



UNIVERSIDAD DE COSTA RICA
SEDE DE OCCIDENTE
DEPARTAMENTO FILOSOFÍA, ARTES Y LETRAS
BACHILLERATO EN LA ENSEÑANZA DEL INGLÉS

PERIODO LECTIVO: II Semestre – 2011
DOCUMENTO: Programa de Curso semestral
CURSO: Comunicación Oral IV
SIGLA: IO-5430
CREDITOS: 03
HORAS POR SEMANA: 04
REQUISITO: IO5420, Comunicación Oral III
CO-REQUISITOS: IO5004, Lab. Comunicación Oral IV
NIVEL: Segundo año (IVCiclo)
PROFESOR: Roy Gamboa Mena, M.Ed.

DESCRIPCIÓN DEL CURSO

Este es un curso de nivel intermedio alto donde se practicará el idioma inglés de forma oral. Se pretende la mejora de los aspectos fonológicos, semánticos, sintácticos y pragmáticos que demanda el nivel de este curso, así como la participación activa de cada estudiante, para el desarrollo de la comunicación efectiva en la lengua inglesa.

OBJETIVOS GENERALES

1. Aplicar las diferentes habilidades socio-psico-para-lingüísticas, que el nivel del curso demanda en la producción oral, para la comprensión de mensajes y discursos contenidos en materiales audiovisuales y los producidos por otros(as) interlocutores(as).
2. Diferenciar los mensajes y significados contenidos en los actos de habla y discursos a partir de los materiales utilizados en el curso y el producido por otros(as) interlocutores(as).
3. Evaluar las producciones orales propias a partir de los contenidos del curso.
4. Valorar el idioma inglés como una construcción socio-cultural que permite la comunicación y el intercambio de ideas.

OBJETIVOS ESPECÍFICOS

1. Utilizar los elementos morfológicos, morfofonológicos, semánticos y sintácticos que el curso demanda y que se encuentran en los contenidos del mismo.
2. Resolver situaciones de comunicación en las que se demanda el uso de estructuras y vocabulario predeterminados por el texto.
3. Discriminar el uso del idioma según los contextos, los networks, el género, los grupos etarios, etc.
4. Interpretar mensajes y discursos contenidos en los materiales audiovisuales que se utilizarán para el curso, así como el producido por otros(as) interlocutores(as) en las diferentes actividades de clase.
5. Demostrar las habilidades y destrezas que el curso demanda a partir de la práctica y las actividades de clase.
6. Resolver ejercicios de comunicación oral haciendo uso de los patrones lingüísticos que demanda el nivel del curso y que están adscritos en las unidades del texto.

7. Valorar las diferentes variables lingüísticas del idioma inglés como resultado de las diferentes características culturales que determinan a pueblos, sociedades, etnias o grupos, las cuales se encuentran contenidas en los diferentes materiales audiovisuales utilizados en el curso.
8. Aplicar diferentes habilidades socio-psico-para-lingüísticas en la autocorrección y en la comunicación de mensajes verbales.

METODOLOGÍA

Durante el curso se utilizará una metodología participativa para brindarle la posibilidad al grupo de estudiantes de practicar el uso de la lengua inglesa. Los ejercicios de autoevaluación, corrección y sugerencias serán realizados por el docente al final de la clase o al final de cada práctica, dependiendo de los problemas a corregir o del tipo de sugerencia por hacer (de organización, de estudio, de práctica, etc.).

Cada sesión tendrá como base las unidades del libro de texto North Star: Listening & Speaking, High Intermediate, con las cuales se construirán los temas a tratar. Cada unidad del libro tiene objetivos referentes a las funciones de la lengua y a las actividades de comunicación, los cuales están expresos en las primeras páginas, por lo que las lecciones estarán apegadas a estos.

Los ejercicios que contiene cada unidad relacionados con vocabulario y con prácticas orales serán tratados durante las lecciones. Los ejercicios de “Listening” serán realizados durante las lecciones de laboratorio.

El papel de la docente será el de facilitadora y evaluadora de las experiencias de aprendizaje. Se tomará en cuenta el criterio del grupo de estudiantes con respecto al tipo de ejercicio que se practicará en la clase, al tipo de evaluación que se les aplicará, al lugar en que aplicarán las pruebas y a la modalidad de las mismas. Se trata de encontrar consenso y de crear un ambiente de confianza para realizar una verdadera práctica democrática-participativa que respalde la calidad del proceso de enseñanza-aprendizaje desde la perspectiva de todo el grupo (incluida la profesora).

ACTIVIDADES

Se propone la realización de prácticas guiadas de vocabulario, discusiones en grupo, videoforos, disertaciones individuales y grupales sobre temas específicos contenidos en las unidades del texto, el “role play”, la realización de los ejercicios orales y de vocabulario contenidos en el texto, el “jigsaw activity”, entre otros.

Además, en grupos no mayores a cinco, se presentará una actividad de vídeo que se relacione con un tema contenido en las unidades del texto. Para realizar este trabajo se iniciará con un “warm-up activity” para contextualizar el tema y tratar el vocabulario nuevo. La actividad en sí será seleccionada por el grupo expositor. El único requisito es que debe ser participativa y brindarle la oportunidad a cada quien de realizar la práctica oral. Al final debe realizarse un ejercicio de autoevaluación en el que cada quien pueda valorar tanto su trabajo, su aporte y su aprendizaje. En caso necesario, el grupo puede hacer uso de las HAE para coordinar con la docente cualquier tipo de ayuda, supervisión o apoyo logístico.

Los y las estudiantes deberán realizar participaciones orales espontáneas, es decir, sin preparar lo que se dirá, más bien expresando las ideas conforme se vaya construyendo la discusión. Para la evaluación de las presentaciones orales utilizarán las tablas de rúbricas que se entregarán y discutirán con al menos una semana de anticipación a cada actividad, según corresponda.

CONTENIDOS

Unit 1: For News Resisters, No News Is Good News

Theme: Media

Listening One: *News Resisters* (A radio news report)

Listening Two: *CornCam* (A report on an unusual website)

Critical Thinking Skills

- Compare sources of news
- Recognize assumptions about media
- Interpret graphs
- Infer information not explicit in the interview
- Hypothesize another's point of view
- Analyze goals of news reportage

Listening Tasks

- Listen for main ideas
- Listen for details
- Provide evidence to support answers
- Relate listenings to personal values
- Synthesize information from both listenings
- Listen to student broadcasts and analyze them
- Evaluate a TV news program

Speaking Tasks

- Make predictions
- Summarize points
- Act out a scripted conversation
- Give a newscast
- Express and defend opinions
- Interview a news specialist

Pronunciation

- Reducing and contracting auxiliary verbs

Vocabulary

- Context clues
- Synonyms
- Idiomatic expressions
- Descriptive adjectives
- Dictionary work
- Word definitions

Grammar

- Passive voice



Unit 2: The Achilles Heel

Theme: Overcoming Obstacles

Listening One: *Dreams of Flying and Overcoming Obstacles*
(A college application essay)

Listening Two: *The Achilles Track Club Climbs Mount Kilimanjaro* (A television news report)

Critical Thinking Skills	• Identify personal obstacles • Rank the value of personal qualities • Analyze narrative techniques in an essay • Hypothesize another's point of view • Analyze sensitive language referring to disabilities • Infer meaning not explicit in the text • Compare and contrast two life histories • Frame contrasting points of view on disability issues
Listening Tasks	• Summarize main ideas • Listen for details • Relate listening to knowledge of the world • Identifying connecting themes between two listenings • Identify thought groups in speech • Watch and analyze a movie • Listen to classmate's reports and pose questions
Speaking Tasks	• Make predictions • Construct and perform a dialogue • Practice using synonyms, parallelism, and prepositional phrases to enrich a narrative • Plan and give a three-minute speech • Orally summarize research on overcoming obstacles
Pronunciation	• Thought groups
Vocabulary	• Context clues • Word definitions • Figurative language
Grammar	• Gerunds and infinitives



Unit 3: Early to Bed, Early to Rise...

Theme: Medicine

Listening One: *Teen Sleep Needs* (A radio news report)

Listening Two: *Get Back In Bed* (A conversation with a doctor)

Critical Thinking Skills	• Interpret a cartoon • Interpret a quotation • Compare and contrast sleep habits • Hypothesize scenarios • Draw conclusions about sleep deprivation • Propose solutions to problems • Analyze a case of sleep deprivation and its consequences
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Listening Tasks	• Converse with a classmate and take notes • Summarize main ideas • Listen for details • Interpret speaker's tone and emotions • Relate listening to personal experiences • Compare information from two listenings • Identify emphasis in speech and its meaning
Speaking Tasks	• Make predictions • Use new vocabulary in a guided conversation • Make contrastive statements using appropriate intonation • Act out scripted dialogues • Interrupt politely to clarify or confirm information • Role-play a meeting • Conduct a survey and report results • Report survey results to the class
Pronunciation	• Contrastive stress
Vocabulary	• Context clues • Word definitions
Grammar	• Present unreal conditionals



Unit 4: The Eye of the Storm

Theme: Natural Disasters

Listening One: *Preparing for a Hurricane* (A radio news report)

Listening Two: *Hurricane Hunters* (A radio news report)

Critical Thinking Skills	• Use context clues to guess meaning • Analyze a speaker's emotions • Infer word meaning from context • Hypothesize another's point of view • Make judgments • Support opinions with information from the reports
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Listening Tasks

- Listen to a report with static interference
- Relate previous knowledge to listening
- Identify chronology in a report
- Identify a speaker's emotions
- Summarize main ideas
- Listen for specific information
- Identify intonation patterns in speech
- Listen to student reports and take notes
- Watch a disaster movie and take notes

Speaking Tasks

- Make predictions
- Share personal experiences and fears
- Construct and perform a dialogue
- Express surprise, shock, and interest in news
- Present an emergency weather report
- Conduct an interview
- Present a movie review

Pronunciation

- Listing intonation

Vocabulary

- Context clues
- Word definitions
- Synonyms
- Word forms

Grammar

- Adjective clauses



Unit 5: You Will Be This Land

Theme: Conservation

Listening One: *Interview with a Medicine Priest* (A conversation with a Cherokee spiritual leader)

Listening Two: *"Ndakinna"—A Poem* (An Abenaki poem)

Critical Thinking Skills

- Interpret quotations
- Draw conclusions
- Support generalizations with examples
- Evaluate situations according to a criteria set forth in the listening
- Infer information not explicit in the interview
- Hypothesize another's point of view
- Evaluate personal conservation efforts
- Analyze symbolism in a poem

Listening Tasks

- Summarize main ideas
- Listen for details
- Relate personal experience and values to the listening

- Take dictation
- Compare and contrast viewpoints in the listenings
- Identify sounds
- Listen for specific information
- Listen to and ask questions about student research

Speaking Tasks

- Make predictions
- Express opinions
- Interview a classmate
- Read aloud or recite a poem
- Ask for and give examples
- Role-play a meeting
- Use new vocabulary to assess personal conservation habits
- Report research findings

Pronunciation

- *th* sounds

Vocabulary

- Word definitions
- Synonyms
- Context clues
- Word forms

Grammar

- Advisability in the past—past modals



Unit 6: It's Better to Give Than to Receive

Theme: Philanthropy

Listening One: *Oseola McCarty* (A report on the life of a philanthropist)

Listening Two: *Please Donate or Volunteer* (Two public service announcements)

Critical Thinking Skills

- Make judgments
- Identify personal assumptions about philanthropy
- Correlate abstract principles with concrete examples
- Hypothesize rationales for philanthropic actions
- Critique public service announcements
- Compare and contrast information
- Rank desirable employee qualities

Listening Tasks

- Identify main ideas
- Listen for details
- Listen and take notes using a graphic organizer
- Synthesize information from both listenings
- Interpret speakers' intent by analyzing intonation
- Listen to and evaluate student presentations
- Research a charitable organization or philanthropist through telephone inquiries

Speaking Tasks

- Make predictions
- Express and support opinions with examples
- Construct and perform a dialogue
- Use new vocabulary to discuss examples of charitable efforts
- Ask for clarification using tag questions
- Use gambits that indicate priorities
- Develop and perform a public service announcement
- Report research findings

Pronunciation

- Intonation of tag questions

Vocabulary

- Context clues
- Word definitions
- Synonyms

Grammar

- Tag questions



Unit 7: Emotional Intelligence

Theme: Education

Listening One: *Can You Learn EQ?* (A psychology radio program)

Listening Two: *Test Your EQ* (An emotional intelligence test)

Critical Thinking Skills

- Interpret a cartoon
- Define notions of intelligence
- Identify and later reevaluate assumptions about intelligence
- Hypothesize another's point of view
- Connect principles of emotional intelligence to specific behaviors
- Interpret quotations
- Analyze past encounters according to principles of emotional intelligence

- Listening Tasks**
- Preview a listening
 - Take notes while listening using a graphic organizer
 - Listen for details
 - Provide information from the listening to support answers
 - Relate listening to personal experiences
 - Integrate information from both listenings
 - Listen to classmates' stories and take notes
 - Listen to and evaluate student responses
 - Watch and analyze student role plays

- Speaking Tasks**
- Make predictions
 - Support opinions with examples
 - Compose and perform a dialogue using new vocabulary
 - Recount an emotional experience
 - Use opening gambits to restate information for clarification or emphasis
 - Restate quotations
 - Perform a role play
 - Conduct an interview

- Pronunciation**
- Unstressed vowels

- Vocabulary**
- Context clues
 - Synonyms
 - Idiomatic expressions

- Grammar**
- Direct and indirect speech



Unit 8: Goodbye to the Sit-Down Meal

Theme: Food

Listening One: *French Sandwiches* (A radio news report)

Listening Two: *Food in a Bowl* (A conversation about food trends)

- Critical Thinking Skills**
- Identify and analyze food trends
 - Relate general factors to specific behaviors
 - Interpret meaning from text
 - Compare traditional and contemporary food practices
 - Infer word meaning from context
 - Compare and contrast two restaurants
 - Infer situational context

Listening Tasks

- Summarize main ideas
- Listen for details
- Interpret speaker's tone and attitude
- Relate listening to local food trends
- Classify vowel sounds
- Listen to student food shows and evaluate using a rubric
- Listen to a food show on TV

Speaking Tasks

- Make predictions
- Share ideas on food trends
- Use tone of voice to indicate attitude in a role play
- Use new vocabulary in free conversation
- Compose and perform a dialogue
- Practice gambits which call attention to a particular item
- Explain how to use a tool
- Develop and perform a food show
- Report research on food trends

Pronunciation

- Spelling and sounds: oo and o

Vocabulary

- Context clues
- Synonyms
- Definitions
- Figurative meanings of words
- Vocabulary classification
- Idiomatic expressions

Grammar

- Phrasal verbs



Unit 9: Finding a Niche: The Lives of Young Immigrants

Theme: Immigration

Listening One: *A World within a School* (A radio news report)

Listening Two: *The Words Escape Me* (A song)

Critical Thinking Skills

- Compare personal experiences
- Recognize personal assumptions
- Hypothesize scenarios
- Infer word meaning from context
- Analyze language usage
- Compare and contrast two immigrant experiences
- Infer meaning not explicit in text
- Propose solutions

Listening Tasks

- Identify main ideas
- Listen for supporting details
- Interpret speaker's tone and pitch
- Relate listening to personal values and interests
- Take a dictation
- Identify points of view in two listenings
- Classify sounds
- Listen to and comment on student plans

Speaking Tasks

- Make predictions
- Express opinions using new vocabulary
- Restate themes of the unit in a guided conversation
- Practice gambits to hesitate in response to a question
- Ask and answer questions about a chart
- Simulate a school board meeting
- Collaborate to develop an education plan
- Conduct an interview
- Compare interview results

Pronunciation

- Discriminating between *sh*, *z*, *ch*, and *j*

Vocabulary

- Context clues
- Synonyms
- Definitions
- Idiomatic expressions

Grammar

- Present and past—contrasting verb tenses



Unit 10: Technology: A Blessing or a Curse?

Theme: Technology

Listening One: *Noise in the City* (A radio news report)

Listening Two: *Technology Talk* (A talk radio show)

Critical Thinking Skills

- Interpret cartoons
- Compare opinions about technology
- Analyze paradox in a poem
- Make judgments
- Hypothesize scenarios
- Draw conclusions
- Define a problem and propose a solution

Listening Tasks

- Infer situational context
- Listen for main ideas
- Listen for supporting details
- Interpret speaker's tone and word usage
- Take notes while listening
- Listen for specific information in student responses
- Listen for emphasis in speech
- Evaluate student commercials
- Listen to classmates' research findings and ask questions

Speaking Tasks

- Discuss opinions
- Make predictions
- Act out scripted dialogues
- Discuss possible future outcomes
- Practice gambits to express frustration
- Role-play a conflict between neighbors
- Develop and present a commercial for a gadget
- Present findings from research on technology

Pronunciation

- Stressed adverbial particles

Vocabulary

- Synonyms
- Word definitions
- Context clues
- Descriptive adjectives

Grammar

- Future perfect and future progressive

EVALUACIÓN

Se realizarán dos exámenes orales con jurado. El primer examen tendrá un valor de 25% y el segundo 35%. Además se realizarán como máximo 4 quizzes de vocabulario (orales o escritos), los cuales tienen un valor total de 20%. Finalmente, se evaluarán dos presentaciones orales sobre temáticas relacionadas al libro de texto del curso. Cada presentación oral tiene un valor de 10%.

I Parcial	25%
II Parcial	35%
Quizzes	20%
Presentaciones Orales (2)	20%

BIBLIOGRAFÍA

Ferrer, Tess & Sanabria, Kim. (2nd Ed). (2004). North Star: Listening and Speaking High Intermediate. New York: Longman. (Texto del curso)

CRONOGRAMA

Week / date	CONTENT / ACTIVITY
Week 1 August 12	• Course introduction • Unit 1: For News Resisters, No News Is Good News
Week 2 August 19	• Unit 1: For News Resisters, No News Is Good News • Unit 2: The Achilles Heel
Week 3 August 26	• Quiz N° 3 • Unit 2: The Achilles Heel
Week 4 September 02	• Unit 3: Early to Bed, Early to Rise...
Week 5 September 9	• Unit 3: Early to Bed, Early to Rise... • Unit 4: The Eye of the Storm
Week 6 September 16	• Quiz N° 2 • Unit 4: The Eye of the Storm
Week 7 September 23	• Unit 5: You Will Be This Land
Week 8 September 30	• Test N° 1
Week 9 October 07	• Unit 6: It's Better to Give Than to Receive
Week 10 October 21	• Unit 6: It's Better to Give Than to Receive • Unit 7: Emotional Intelligence
Week 11 October 28	• Quiz N° 3 • Unit 7: Emotional Intelligence
Week 12 November 04	• Unit 8: Goodbye to the Sit-Down Meal
Week 13 November 11	• Unit 8: Goodbye to the Sit-Down Meal • Unit 9: Finding a Niche: The Lives of Young Immigrants
Week 14 November 18	• Quiz N° 4 • Unit 9: Finding a Niche: The Lives of Young Immigrants
Week 15 November 25	• Unit 10: Technology: A Blessing or a Curse?
Week 16 December 02	• Test N° 2
Week 17 December 09	• Final grades
Week 18 December 16	• Ampliación test