral presentations about topics of interest.
  - Develop some important skills that they will need when working on their field.
  - Enhance their skills in teamwork to effectively accomplish a task.
  - Increase ESP lexicon to enable students to perform multiple communication tasks in the target language.
  - Put into practice different types of public speaking skills that they may become engaged in when working as professionals on their fields.
  - Improve accuracy in language performance in areas such as grammar, fluency, intonation, and rhythm.
  - Widen the students' cultural understanding and its impact on language meaning.
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#### IV. Contents

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

<ol style="list-style-type: none"> <li>1. Eco-tourism definition, principles, statements, current status, and challenges.</li> <li>2. National reality of Eco-tourism (Current national policies to reactivate tourism, challenges, development, current trends, problems, opportunities)</li> <li>3. Tourism management (emergent markets and trends).</li> <li>4. Tourism marketing (evolution, new practices and their consequences for travelers).</li> <li>5. Tourism and inclusive policies. Law 7600.</li> <li>6. Ethics in tourism (Global Code of Ethics for Tourism).</li> <li>7. Reactivation of the Tourism Sector after the Covid 19 pandemic</li> </ol>	<ol style="list-style-type: none"> <li>8. Tourism and climate change (new realities, consequences, challenges).</li> <li>9. Local Rural tourism in Costa Rica (local organized groups or associations, projects, community involvement, productive chains or linkages).</li> <li>10. Tourism certifications and sustainable practices.</li> <li>11. The role of private reserves in conservation in Costa Rica.</li> <li>12. Specific species that deserve to be protected in Costa Rica.</li> <li>13. Grammar: simple past, past progressive, present perfect, present perfect progressive, past perfect, passive voice, tag questions, second and third conditionals.</li> <li>14. Pronunciation: /æ/, /ɔ/, /ə/, /θ/, /ð/, word stress, sentence stress and final consonant sounds.</li> <li>15. Public Speaking: Persuasive Speech.</li> </ol>
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#### V. Methodology

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, always through class activities and different virtual tools. 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 about them with their classmates. 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 that demonstrate how to effectively produce a persuasive speech will be carried out in class.

### **B. Grammar and pronunciation**

There will be weekly reviews of grammar and pronunciation topics. Practice on the following grammatical structures will be provided: simple past, past progressive, present perfect, present perfect progressive, past perfect, passive voice, tag questions, and the second and third conditionals. Practice on the pronunciation of the following sounds will be provided: /æ/, /ɔ/, /ə/, /θ/, /ð/, as well as aspects like word stress, sentence stress, and final consonant sounds.

### **C. Project:**

In pairs, students will analyze the tourist potential of a real site. They will propose a tourist project that considers the specific characteristics (infrastructure, weather, accommodation, attractions, and location, among others) of the place. 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) to invest in their project (potential investors). This presentation is formal, professional and very persuasive.

### **D. Field trip**

Students will visit a touristic place. The main goal is for the students to propose a tourism interpretation in the English language of the options available at the site. The students will also talk about different measures or guidelines they would follow as managers of the place (how will the resources be used? Which certifications or standards would they pursue? How would the staff need to be trained?). Students will participate in a group discussion about the strengths and weaknesses of the visited places. Appropriate guidelines will be provided before.

### **E. Oral presentations on scientific articles, ESP (English for specific purposes).**

In pairs, students 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 at least two weeks before

presenting. Other sources might be consulted as well to complement the information from the article. The presentations must be very dynamic and well-organized. The topics have to be addressed critically from a current perspective. Students are expected to incorporate the principles of public speaking in these demonstrations. This activity must generate discussion. Students will send a summary of the article for the rest of the class to read no later than the Friday before the presentation. This summary will also include key vocabulary related to the topic that will be used in the presentation (the terms and their meaning). The day of the presentation, the rest of the class will bring possible discussion questions to be used in a question-answer exchange, where points of view about the topic at hand are developed. This will be a follow-up activity.

**F. In-class tasks:** Three graded in-class tasks will be carried out during the course. They will be based on the topics mentioned in each of them

1. **A talk show:** the class will be divided in groups; one group of students will assume the role of authorities in the field of **Tourism Management**. The others will act as the audience; they will be in charge of asking questions to the people in the panel (Authorities) creating in this way a discussion. Students will look for a short video, anecdote, news, or story related to the topic and then organize the discussion based on the main points of it. After the first talk show, students change roles and another talk show begins. The same procedure will apply for the remaining groups.
2. **Debate:** Based on the topic of the **Reactivation of the Tourism Sector after the Covid 19 Pandemic**, students will decide on two opposing facts, ideas, or positions; then they will organize and present a debate. Students will be divided in groups: presenters and audience. Each debating group will have to assign who will defend each opposing idea, and who will be the moderator. At the end, the audience makes questions. After the first debate, students change roles and the second debate begins. The same procedure applies for the rest of the debates.
3. **Persuasive Speech:** Each student will present a four-minute persuasive speech about the topic of **Which Costa Rican Natural Species should be Best Protected**.

Each evaluation task in this course will be graded using a corresponding rubric, which will be informed and commented with the students before each presentation.

## VI. Evaluation

Description	Percentage
Oral presentation on a scientific article	15% (10% presentation, 5% summary, activity, and article)
3 Graded in-class tasks	30% (10% each)
Field Trip Speech and Discussion	10% ( individual speech and group discussion, 5% each)
2 Short Tests (Grammar and Pronunciation)	20% (10% each)
Project presentation	20% (10% oral presentation, 10% written report)
Class participation: attendance to lessons, preparation of assigned activities, active role in class discussions, group work and classmates' presentations, short assignments	5%

-Because this course meets only once a week, attendance and participation are essential, as well as completion of all the assigned tasks for each week.

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

-4 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 spoken or written class activities. Students should take advantage of the limited opportunity they have to express themselves in a second language during the week.

## VII. Tentative Timetable

Conversational English II / I SEMESTER 2025		
Date	Topic	Activities
<b>Week 1:</b>  <b>March 10</b>	<p>Syllabus discussion.</p> <p>Course description, activities and evaluations.</p> <p>Course expectations.</p> <p>Grammar: review of simple past and past progressive.</p>	<p>Course orientation and guidelines.</p> <p>Selection of topics for Oral Presentations.</p> <p>Discussion of course expectations.</p> <p>Diagnostic activities (grammar, speaking, pronunciation).</p> <p>Review of the Simple Past and Past Progressive</p> <p><b><i>Homework: Read the theory about how to deliver persuasive speeches correctly. / Prepare a 3 to 4-minute persuasive speech on a topic of your interest (in the field of tourism), putting into practice the information in the material you read.</i></b></p>
<b>Week 2</b>  <b>March 17</b>	<p>Public Speaking: Persuasive Speech</p> <p>Grammar: The Present Perfect, Present Perfect Progressive, and The Past Perfect</p>	<p>Persuasive speech: class discussions about theory.</p> <p>Presentation of short speeches (diagnostic).</p> <p>Explanations and activities: The Present Perfect, Present Perfect Progressive, and the Past Perfect</p> <p><b><i>Homework: Practice about the Simple Past, Present Perfect, Present Perfect Progressive, and Past Perfect</i></b></p>

<p><b>Week 3</b> <b>March 24</b></p>	<p>Eco-Tourism: Definition, principles, current status and challenges</p> <p>National reality of Eco-tourism</p> <p>Guidelines for Final Project</p> <p>Persuasive Speech Preparation</p>	<p><b>Students' Oral Presentation 1: Eco-tourism definition, principles, statements, current status, and challenges.</b></p> <p><b>Students' Oral Presentation 2: National reality of Eco-tourism (Current national policies to reactivate tourism, challenges, development, current trends, problems, opportunities)</b></p> <p>Project Guidelines</p> <p>Preparation of Persuasive Speech about Species to be Protected in Costa Rica</p> <p><i>Homework: Decide on Groups to work on final project and possible place to carry it out.</i></p>
<p><b>Week 4</b> <b>March 31</b></p>	<p>Species to be Protected in Costa Rica</p> <p>Tourism Marketing</p> <p>Debate preparation</p>	<p><b>Persuasive Speech on Species to be Protected in Costa Rica</b></p> <p><b>Students' Oral Presentation 3: Tourism Marketing</b></p> <p>Preparation of debate on the Reactivation of the Tourism Sector after the Covid 19 pandemic</p>
<p><b>Week 5</b> <b>April 7</b></p>	<p>Reactivation of the Tourism Sector after the Covid 19 pandemic (How has the process been?)</p>	<p><b>Debate: Current Process of Reactivation of the Tourism Sector during and after the Covid 19 pandemic</b></p>



	<p>Ethics in tourism</p> <p>Pronunciation: /æ/ - /ɔ/ - /ə/</p>	<p><b>Students' Oral Presentation 4: Ethics in tourism (Global Code of Ethics for Tourism)</b></p> <p>Activities to practice pronunciation.</p> <p><i>Homework: Practice on Pronunciation</i></p>
<p><b>Week 6</b> <b>April 14</b></p>	<p><b>Holiday: Holy Week</b></p>	<p><b>No Class</b></p>
<p><b>Week 7</b> <b>April 21</b> <b>University Week</b></p>	<p>Grammar: Passive Voice</p> <p>Project Preparation</p>	<p>Explanations and activities: Passive Voice</p> <p>Project advance discussion #1: Place chosen, reason for choosing it, objectives, timetable, resources needed, and information needed.</p> <p><i>Homework: Practice about the Passive Voice</i></p>
<p><b>Week 8</b> <b>April 28</b></p>	<p>Tourism and inclusive policies. Law 7600.</p> <p>Grammar: Passive Voice, second part</p> <p>Short Test 1 Preparation</p>	<p><b>Students' Oral Presentation 5: Tourism and Inclusive Policies</b></p> <p>Explanations and activities: Passive Voice</p> <p><i>Homework: Practice for Short Test 1 / Homework: Study for Short Test 1</i></p>

<b>Week 9</b>  <b>May 5</b>	Short Test 1	<b>Short Test 1: Grammar and Pronunciation (Simple Past, Past Progressive, Present Perfect, Present Perfect Progressive, Past Perfect, Pronunciation: /æ/ - /ɔ/ - /ə/, Passive Voice)</b>
	Local Rural Tourism in C.R.	<b>Students' Oral Presentation 6: Local Rural tourism in Costa Rica (local organized groups or associations, projects, community involvement, productive chains or linkages).</b>
	Pronunciation : Word Stress and Sentence Stress	Activities to practice pronunciation and word stress.
	Pronunciation: /θ/ and /ð/	<i><b>Homework: Exercises on pronunciation and word/sentence stress</b></i>
<b>Week 10</b>  <b>May 12</b>	Tourism Certifications	<b>Student Oral Presentation 7: Tourism certifications and sustainable practices.</b>
	Tourism and climate change (new realities, consequences, challenges).	<b>Student Oral Presentation 8: Tourism and Climate Change (new realities, consequences, challenges)</b>
	Grammar: Tag Questions	Explanation and activities about Tag Questions
	Pronunciation: Final consonant clusters	Explanations and activities about Final Consonant Clusters
	Preparation of Field Trip Presentation	Field Trip Presentation Guidelines  <i><b>Homework: Practice about Tag Questions, and Final Consonant Clusters</b></i>

<b>Week 11</b>  <b>May 19</b>	<b>Field Trip</b>	<b>Field Trip</b>
<b>Week 12</b>  <b>May 26</b>	Field Trip Speeches and Group Discussion  Grammar: Second and Third Conditionals  Talk Show Preparation	<b>Field Trip Speeches and Class Discussion</b>  Explanation about the second and third conditionals  Preparation of Talk Show about Tourism Management  <i><b>Homework: Practice about The Second Conditional</b></i>
<b>Week 13</b>  <b>June 02</b>	Tourism Management  The Role of Private Reserves in Conservation in C.R.  Project Preparation  Short Test 2 Preparation	<b>Presentation of Talk Shows about Tourism Management</b>  Group Discussion: The Role of Private Reserves in Conservation in C.R.  Project advance discussion #2: Improvements of advance 1, description of proposal, arguments to convince investors, pending matters.  Practice for Short Test 2  <i><b>Homework: Study for Short Test 2</b></i>

<b>Week 14</b>  <b>June 09</b>	Project Preparation  Short Test 2	Group work to prepare final details for the project presentation  <b>Short Test 2: Grammar and Pronunciation (Word Stress and Sentence Stress, Pronunciation: /θ/ and /ð/, Tag Questions, Final consonant clusters, Second and Third Conditionals)</b>
<b>Week 15</b>  <b>June 16</b>	<b>Final Project Presentations, Stage 1</b>	First groups deliver their project's oral presentation.  All the groups send their project's written part.
<b>Week 16</b>  <b>June 23</b>	<b>Final Project Presentations, Stage 2</b>	Remaining groups deliver their project's oral presentation.
<b>Week 17</b>  <b>June 30</b>	<b>Final Grades</b>	
<b>Week 18</b>  <b>July 07</b>	<b>Make-up Test / Proficiency Test /</b>	

## VIII. Bibliography

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