



MINISTERIO DE EDUCACIÓN PÚBLICA  
Departamento de Educación Técnica Profesional  
San José, Costa Rica

# EDUCACIÓN TÉCNICA PROFESIONAL AREA COMERCIAL Y SERVICIOS EDUCACIÓN DIVERSIFICADA

X, XI Y XII

***INGLÉS PARA LA CONVERSACIÓN DE TURISMO***

(PROGRAMA)

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**PROGRAMA: INGLÉS PARA LA CONVERSACIÓN  
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TURISMO  
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**COMISIÓN REDACTORA: 2003**

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**COMISIÓN VALIDADORA: 2003**

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## I INTRODUCTION

This document, entitled "The English Syllabus", has been written following principles stated both in our Constitution, The Education Law and in the Educational Policy "Towards the 21st Century". As a consequence, the English syllabus prepares the students to face challenging situations which require the application of their command of the language and their integrated knowledge of the world. This preparation will allow them to participate actively in the global economy to the benefit of the country.

## II. THE PURPOSES OF ENGLISH LANGUAGE TEACHING IN OUR EDUCATIONAL SYSTEM

English is considered the second most spoken language in the world because of the high number of individuals who use it either as their mother tongue or as a second or foreign language. Due to this fact, it is said that English is the first means of communication between people all over the world. That is, it has become almost a universal language. Likewise, there is a great amount of scientific, technological and humanistic information written in English. Consequently, teaching English in our school system responds to two basic needs:

1. To offer students a second language which will allow them to communicate with people from other countries both in Costa Rica and abroad.
2. To give students a tool for direct access to scientific, technological and humanistic knowledge.

Furthermore, we perceive that the educational aims of teaching English are:

- to develop the ability to use the language effectively for purposes of practical communication;
- to form a sound base in the skills, language and attitudes required for further study, work and leisure;
- to offer insights into the culture and civilization of countries where the language is spoken;
- to develop an awareness of the nature of language and language learning;

- to provide enjoyment and intellectual stimulation;
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages and sympathetic approach to other cultures and civilizations;
- to promote learning skills of more general application (analysis, memorization, drawing of inferences, and others.);
- to develop students' understanding of themselves and their own culture.

In addition, with the study of the mother tongue, the study of a second language contributes to the whole school curriculum by:

- combining linguistic skills (which are themselves both physical and intellectual) with personal and social development;
- offering many opportunities to develop the various oral and written communication skills;
- inculcating valuable study skills such as focusing on general and detailed meaning in listening and reading; predicting, selecting, comparing, and interpreting information; and memorization;
- developing learners' awareness of cross-curricular themes to develop the four communication skills.

Furthermore, by its nature, the study of a foreign language adds a distinctive dimension of its own:

- It exposes learners to new experiences and enables them to make connections in a way which would not otherwise be possible, and on this, in itself, depends their understanding of their mother tongue.
- Dealing with a more limited stock of language both brings out the need for strategies for communication and makes learners more conscious of the meanings of words and the structure of sentences.
- The sounds and intonation patterns of the second language present a challenge to learner's capacity to discriminate and imitate.

- The realization that they really can communicate in a new language increases the self-confidence of learners of all abilities and brings a sense of achievement and discovery which grows as they become more proficient.
- Learning through the study of a second language about the cultures of other countries enhances learners' understanding not only of those cultures but also of their own.

In sum, the learning of the English language will contribute to an integral formation of Costa Ricans who will be able to interact in a lively and healthy way in the coming century.

### **III. IMPLICATIONS OF THE EDUCATIONAL POLICY IN THE LEARNING AND TEACHING OF ENGLISH**

The Educational Policy "Towards the 21st Century" will give learners the opportunity to express how much they care about their country, which is characterized by its democratic environment, cultural diversity, its great respect for law, nature and pacifism.

This policy allows Costa Rican people to become positive leaders and critical thinkers through activities which promote a democratic environment. This environment should be based on liberty to help develop Costa Ricans own identity and authentic growth as independent and interdependent learners.

Some of the basic principles of the policy are stated as follows:

1. Individuals should be able to develop personally and should seek opportunities to contribute to the development of their country, while fulfilling themselves and finding their own happiness. They should be able to interact with other peoples and cultures to solve problems and produce benefits for their country. They should respect their own values and those of other people.
2. Education should promote the broadening of understanding by providing challenging classroom situations and opportunities for self-growth. Individuals should "learn how to learn".
3. Social and economic gaps should be closed by providing individuals with possibilities of social improvement in order to

integrate them into every-day problem-solving situations. The goal should be to promote a self-sufficient society.

4. Achieving sustainability in production and the economic in general represents a challenge for education. The country needs more qualified people in order to increase productivity and improve the spirit of competitiveness. Furthermore, there is a need to integrate the country more effectively into the global economy.
5. The information or the content the learners handle should be up-to-date and should be relevant to global development in the 21st century.
6. Education should aim to solidly reinforce values and attitudes. This is a moral imperative.

The underlying principles for our educational approach, humanism, rationalism and constructivism are clearly stated in the Policy.

Every person is considered capable of achieving his/her full potential. This entails interacting harmoniously with her/his surroundings, in three dimensions of human development: The cognitive, socio-affective and psycho-motive.

Every person constantly contributes both to the common good and the development of education, and is responsible for improving the quality of human, individual and collective life.

Education ought to be a permanent formative process, which each person has not only a right, but also a duty to exercise.

Achieving quality in education is an integral process through which the results express the initial aims. Through this process learners are offered equality of opportunities to succeed and appropriate educational provision according to their needs, problems and aspirations.

Educational research at national, provincial, regional and institutional levels will ensure more systematic implementation of the policy from everyday classroom practice to administrative decision taking.

The design of the syllabus encourages participative interaction, and its adaptation.

The implementation of educational provision encourages democratic participation, cooperative and self-reliant attitudes.

The process of "mediation" for the construction of learning, and the transference of knowledge is framed, primarily, within an epistemological-constructivist position. The ties with other disciplines allow for deductive as well as for inductive processes. The EVALUATION OF LEARNING OUTCOMES of the learning processes must reflect coherence between the three components. It must also consider both the process and the product.

EVALUATION OF LEARNING OUTCOMES is conceived of as an instrument to monitor learning, and so provides feedback on the educational process. In addition, it enhances the quality of education through its three functions: diagnostic, formative and summative. The methodology proposed centers on the activity of the learner as builder of his/her own learning.

The student, as the main focus of the curriculum, carries out the learning process, is considered to represent an inherited culture, and has the liberty to select his / her own way.

The teacher, is conceived of as facilitator, collaborator and advisor in the student's learning. Therefore, the teacher acquires responsibility for the quality of learning, together with the family and the educational authorities.

In summary, learning English as a foreign language in Costa Rica will allow students to develop communicative competence, to gain knowledge of a new culture, beliefs and attitudes and to understand the messages given and, reflect on them. They also have the opportunity to analyze the real message and intentions of speakers in order to distinguish the negative from the positive and to develop greater and more desirable autonomy.

#### **IV. ENGLISH AS A MEANS OF IMPLEMENTING THE EDUCATIONAL POLICY**

English, in common with other subjects in the Costa Rican curriculum, must provide the learner with the opportunity to develop awareness of the urgent need for the balanced development of our environment, our human resources, and also the socio-political and the economy and means of production. This balance is essential to ensure the success of the new era of sustainable development.

The English language syllabus provides the necessary situations to support each one of the areas mentioned above. As far as environment is concerned, it emphasizes the analysis of the cause and effect of the use and misuse of natural resources and the possible solutions, as well as the value of our existing resources and the ecological diversity we possess. It also reinforces the harmonious development of human beings and nature.

Our syllabus pays special attention to those topics related to the basic needs of highly qualified people considering their successful realization in time, society and in the national and international surroundings. An example of this is provided by the topics which conduct research into an exchange information on health; the symptoms and prevention of common and more recent diseases. Likewise, drug abuse is another topic for discussion in the English class.

The syllabus takes into account other relevant areas of a well-rounded education, such as the job market and careers, in terms of active participation in the evolution of society.

Other aspects like the socio-political development of citizens is dealt with explicitly, leading to personal, and collective improvement through themes relating to values such as: gender equality, political liberties, and respect for ethnic and cultural diversity, as well as active involvement in community activities.

In the field of the economy and production, the syllabus provides for the promotion of a productive culture in harmony with the environment, coupled with the efficient use of energy and resources.

In all cases, English can be the means for exposure to and acquisition of valuable and permanent behavior patterns. These patterns, will fulfill his/her own needs, and those of the country.

The present generations should respect sustainable development to guarantee that future generations have the opportunity to satisfy their own needs.

#### **V. ENGLISH AS A FOREIGN LANGUAGE IN THE COSTA RICAN EDUCATIONAL SYSTEM**

English is conceived of as a linguistic and cultural tool for communication, which allows the learner to complement his/her whole education. His/her knowledge of

English contributes to the social, economical and technological development. It also allows the learner to apply techniques to understand and produce appropriate oral and written messages. In the end, the learner will apply his/her knowledge of English to accept and adapt him/her self to constant changes confidently.

### **ENGLISH AS AN OBJECT OF STUDY**

The object of study of the English language in our curriculum is written and oral communication, emphasizing the four basic linguistic skills: listening, speaking, reading and writing. The practice of these skills permits the students to communicate efficiently according to the knowledge acquired.

Through the learning of the language, the learner can compare and apply different registers (formal and informal) and recognize expressions in British, American and other varieties of English.

### **BASIC STRUCTURES OF THE SUBJECT MATTER**

For the purpose of studying the English language, we have divided the subject matter into three components:

- 1. Formal**
- 2. Functional**
- 3. Cultural**

#### **Formal Component**

This component has been traditionally called the grammatical component. In this sense, the structures of the language have been graded, selected and chosen according to the different functions of the language and the topics to be studied. Lexics, syntax and morphology are part of this component.

By itself, the formal component is an important part of the language, but it has to be studied as a means to effective communication.

Furthermore, the teaching of grammar should be focused on the practical use of oral and written language for communication.

#### **Functional Component**

The functional component refers to the communicative purpose for which we use the language. Language is not only forms; we have to start looking at what people do with those forms. For example, expressing one's opinions asking for someone's opinion, expressing doubts, and others.

#### **Cultural Component**

This component considers understanding of the culture of the country or countries where the language is spoken. Knowing the features of the target culture makes it easier to understand the language itself. Some of the cultural features that should be taken into account are: values, attitudes, behavior, patterns, points of view, ways of thinking, appreciation, and others.

The cultural component should always be present in the other components. Language and culture go together in order to communicate social meanings. This means that the language must be presented in meaningful situations according to the appropriate cultural contexts.

The pertinent use of the three components guarantees the required communicative competence. This competence does not occur by itself. The speaker must acquire linguistic competence simultaneously, starting in early stages. The main objective of the whole process of language learning is to enable the students to use the language for communication.

### **VI. English as a language tool for the students of Technical Education.**

The 21<sup>st</sup> Century has been characterized by a constant movement in the world's economies that influence the country's educational and job demands. The use of High Tech equipment for educational, medical, scientific and commercial purposes require more specialized technical personnel.



As a result, the study plans for Technical Education have changed to respond to the present demand for specialized labor hand in the different fields: Tourism, Secretarial Management, Accounting, Computer Science, Mechanics, Agriculture, and others. And also to give the appropriate response when communicating in English.

In other words, it is not only important to perform in the chosen vocational field but also to have a good command of the English language.

In language teaching Chomsky separates language into COMPETENCE and PERFORMANCE. "Linguistic competence is understood as a "system" of rules that has a form and is organized in a way that has psychological reality". Performance is the way the competence is expressed through the language. Although, Dell Hymes also introduces his concept of communicative competence as the mastery of an ideal speech situation.

However, there exists another related concept that is COMPETENCY. Richards defines "Competencies" as "observable behaviors that are necessary for the successful completion of real-world activities".

Students of Technical Education must be ready to face workplace situation since their target is to become technicians once they have fulfilled their chosen study plan or curriculum. Parallel to the study of General English the students must take at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> levels specialized English courses designed according to their study field. The Ministry of Education offers the following specialized courses.

- English for Tourism
- English for Secretarial Management.
- English for Computer Science
- English for Accounting
- English for Executive Secretaries
- English for Conversation.

The organization of the courses is based on the communicative principles and takes as key elements the skills, functions , culture and language to be developed.

However, with the purpose to respond to the present demands,

we have incorporated a list of linguistic competencies, students must acquire and perform in class. As a result of the learning process and must internalize and use to be successful in their present career.

The following chart summarizes the most common linguistic competencies a student must acquire and perform through the processes of learning during the three years their study plan lasts.

### LINGUISTIC COMPETENCIES

The student can...

- perform communication during working hours / at school.
- interpret and clarify expectations prepared by others.
- analyze and troubleshoot process related to problems.
- compare and contrast standards to determine appropriate dispositions.
- communicate instructions, detailed product specifications, and standards for internal operations.
- communicate with peers/customers to confirm specifications and requirements.
- reviews procedures, work instructions and makes recommendations.
- perform factual communication to start a conversation.
- initiate, hold, and end up a conversation.
- keep a pleasant attitude when dealing with peers/customers.
- perform in English with a general commitment to understand and be understood by others.
- negotiate meaning with peers/customers to complete a task.
- use variety communication exchanges to solve a problem.
- choose a variety of possible alternatives to suit a demand/ a complaint / an inquiry.
- perform in written English to write notes and different types of letters and forms.
- understand complains, compliments, and others. and provide the right answer.
- follow instructions to complete a task, procedure, and to reach a final product.
- describe places, events, objects, textures, mixtures, causes and effects, and others.
- talk about similarities and differences of something: a procedure, a place, and others.

- listen carefully to give appropriate instructions by phone and receive special wishes/complains/demands.
- produce clear pieces of speech to be understood by the interlocutor in their workplace/ in class.
- handle language varieties to complete a task successfully when dealing with customers.
- manage own initiatives for making decisions.
- use the language correctly to apologize and provide a solution.
- understand the situation and workplace background to solve problems.
- summarize information to provide alternatives to clients.
- confirm actions taken.
- understand the real situation and other services / alternatives.
- describe procedures to guarantee safety at work.
- be able to transfer information from one to another.
- give reasons for the choices made.
- follow and apply safety rules at work/ at home / at school.
- complete written forms with the appropriate information (application-registration-messages, and others.).
- understand written forms (recipes, faxes, e-mails, telegrams, orders, and others.)
- write letters of complain, request, presentation, C.V., résumé, and others.
- give reasons for the choices made.
- respond politely to requests, complains, inquiries.
- offer the right oral or written response.
- follow procedures.
- request permission
- grant permission
- suggest customers/clients the best alternative / price / condition.
- warn someone
- offer the right answer for a special request.
- negotiate better alternatives to sell a product / good / service.
- agree or disagree
- define situations, facts, and others.
- ask for opinions, preferences, and desires.
- engage listeners' attention verbally and non verbally.
- clarify and restate information as needed.
- offer and respond to greeting, compliments, invitations, introductions and farewells.

- give oral instructions.
- write personal essays.
- explain how things work.

## **GENERAL GUIDELINES FOR THE MEDIATION OF LEARNING**

The Educational Policy "Towards the 21st Century" presents the learner as a human being full of potential with the possibility to develop him/herself in harmony with the three dimensions of human development: cognitive, socio-affective and psychomotor. Education has to provide this global development in a given context.

The objective of learning is to provide a contribution to social and personal development. Therefore, education is seen as a formative and permanent process. Education is considered as a social process in which human beings meet human experiences. These experiences, contribute to shape the capacities and values that will serve humans to give a contribution to the social welfare.

The Policy establishes an educational process, which provides similar opportunities for everybody: the achievement of high standards of education as well as opportunities that take into consideration the participants needs, problems and expectations. Another feature of the Policy is the way it emphasizes the need to provide positive learning conditions.

The Policy also states that learners acquire education to be able to participate as individuals in their own development and the development of society; for that reason, they have to be acquainted with the knowledge that humanity has been accumulating and Systematizing through history. They must learn about its common uses, thoughts and actions in a particular social context. Within this approach "learning" is exploring, experimenting, discovering and reconstructing the learners own knowledge. Learning is described as a comprehensible, dynamic and meaningful process for those who learn. It is guided by the interest shown by the learner towards its acquisition and it is orientated to the acquisition of learning. From this perspective the teacher is the person who organizes and guides the learning

situations, taking into account not only the students characteristics (background, learning styles, and others.) but also the curriculum, and the cultural and natural context).

In the teaching of English, as mentioned earlier the written and oral aspects of the language are the objects of study. Emphasis is given to the four basic linguistic abilities: listening and reading comprehension, oral and written production. An equal amount of classroom time should be devoted to the development of each of the four linguistic skills. In this sense, any learning activity in the development of a topic (should take into consideration the integration of these skills). In addition the teacher should design different teaching procedures to approach a topic. This can be done by emphasizing, for example, listening, then reading, speaking and writing, or by altering the steps any time the educator deals with a classroom procedure. The basic idea is to create a highly motivating atmosphere to encourage learning.

Whenever the teacher is developing an objective, he/she should know about the topic itself and the different ways he/she will be introducing the development of the skills listed above.

To help teachers with a general view of the sub skills to be developed, we are including a summary of the most relevant aspects of each main skill:

### **Listening**

Listening is one of the most important skills that has to be developed in early stages of language learning. Through listening the students should be prepared to cope with:

- a. Understanding speech in different settings (background noise, distance or unclear sound reproductions)
- b. Becoming acquainted with speech containing false starts hesitations, and others. (everyday speech)

- c. Understanding speakers who vary in tempo, speech, clarity of articulation and accent, non-native speakers of the language as well.

Listening, understanding and responding in an appropriate way is an essential part of communication and, therefore, regular practice of aural comprehension is a vital part of the teaching program although listening is fully practiced in our classes, there are specific listening activities that should be included in the syllabus, such as:

1. Distinguishing between sounds, stress and intonation patterns.
2. Answering quick questions.
3. Understanding comprehension passages.
4. Listening to broadcasts.
5. Listening to lectures.
6. Taking dictation.

Teachers should expose the learner to a considerable amount of meaningful language input through listening to: conversations, descriptions, directions, discussions, drama, films, songs, sports, reports, advertisements and any other form of authentic spoken language.

The teacher should encourage in the learners the development of the following strategies:

1. Thinking about the purpose of listening.
2. Thinking ahead about what learners already know and keep predicting what the speaker will say next.
3. Focus on what they do, understand and use to help them work out what they don't understand.

When developing listening comprehension, the activities should:

1. Meet the students' interests and needs.
2. Be designed according to the student's performance level.
3. Provide practice in distinguishing between sounds, stress, intonation patterns, to understand sentences, short texts, and others.
4. Provide the students with practice in listening techniques.
5. State the purpose of the task clearly.

6. Make use of background knowledge.
7. Follow an organized procedure.
8. Provide the learners with the necessary steps in the development of the activity.
9. Engage the learners in a variety of situations, which provide practice, going from memorization to EVALUATION OF LEARNING OUTCOMES .
10. Follow the objectives.
11. Be graded.
12. Integrate other language skills.

### **Speaking**

The development of the skills of speaking is the ultimate goal for students learning English. It is also a "wish" of every Costa Rican parent, politician and in our society.

However, the development of the skill has to be carried out in conjunction with the development of the other skills. In particular, speaking and listening are complementary to each other in the act of communication. For that reason, both should be practiced in close relation to each other.

The teacher should provide a variety of opportunities for the students, in order to bring about the necessary models or language input.

Through speech, learners acquire the fundamentals of language pertinent to carry out specific interaction where they have to exercise the use of some functions, through the appropriate language structures, cultural appropriateness and acceptable language input.

To promote the development of this skill, it is necessary that students be aware of the following principles:

1. Oral speech is acquired through listening and through constant practice.
2. Speech delivery, rhythm, intonation and pronunciation are learned by listening to appropriate language models (tapes, native speakers, teachers and other English speakers).

3. Learning to speak English means knowing what to talk about. Introducing knowledge of the world and up-to-date topics are essential.
4. Learning to speak English means saying the appropriate words for a situation at the right time for a specific purpose.
5. For the students to speak English it is essential that English is spoken in class and in any other situation when it is required.
6. Since learning to speak means speaking to others, interactive practice must be set up in pairs, groups and with teachers and visitors.
7. The language tasks designed must be authentic and the same ones that native speakers of the language use to communicate with others.
8. The integration of skills is vital when speaking. e.g. giving an oral explanation of information presented in a chart or diagram.

### **Reading**

Reading, although often regarded, as a passive receptive skill is, in fact, an active skill, which involves guessing, predicting, and asking questions. These should therefore be considered when designing reading comprehension exercises. It is, for instance, possible to develop the students' powers of inference through systematic practice, or introduce questions, which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs. In brief, students should be encouraged to transfer the advanced skills they have when reading Spanish to the reading of English. Students learning English expect to be able to read the language sooner or later. Their personal expectations may vary from wanting to read the lyrics of popular songs to newspaper ads to magazines or even classical literature. Teachers should, therefore offer a variety of texts and also remember that students in the same class may read at very different levels of difficulty in English, just as they do in their native language.

Reading activities should focus on normal reasons for reading. People normally read because:

1. They want information for some purpose or because they are curious about the topic;

2. They need instructions in order to perform some tasks for their work or for their daily life. For instance, they want to know how an appliance works; they are interested in a new recipe; they have forms to fill in, and others.
3. They want to play a new game, do a puzzle or carry out some activity, which is pleasant and amusing.
4. They want to keep in touch with friends by correspondence.
5. They want to know when or where something will take place (timetables, program menus, and others.).
6. They want to know what is happening or has happened (they read newspapers, magazines, and others.).

Activities for developing reading skills should make use of these natural needs and interests preferably by supplying something which is interesting, amusing, exciting, useful or leads to a pleasant or beneficial activity.

Any reading activity should be:

1. Interesting to the students.
2. Chosen according to the students' interests age and needs.
3. Authentic. Its purpose must be the same as for native speakers.
4. Leading to a purpose (information, details, global meaning).
5. Graded according to the students level of proficiency.
6. Able to help the students build on information already acquired in their own language by complementing it with information learned in English.
7. Not too culturally bound.
8. Integrated with the other language skills. For example:
  - Reading and writing e.g. summarizing, mentioning what you have read in a letter, note-taking, and others.
  - Reading and listening e.g. reading the lyrics while listening to a song recorded information to solve a written problem, matching opinions and texts, and others.
  - Reading and speaking e.g. discussions, debates, and others
9. Flexible and varied.
10. Meaningful and related directly to the text.

Teachers should be aware of the students' reading interests in order to design the appropriate reading comprehension exercises. It is important to emphasize here that students must become effective readers. These reading exercises must be designed to develop the following reading skills.

- Skimming: a quick running of the eyes over a text to get the gist or global meaning of it.
- Scanning: quick overview of a text to find specific information.
- Extensive reading: reading longer texts for own pleasure. (Involves global understanding).
- Intensive reading: reading shorter texts to extract specific information (reading for detail).

### **Writing**

Writing is a skill, which emphasizes the formal expression of thoughts through written language or graphic symbols.

The teacher should facilitate the writing process by providing the necessary guidance for the learner to be able to express her/his knowledge of the topic.

It is also necessary to define the type of written production the students will perform.

Any written practice should:

1. be related to the topic being studied.
2. follow the objectives.
3. be creative.
4. take account of the students' cognitive knowledge and skills.
5. be graded from simple sentence descriptions to more complex products.
6. include the use of appropriate language, style, punctuation and other characteristics.
7. involve the teacher and students in the development and production of writing.
8. use a collaborative approach in which teachers create together and give each other feedback through the process.
  - use real-life tasks for students, write authentic texts notes and letters.
  - integrate the other skills before, while or after the writing task is performed.



- motivate the students to express their feelings, emotions and points of view in a written form.

To promote the development of written skills teachers can design a series of activities enabling students: to write notes and shopping lists, keep records, send messages, write letters to friends, keep diaries, complete reports and write poetry or fiction. All of these authentic tasks should be guided by following principles in which the writer :

- attempts to communicate something.
- has a goal or purpose in mind.
- has to establish and maintain contact with the reader.
- has to organize the material by using certain logical and grammatical devices.

Besides these general principles, teachers should pay attention to the rhetorical devices, logical, grammatical and lexical: appropriate to different types of texts, spelling, punctuation and other organizational features.

Writing just like listening, has to be taught by practicing different techniques and types of writing . It should be preceded by exposure to a wide range of models of written language. It is also important to show the students how the written language functions as a system of communication. The learner also needs to know how to organize sentences into a coherent text; write different kinds of texts; or select the appropriate style, formal or informal, according to the task, subject matter and target audience. However, most of all, tasks must be as realistic as possible.

Whenever a teacher is ready to introduce an activity focusing on one of the four basic skills described above, he/she should take into account five steps :

- Preparation
- Demonstration
- Time to introduce the skill
- Correction
- Follow-up

In order to follow these steps, the teacher should provide : "Pre-activities" to help the students think about what they already know and find a reason for listening, speaking, reading or writing; "While-activities" to exploit oral or written speech. These exercise

different skills to carry out the task assigned and "Post-activities" to link the new information and skills with the students own experience and other skills.

### METHODOLOGICAL APPROACH

The Communicative approach provides the basis for the methodology used in the English classroom. Its main features are:

- It creates an stress-free atmosphere conducive to learning a language with plenty of opportunities to communicate. It provides ample opportunities for interaction promoting a pleasant, warm and enjoyable environment which features positive feedback for the learner from both the teacher and peers.
- The learners' needs and interests are taken into account making them as the center of the learning process.
- The methodology used is participative, dynamic and offers the opportunity for real use of the language.
- The teacher guides the learning process but shares the responsibility with the learners. They use critical thinking to solve problems, work in groups, take risks, discuss different topics, and appreciate and reinforce their own as well as English speaking cultures. All these aspects take place in real-life situations .
- The teacher and students make decisions together. By doing this, the learner gets completely involved in the language-learning process and becomes responsible for it.
- The objectives of the syllabus develop the communicative functions of the language elements.

The following chart provides a better idea of some of the characteristics of the different components of the communicative approach.

<b>LEARNER</b>	
- Central, active, creative and participative.	- Faci
- Responsible for his/her own and others learning, planning, resources and assessment.	- Part
- Confident, motivated.	- Not
- Develops full potential and builds on interests.	- Tak
- Individual/collective roles.	- Ga
	ling
	- Sho
<b>AIMS</b>	
- Communication	- Autl
-	-

## LEARNING STRATEGIES

Learning strategies should be considered when planning at national, institutional and classroom levels.

Learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval and use of information. But they can also be described as specific actions of the learner to make learning easier, faster, more enjoyable, self-directed, effective and transferable. In other words, learning strategies are tools students use when they have to solve a problem, accomplish a task, meet an objective or attain a goal.

Teachers should be aware of learning strategies in order to provide opportunities for all of their students to develop communicative competence.

Learning strategies have been divided into two groups : Direct and Indirect.

**Direct strategies** include memory, cognitive and compensation strategies.

*Memory strategies* help foster particular aspects of competence (grammatical, socio-linguistic, discourse, and others.) by using imagery and structured review.

*Cognitive strategies* strengthen grammatical accuracy by reasoning deductively and using contrastive analysis.

*Compensation strategies* help develop strategic competence by using inference and guessing when the meaning is not known, using synonyms or gestures to express meaning of an unknown word or expression.

DIRECT STRATEGIES	INDIRECT STRATEGIES
<b>I. Memory strategies</b>	<b>I. Meta-cognitive strategies</b>
A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
<b>II. Cognitive strategies</b>	<b>II. Affective strategies</b>
A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output	A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
<b>III. Compensation strategies</b>	<b>III. Social strategies</b>
A. Guessing intelligently B. Overcoming limitations in speaking and writing	A. Asking questions B. Cooperating with others
	Oxford, R.1990

**Indirect strategies** group the meta-cognitive, affective, and social strategies.

*Meta-cognitive strategies* help learners to regulate their own cognitive processes and to focus, plan and evaluate their progress as they move toward communicative competence.

*Affective strategies* develop the self-confidence and perseverance needed for learners to be actively involved in language learning.

Social strategies provide increased interaction and more emphatic understanding with others.

Below is Rebecca Oxford's chart on learning strategies.



## LEARNING STYLES

The learning styles are as important as the development of skills or learning strategies when deciding on how relevant the curriculum is.

Here learning styles are presented as possibilities to be included when planning learning to guarantee success.

Gregorc defines learning style as the outward expression to the human mind's ability to mediate knowledge. i.e. the means and capacities we employ to receive and express information.

Two principal factors in determining learning styles are the ways in which information is perceived and how it is ordered in our brains.

- 1. Perceptual abilities** are the means whereby we grasp information: The perception may be:
  - a. abstract** through reason, emotion, or intuition, or
  - b. concrete** through the physical senses of hearing, sight, smell, taste and touch.
- 2. Ordering abilities** are the ways in which information is systematized, arranged and distributed. Ordering may be **a. sequential (linear)**, step by step and methodical) or **b. random- (non -linear)** with multiple patterns of data being processed simultaneously and holistically.
- 3.** Four different learning styles have been identified:

Concrete Sequential (CS)  
Abstract Sequential (AS)  
Abstract Random (AR) and  
Concrete Random (CR)

Teacher should prepare different materials and activities to develop their students' learning process. If the students feel their particular needs are fulfilled, their motivation will increase and they will learn more efficiently. For this reason, here is a summary of each style and some ideas for its implementation in the classroom.

### Concrete Sequential (CS)

The learner whose style is the Concrete Sequential derives information primarily through direct sensory experience. The 'real' world, for this domain, is the concrete world of senses. The way of thinking is methodical and deliberate-'a train of thought'. The individuals that belong to this domain tend to be task-oriented and consistently striving for perfection.

Some recommended learning activities are: keeping records of experiences and experiments, conducting surveys, writing computer programs, observing and classifying phenomena, undertaking practical work and preparing displays.

### Abstract Sequential (AS)

The mainly Abstract Sequential learner lives mostly in the abstract, non-physical world of thoughts, theories and mental constructions. Reality consists of words and concepts, such as justice and peace. The thinking is logical, analytical and evaluative. They have outstanding ability to outline, correlate, compare and categorize.

Some learning activities include: listening to lectures, comparing and contrasting different accounts and interpretations of events, project research and the synthesis of ideas and information in essay or project form, library study and group plenary discussion.

### Abstract Random (AR)

The 'real world' of the dominant Abstract Random is the non-physical world of feelings, emotions and imagination.

Learning activities for this domain are: group discussion work, interpersonal work in small groups, role plays, guided fantasy and imagery, imaginative writing and the preparation and production of multimedia presentations.

### Concrete Random (CR)

For this domain the concrete physical world is the starting point. The learner's way of thinking is impulsive and she/he can make intuitive leaps towards identifying and unifying principles behind experiences. Learning activities to suit this domain are: experimental units, simulation games, role plays, problem-solving exercises, independent study, practical experiments and

exercises which challenge the student to find alternative paths to a particular goal. The following chart from Bernice Mc Carthy is reproduced to help teachers visualize the four quadrants and become aware of their own characteristics for classroom purposes.

<p style="text-align: center;"><b>STYLE FOUR: 'THE DYNAMIC LEARNER'</b></p> <ul style="list-style-type: none"> <li>- integrates experience and application</li> <li>- seeks hidden possibilities and excitement</li> <li>- needs to know what can be done with things</li> <li>- learns by trial and error</li> <li>- perceives information concretely and processes it actively</li> <li>- adaptable to and relishes change</li> <li>- excels in situations calling for flexibility</li> <li>- tends to take risks</li> <li>- often reaches accurate conclusions in the absence of logical evidence</li> <li>- functions by acting and testing experience</li> <li>- Strengths: acting and carrying out plans</li> <li>- Goals: making things happen, bringing action to concepts</li> <li>- Favorite Questions: If? What can this become?</li> </ul>	<p style="text-align: center;"><b>STYLE ONE: THE INNOVATIVE LEARNER'</b></p> <ul style="list-style-type: none"> <li>- integrates experience with 'self'</li> <li>- seeks meaning, clarity and integrity</li> <li>- needs to be personally involved</li> <li>- absorbs reality</li> <li>- perceives information concretely and processes it reflectively</li> <li>- interested in people and culture</li> <li>- divergent thinkers who believe in their own experience and excel in viewing concrete situations from many perspectives</li> <li>- model themselves on those they respect</li> <li>- learn by listening and sharing ideas</li> <li>- function through social interaction</li> <li>- Strengths : innovation and imagination (ideas, people)</li> <li>- Goals : self-involvement in important issues, bringing unity to diversity</li> <li>- Favorite Questions: Why ? Why Not ?</li> </ul>
<p style="text-align: center;"><b>STYLE THREE: 'THE COMMON SENSE LEARNER?'</b></p> <ul style="list-style-type: none"> <li>- seeks usability, utility, results</li> <li>- needs to know how things work</li> <li>- learns by testing theories that seem sensible</li> <li>- skill-oriented</li> <li>- perceives information abstractly and processes it actively</li> <li>- needs hands-on experiences</li> <li>- enjoys problem solving -restricts judgment to concrete things</li> <li>-resets being given answers and limited tolerance of 'fuzzy' ideas.</li> <li>- needs to know how things she is asked to do will help in real life.</li> <li>- functions through inferences drawn from sensory experience</li> <li>- Strengths. practical application of ideas</li> <li>- Goal: bringing their view of the present into line with future security</li> <li>- Favorite Question: How does it work?</li> </ul>	<p style="text-align: center;"><b>STYLE TWO: 'THE ANALYTIC LEARNER'</b></p> <ul style="list-style-type: none"> <li>- seeks facts</li> <li>- needs to know what the experts think</li> <li>- learns by thinking through ideas</li> <li>- values sequential thinking, needs details</li> <li>- perceives information abstractly and processes it reflectively</li> <li>- less interested in people than ideas</li> <li>- critiques information and collects data</li> <li>- thorough and industrious, re-examining facts if situations are perplexing</li> <li>- enjoys traditional classroom</li> <li>- functions by thinking things through and adapting to experts</li> <li>- Strengths: creating concepts and models</li> <li>- Goals : self-satisfaction, intellectual recognition</li> <li>- Favorite Question: What ?</li> </ul>

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner who introduces the concept of developing more than one type of intelligence. Traditionally, only the linguistic and logical mathematical intelligences were considered by teachers and educators. For more than eighty years an intelligent person was the one who had a high I.Q..

Thomas Asmstrong in the last plenary session of TESOL'97 in Orlando Florida encouraged teachers to be careful in their classroom settings when developing the different types of intelligences and to develop the other types, besides the two mentioned previously.

The following is a summary presented by Mary Ann Christison at the National Conference for Teachers of English, in San Jose, January 1997. In this summary they have incorporated the naturalistic intelligence.

We present Dr. Mary Ann Christison's summary of Multiple Intelligences.

- Musical: the ability to produce and recognize simple songs; play with these melodies, varying speed and rhythm. How you can nurture: Incorporate music daily. Use a tape recorder for listening, singing along, and recording songs and rhythmic and melodic instruments.
10. Logical / mathematical: the ability to understand the basic properties of numbers, adding or taking away; appreciate principles of cause and effect, one-to-one correspondence; ability to predict, as in which objects will float, sink, and others. How you can nurture: Provide manipulatives to help children experiment with numbers; use simple machines to help children think about cause and effect.
  11. Interpersonal: the ability to understand other people and work effectively with them and to notice who plays with them at school, and why. How you can nurture: Give children lots of opportunities to talk about one another and their social interactions, and to problem-solve conflicts together, play games in which one has to figure out the knowledge or intentions of other players.
  12. Intra-personal: The ability to understand things about oneself, how one is similar to, different from others; remind oneself to remember to do something; know how to soothe oneself when sad. How you can nurture: Let children express their own unique emotions, preferences, and strategies; help them understand their own wishes and fears and how best to deal with them.
  13. Bodily/kinesthetic: The ability to use the body or parts of the body (hands, feet, and others.) to solve problems, as in playing a ballgame, dancing, or making things with the hands. How you can nurture: Provide opportunities for physical challenges throughout the day, not just outdoors.
  14. Linguistic. The ability to use language to express meaning, understand others, tell a simple story; react appropriately to stories with different moods; learn new vocabulary or a second language that is used naturally. How you can nurture: Make sure your program is rich with language opportunities and that children's linguistic expression is listened to and appreciated.
  15. Spatial: the ability to be able to form a mental image of large ( a home) and local (a block building) spatial layouts; find one's way around a new building. How you can nurture: Provide many opportunities for mapping of the classroom encourage children to vary the arrangements of materials in the space.
  16. Naturalist: The ability to recognize species of plants or animals in one's environment, for example, to learn the characteristics of different birds. How you can nurture: Play games in which children recognize fine distinctions among members of a plant or animal group; explore the outdoors regularly and bring the outdoors in; provide sample books, visual, and props related to the natural world.

Lately, they have named as you have noticed two other types of intelligence: the naturalistic, and the emotional intelligence. These two inclusions give a wide range of possibilities to classroom teachers to incorporate as many experiences as possible to help students develop wholly. At the same time, teachers must be aware of receiving new information applicable in their class to improve the teaching and learning process.

## **VI. E.F.L. CLASSROOM ASSESSMENT AND EVALUATION OF LEARNING OUTCOMES SUGGESTIONS**

As it has been stated previously, The National Educational Policy, "Towards the 21<sup>st</sup> Century", encourages teachers to create an active and stimulating atmosphere for their students in the E.F.L. class and also when assessing.

One of the main characteristics of the policy is the belief that students should exercise their cognitive skills as well as their linguistic ones. The policy emphasizes learning processes and sets out the cognitive operations students should master before they can achieve certain learning goals. Students are also encouraged to work with each other and to learn from each other.

To cope with the E.F.L. approach used in teaching, the assessing techniques used should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning activity they perform such as: information-gap, opinion-gap, problem solving, games and critical cultural incidents which help the learners appreciate their own culture and the culture of the target language.

The first levels 7, 8 and 9 belong to the III Cycle of the General Basic Education and are the basic levels where students are learning the main features of the English language as well as some relevant socio-cultural features learned through the development of the four basic linguistic skills: listening, speaking, reading and writing.

Higher levels, 10 and 11, have the opportunity to learn more about the language and culture they are learning and their level of performance is also high. As a consequence the assessment tasks should correspond to their knowledge of the language and their development of the language skills.

## **GENERAL ASSESSMENT PRINCIPLES**

When teachers are planning a test, classroom assessment or students self-assessment, the tasks assigned should follow the following features :

- a. Tasks should provide a purpose for using the language.
- b. Tasks should provide a context for language use rather than just isolated items.
- c. Tasks should lead towards real language use, to give students the opportunities to do the sorts of things native speakers do with the language.
- d. Tasks should promote individual and group activities, to allow the students to learn by themselves as individuals as well as from their peers.
- e. Tasks should allow students to experience what they have practiced in the classroom: using activities such as information gap, problem solving, and others.
- f. Tasks should simulate learning situations to allow students to re-organize and re-plan their learning strategies.
- g. Tasks should provide opportunities for critical thinking, they should motivate the students creative thinking skills , so they can solve communication problems by using the language.
- h. Tasks should be suitable for the students age, level in school and language proficiency.

## **PRINCIPLES FOR ASSESSING LISTENING**

- a. The language used should be delivered at normal speed.
- b. The input should be delivered twice.
- c. The language used should be as authentic as possible.
- d. If using tapes, recordings should be of excellent quality.
- e. Recording equipment has to be in excellent conditions.

- f. The setting should be free of noise.

### **PRINCIPLES FOR ASSESSING SPEAKING**

- a. Give the students more than one task to judge the students speaking ability.
- b. Set only tasks and topics that the students should be able to cope with in their own language.
- c. Create a pleasant atmosphere so that students will not feel threatened.
- d. Teachers should avoid talking too much when interviewing students.
- e. Encourage the students to speak.
- f. Teachers should design different instruments such as rating scales and check-lists to recall students performance.

### **PRINCIPLES FOR ASSESSING READING**

- a. The tasks should be stated briefly and concisely.
- b. In the case of multiple-choice questions, alternatives should have a parallel structure.
- c. A variety of assessment techniques must be used.
- d. Skills students master in their native language must be tested first.
- e. Texts length should be appropriate for the students level.
- f. The chosen texts should be appropriate for the candidates interests.
- g. Texts should not be too culturally bound.
- h. Students should be tested on topics they have already read.

### **PRINCIPLES FOR ASSESSING WRITING**

- a. Writing tasks should be similar to the types of writing students will do in real-life:
  - they should specify an audience.
  - they should specify a purpose for writing.
  - they should specify a context.

- b. Tasks should test a wide range of functions ( describing, comparing, contrasting, expressing opinions, giving reasons, asking for opinions, asking for information, and others).
- c. Tasks should test different registers ( formal / informal)
- d. Instructions must indicate:
  - the amount of time allowed for writing.
  - the number of words expected.
  - the way the writing will be marked.
- e. Instructions must be clear and concise.

### **OBJECTIVES OF ENGLISH IN TECHNICAL EDUCATION IN “LA EDUCACION DIVERSIFICADA”**

1. To promote the use of the English language in an environment where the learners feel self-confident to communicate effectively.
2. To promote learners' interest and abilities to apply the English language independently.
3. To propitiate the learners' interests in reading short books, simplified versions, general and specialized magazines, manuals, catalogs, instructions, safety rules or any other authentic material conducive to a permanent learning and a critical attitude.
4. To motivate the students' use of the English Language permanently as means of promoting their own cultural and social as well as their communities' welfare.
5. To encourage learners to exchange information (real, emotional and attitudinal) about themselves, their families, their country and the world.
6. To stimulate the learners' capacity to recognize and produce socio-linguistic and cultural features of the English language when using basic communication expressions about daily, general and specific topics.
  - To promote the learners' use of basic grammatical features that will enable them to communicate with others even though the grammatical functions are not correctly or consequently used.

8. To provide learners with a linguistic model which will help them achieve a command of pronunciation and prosodic features.
9. To propitiate in the learner the development of a fluent communication capacity so that the message can be understood by a responsive native speaker.
10. To promote the application of the information gathered through the understanding of messages presented in diverse situations.
11. To stimulate the reading comprehension ability in different authentic texts on daily and specialized topics to let the learners find the central idea, details, contextual and textual reference, and help them develop a series of reading abilities and styles.
12. To propitiate the learners' production of written texts, short reports, memos, forms, sheets about daily and general topics.
13. To promote the learners' capacity to investigate about diverse and specific topics.
14. To stimulate learners to use the language to solve communicative problems at daily basis in class and where the language is required.
15. To propitiate learners interest in applying the knowledge of the language acquired to interact at daily and professional basis.
16. To stimulate the reading of safety rules in English in order to prevent accidents or risk situations.
17. To encourage learners appreciation of values, attitudes, gender, sex education, democracy and Human Rights and sustained development related to their own and the target cultures.

**Dear Teachers:**

The syllabus is the minimum expected to be developed when planning classroom activities as stated by Homer "flexibility and variety must be considered to ensure the negotiation of the curriculum and successfully achieve it". We have provided you with a new curricular structure in columns to help you choose and

organize your teaching practice. However, this is not a recipe to be followed. You are able to choose from other topics, other objectives and procedures according to the topic you are teaching.

The topics are broad and you should be able to study the sub-topics that you want. Example: Natural Resources, Wetlands, National Parks, Human Sexual Education, Democracy, Human Rights and some other emergent cross curricular themes.

The same happens with the language, functions, values, procedures and evaluation of learning outcomes . . They are there as the basics to start teaching. It means that you can add as many language patterns, functions, values, procedures and evaluation of learning outcomes activities as you want and according to each group progress.



**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level: 10<sup>th</sup>

Unit 1: **Reservation and Booking**

Target Content 1: **Making Reservations at a Restaurant, at a Hotel or at a Travel Agency.**

Course: English for Conversation I.

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>perform factual communication to start, maintain and end up a conversation.</p> <p>keep a pleasant attitude when dealing with peers/customers.</p> <p>communicate with customers to confirm specifications and requirements.</p> <p>know the real situation to offer services.</p>	<p><b>LISTENING</b> Identifying the purpose of short messages.</p> <p><b>SPEAKING</b> Responding to messages and dialogues in short situations in context.</p> <p><b>READING</b> Understanding short and factual expressions.</p> <p><b>WRITING</b> Completing written forms to record expressions.</p>	<p>Effort to complete tasks assigned.</p> <p>Respect for others' activities, interests, abilities and culture.</p>	<p>Listen to oral texts to get the gist.</p> <p>Skimming , scanning and make inferences.</p> <p>Selection of the appropriate alternative to complete a task.</p> <p>Production of oral situations.</p> <p>Identification of forms to complete dialogues.</p> <p>Completion of tasks by listening carefully to.</p>	<ul style="list-style-type: none"> <li>• Production of oral situations simulating making reservations at a restaurant, at a hotel, and at a travel agency.</li> <li>• Completion of forms.</li> <li>• Performance of appropriate expressions to start holds and ends up a conversation.</li> </ul>



LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <p>-Good morning            -May I help / What can I do for you?            -I would like to have a room with beachfront / view?            -I would like a single/double room. For 2 nights            -How long are you staying?            -How many nights will you be staying?            -A smoking or non-smoking room            -The room 242 is on the second floor from the elevator to your left.</p> <p><b>FUNCTIONS</b></p> <p>Greetings/ leave takings            Introductions            Basic exchanges            Special wishes and complications            Following directions            • Writing notes / letters</p>	<p><b>CULTURE</b></p> <p>Social behavior and traditions of people from different parts of the world.            Comparisons of nationalities, clothes, styles, food, language preferences, and others.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level: 10<sup>th</sup>

Unit 1: **Reservation and Booking**

Target Content 2: **Making Reservations by phone.**

Course: English for Conversation I.

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLESS</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>listen carefully to give the appropriate response by phone.</p> <p>understand language varieties to complete a task.</p> <p>use basic communication exchanges to complete a procedure.</p> <p>perform factual communication to start a conversation.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding different types of phone conversations.</li> <li>• Identifying speakers' nationalities by listening to phone conversations carefully.</li> <li>• Identifying the purpose of the call</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding to messages with the appropriate expression.</li> <li>• Asking for repetition normally</li> <li>• Speaking with intelligible pronunciation.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Selecting the appropriate information from catalogues, manuals, brochures, and others. to respond to a request.</li> </ul>	<p>Tolerance towards others.</p> <p>Respect for others own way of expressing.</p> <p>Good manners when dealing with telephone calls.</p>	<p>Listen to telephone conversation to extract relevant information: who speaks, where the person is... and others.</p> <p>Identification of speakers' nationalities by listening to conversations.</p> <p>Oral production of pieces of speech</p>	<ul style="list-style-type: none"> <li>• Getting the gist of spoken messages by ticking the correct response.</li> <li>• Production of the appropriate response to fulfill a request.</li> <li>• Use of the English language with close to the normal pronunciation and intonation.</li> <li>• Production of correct written messages, forms, notes, digital booking, and others.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Completing paper and digital forms</li> <li>• Spelling words, names and other expressions.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Good morning            -May I help / What can I do for you?            -I would like to have a room with beachfront / view?            -I would like a single/double room. For 2 nights            -How long are you staying?            -How many nights will you be staying?            -A smoking or non-smoking room            -The room 242 is on the second floor from the elevator to your left.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Greetings/ leave takings</li> <li>• Introductions</li> <li>• Basic exchanges</li> <li>• Special wishes and complications</li> <li>• Following directions                Writing notes / letters</li> </ul>	<p><b>CULTURE</b></p> <p>Social and cultural background of clients/telephone interlocutor.</p> <p>Understanding ways of communicating with others.</p>	<p>Production of appropriate expressions to fulfill a request.</p> <p>Fill out forms to complete a procedure.</p> <p>Production of forms with intelligible hand writing and spelling.</p>	

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level: 10<sup>th</sup>

Unit 1: **Reservation and Booking**

Target Content 3: **Making Reservations by E-mail, letters / fax.**

Course: English for Conversation I.

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>use basic written exchanges to complete a booking task.</p> <p>understand written forms ( recipes, faxes, e-mails, telegrams, order and others.)</p> <p>follow instructions to complete a task.</p> <p>write papers or electronic documents.</p> <p>complete written forms with the appropriate information ( application-registrations-messages, and others)</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding a variety of forms to complete a task.</li> <li>• Copying with unfamiliar, names, expressions, and places to complete a database.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Reporting information to complete a task</li> <li>• Informing others the real situation</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Interpretation of digital information,</li> <li>• Producing digital response for confirmation.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Producing a digital database with the correct information.</li> <li>• Digital response to clients and confirmation.</li> </ul>	<ul style="list-style-type: none"> <li>• Order and discipline</li> <li>• Desire to perform an excellent task</li> <li>• Efficient use of time and resources.</li> </ul>	<p>Use of technology to organize the information.</p> <p>Completion of digital procedures (browse, retrieve, search, find, and others)</p> <p>Participation in oral situations (discussions, situation dialogues, conversations).</p> <p>Scan the information to get specific details.</p>	<ul style="list-style-type: none"> <li>• Scanning the information to get details, numbers, and confirmations.</li> <li>• Presentation of complete lists of guests, and assigned rooms/reservation/tables numbers.</li> <li>• Oral reports of data collecting as means to inform about the real situations.</li> <li>• Presentation of charts, printed material, schedules and other useful information to complete the tasks successfully.</li> <li>• Correct use of technology and of the English language to complete a booking task.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <ul style="list-style-type: none"> <li>-Good morning</li> <li>-May I help / What can I do for you?</li> <li>-I would like to have a room with beachfront / view?</li> <li>-I would like a single/double room. For 2 nights</li> <li>-How long are you staying?</li> <li>-How many nights will you be staying?</li> <li>-A smoking or non-smoking room</li> <li>-The room 242 is on the second floor from the elevator to your left.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Greetings/ leave takings</li> <li>Introductions</li> <li>Basic exchanges</li> <li>Special wishes and complications</li> <li>Following directions</li> <li>Writing notes / letters</li> </ul>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Different ways to make reservation in Costa Rica and other countries.</li> <li>Social and cultural background of clients.</li> <li>Understanding ways to communicate in writing with others.</li> </ul>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism  
Level: 10<sup>th</sup>  
Unit 2: **Food and Drinks**  
Target Content 1: **Procedures**

Course: English for Conversation I  
Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>follow instructions to complete a procedure.</p> <p>describe procedures to complete a task.</p> <p>follow procedures.</p> <p>interpret and clarify specifications prepared by others.</p> <p>Confirm actions taken.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Interpreting the gist of oral messages.</li> <li>• Copying with language spoken at normal speed with some interference.</li> <li>• Evaluating the content in terms of previously received information.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Naming and describing recipe procedures.</li> <li>• Formulating propositions and procedures.</li> <li>• Discussing alternative possibilities and choices about recipes.</li> </ul>	<ul style="list-style-type: none"> <li>• Order and discipline</li> <li>• Courtesy when dealing with others.</li> <li>• Good manners at the table.</li> <li>• Respect for others' abilities and disabilities interests and activities.</li> <li>• Preserving our cooking traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in oral situations (discussions, situation dialogues, conversations).</li> <li>• Evaluation of content related to processes.</li> <li>• Listen to texts about procedures to get the gist, skim, and scan or make inferences.</li> <li>• Identification of relations between ideas within the text related to procedures and recipes.</li> <li>• Interpretation of complex sentences and texts about recipes.</li> <li>• Production and redrafting of pieces of writing about recipes and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of content.</li> <li>• Derivation of conclusions and identifying relations between ideas.</li> <li>• Completion of charts/texts by ticking and choosing alternatives from a passage.</li> <li>• Revision and edition of pieces of writing.</li> <li>• Identification of items and factual materials.</li> <li>• Identification and comparison of our cultural features with those of other English speaking countries.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Identifying main points from pieces of discourse.</li> <li>Understanding relations between ideas about procedures and processes.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing tasks involving a number of 5 or 6 simple statements describing how something is done.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-How do you make_____?</p> <p>-First chop/cut/boil/roast /fry/sauté/steam</p> <p>-Grilled meat, blue, rare, medium, well done</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Describing something</li> <li>Following procedures</li> </ul>	<p><b>CULTURE</b></p> <p>How procedures are given in English and Spanish.</p> <p>Different types of recipes in Costa Rica and other countries.</p>		

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DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level: 10<sup>th</sup>

I

Unit 2: **Food and Drinks**

Target Content 2: **Types of Food and Drinks**

Course: **English for Conversation**

Hours per Topic: **10 hours**

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>describe textures, mixtures, causes and effects of food and drinks.</p> <p>follow procedures.</p> <p>suggest customers / clients the best alternative.</p> <p>Summarize information to provide to provide alternatives to clients.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying the purpose of short descriptions.</li> <li>• Noting key items or interpreting the gist of descriptions in messages, dialogues and other aural inputs.</li> <li>• Drawing inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Formulating propositions and doubts and answering questions.</li> <li>• Making themselves understood with little or no difficulty.</li> <li>• Justifying and defending a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Order and discipline.</li> <li>• Appreciation and respect for different choices.</li> <li>• Good manners</li> <li>• Good eating habits.</li> <li>• Awareness of personal hygiene to handle food and drinks.</li> <li>• Proper use of disposal and organic waste.</li> </ul>	<ul style="list-style-type: none"> <li>• EVALUATION OF LEARNING OUTCOMES and discussion of content related to food and drinks.</li> <li>• Identification of different aspects related to food and drinks.</li> <li>• Description of situations in regards to food and drinks.</li> <li>• Identification and use of a variety of different registers in written or spoken materials on food and drinks.</li> <li>• Identification of relations between ideas within texts related to food and drinks to draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of items and factual material.</li> <li>• Getting the gist from spoken or written messages.</li> <li>• Analysis of ideas expressed, opinions or reasons about food.</li> <li>• EVALUATION OF LEARNING OUTCOMES of content related to food.</li> <li>• Revision and edition of pieces of writing.</li> </ul>



LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Identifying the main point or important information in a piece of discourse.</li> <li>Distinguishing the main idea from supporting details.</li> <li>Transcoding information to diagrammatic display.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing longer sequences in which spelling and grammar are generally accurate.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Local/international /healthy/junk/fast food</p> <p>-Drinks: juicy, fruit mixes, alcoholic</p> <p>-Cocktails, heavy liquor</p> <p>-Grilled meat, blue, rare, medium, well done</p> <p>-Wine terms: cork, corkage, label, sediment, and vintage.</p> <p>-I can recommend the house wine</p> <p><b>FUNCTIONS.</b></p> <p>Describing something</p> <p>Talking about differences /similarities</p>	<p><b>CULTURE</b></p> <p>Differences and similarities about eating habit in Costa Rica and other countries.</p> <p>Different types of food in Costa Rica and abroad.</p>	<ul style="list-style-type: none"> <li>Elicitation of information about eating topics.</li> </ul>	<ul style="list-style-type: none"> <li>Identification and comparison of our cultural features with those of other English speaking countries.</li> </ul>

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Technical Field: Tourism  
Level 10<sup>th</sup>  
Unit 2: **Food and Drinks**  
Target Content 3: **Types of Menus**

Course: English for Conversation I  
Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>talk about similarities and differences about menus</p> <p>describe textures, mixtures, causes and effects of foods and drinks.</p> <p>choose a variety of possible alternatives to suit a demand.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying the purpose of messages, conversations and other aural inputs.</li> <li>• Drawing inferences from descriptions of menus.</li> <li>• Distinguishing differences and similarities from oral texts to fill in charts, grids, and others.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Summarizing the gist of new items, messages and narratives.</li> <li>• Discussing alternative possibilities and their consequences.</li> <li>• Criticizing.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation and respect for healthy eating habits.</li> <li>• Good manners at the table.</li> <li>• Friendliness with others.</li> <li>• Courtesy when dealing with clients and customers.</li> <li>• Responsibility to make a suggestion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and validation of differences and similarities about food.</li> <li>• Discussion of possibilities, consequences, cultural differences and similarities.</li> <li>• Listen to/read texts about food and drinks to the gist, scan or make inferences.</li> <li>• Search of basic information on food and drinks.</li> <li>• Production and revision of notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification / extraction of main points, ideas or important information.</li> <li>• Analysis of ideas expressed, opinions or reasons about food.</li> <li>• Skimming, scanning and making inferences, and others.</li> <li>• Comprehension and appreciation of values.</li> <li>• Production and redrafting of pieces of writing on familiar topics.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Identifying details in menus.</li> <li>Understanding different aspects related to food to make decisions.</li> <li>Understand differences and similarities about dishes to make a suggestion.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Taking notes about details and specification about food and drinks.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Local/international /healthy/junk/fast food          -Drinks: juicy, fruit mixes, alcoholic          -Cocktails, heavy liquor          -How do you make ____?          -Wine terms: cork, corkage, label, sediment, and vintage.          -I can recommend the house wine.</p> <p><b>FUNCTIONS</b></p> <p>Describing something          Talking about differences /similarities          Stating points of view.</p>	<p><b>CULTURE</b></p> <p>Different types of menus in Costa Rica and other English speaking countries.</p> <p>Different eating habits in Costa Rica and other countries.</p> <p>Types of drinks: natural refreshments, alcoholic beverages, wine and soda drinks in Costa Rica and other English speaking countries.</p>		<ul style="list-style-type: none"> <li>Identification and comparison of our cultural features with those of other English speaking countries.</li> </ul>

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Technical Field: Tourism

Level 10<sup>th</sup>

Unit 3: **Special Events**

Target Content 1: **Conferences, Seminars and Presentations.**

Course: English for Conversation I

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>choose a variety of possible alternatives to suit a demand.</p> <p>describe places and events.</p> <p>know the real situation to solve problems.</p> <p>keep a pleasant attitude when dealing with client / customers.</p> <p>respond politely to requests, complains and inquiries.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Interpreting the gist of oral messages.</li> <li>• Copying with language spoken at normal speed with some interference.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding with the appropriate response or solution to the problem.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Understanding the communicative function of the sentence.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Getting the gist of a text</li> <li>• Understanding the communicative function of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Courtesy when dealing with others.</li> <li>• Appreciation and respect for others' points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to tapes, telephone conversations to extract specific information.</li> <li>• Interpretation of spoken language by carefully listening to conversations, oral texts, and others.</li> <li>• Production of presentations, speeches, oral explanations, suggestions, role-plays, and others.</li> <li>• EVALUATION OF LEARNING OUTCOMES of content to give the appropriate response.</li> </ul>	<ul style="list-style-type: none"> <li>• Filling out of forms to complete them with the information requested (details, names, hours, places, special wishes, and others)</li> <li>• Completion of charts forms, guessing games and problem solving situations.</li> <li>• Oral presentation offering alternatives to carry out conferences, seminars and workshops.</li> <li>• Discussions on different alternatives to be offered as suggestions to suit a demand.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Developing context of what they have read, seen or heard.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <ul style="list-style-type: none"> <li>-Overhead projector</li> <li>-Vide beam / internet</li> <li>-Equipment / messenger boys, interpreter</li> <li>-Close Circuit TV</li> <li>-Digital camera /</li> <li>-I need your assistance to coordinate a seminar... / I'd like some information on prices for renting equipment, personnel for our congress.</li> <li>-I would be handy to have.... for a couple of days.</li> <li>-The overhead projector is \$...a day.</li> <li>-Slide projector is...a week.</li> <li>-Do you have this close circuit TV business?</li> <li>-How much does that work out at?</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Talking about special requests</li> <li>• Offering services</li> <li>• Talking about something</li> <li>• Suggesting someone to do something.</li> </ul>	<p><b>CULTURE</b></p> <p>Different personnel, facilities, equipment used to hold events by Hotels in Costa Rica and in other countries.</p>	<ul style="list-style-type: none"> <li>• Production of written promotional material as valid alternatives to suit the demand</li> <li>• Production of oral statements: possible places to hold an event) size, number of rooms and other facilities)</li> </ul>	<ul style="list-style-type: none"> <li>• Production of texts, essays (promotional material with the correct information)</li> <li>• Oral description including complete details to be considered as the best solution.</li> </ul>

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Technical Field: Tourism

Level 10<sup>th</sup>

Unit 3: **Special Events**

Target Content 2: **New Types of Tourism**

Course: English for Conversation I

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>perform in English with a general commitment to understand and be understood by others.</p> <p>talk about similarities and differences of something (a procedure, a place, and others.)</p> <p>identify characteristics and categories.</p> <p>summarize information to provide alternatives.</p> <p>describe places, events, objects and others.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Listening for a gist</li> <li>• Identifying texts types</li> <li>• Understanding ideas and information in the text through making inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• summarizing the gist of new items, messages and narratives.</li> <li>• Discussing possibilities</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Reading for the gist.</li> <li>• Reading for specific information.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Producing coherent pieces of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for the Natural Resources.</li> <li>• Love for our tourist attractions.</li> <li>• Respect for public and private institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Transference of information from a text to a chart.</li> <li>• Analysis of texts to identify its types( descriptive, cause and effect, information, and others.)</li> <li>• Discussions of possibilities, consequences, attitudes, personal points of views, and others.</li> <li>• Presentation of short oral descriptions and summaries.</li> <li>• Discussion of similarities and differences of the new types of tourism.</li> </ul>	<ul style="list-style-type: none"> <li>• Filling out of worksheets with specific details. (Places, descriptions of new attractions, steps to be followed)</li> <li>• Summary of information as: description, information, cause and effect, and others.)</li> <li>• Written production of short pieces of information to summarize.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <p>-Attractions: Botanical Gardens, Jungle River Tours, Watchable wildlife, - The rain Forest, and volcanoes.</p> <p>-You may enjoy going to _____?</p> <p>-Have you ever been to _____ ?</p> <p>-Where do you usually go on vacations?</p> <p>-How can I get to _____?</p> <p>-To go to Tortugero Canals, you have to get to Limon, then take a boat to...</p> <p>-Let's visit _____.</p> <p>-Which National Park is nearer from San Jose?</p> <p>-There is a.....There are some....</p> <p>-The Santa Rosa National Park has / offers.....to tourists.</p> <p>-The Poas Volcano crater is larger than the one of the Arenal.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Talking about special requests</li> <li>• Offering services</li> </ul>	<p><b>CULTURE</b></p> <p>Different forms of tourism in Costa Rica and in other countries.</p>	<ul style="list-style-type: none"> <li>• Completion of charts, grids or any other type of forms.</li> <li>• Production of written essays on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Filling out of forms to complete the general meaning of the text, characteristics of new attractions, promotional campaigns, costs, and others.</li> <li>• Production of coherent pieces of writing including introduction, body and conclusion.</li> </ul>

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Unit 3: **Special Events**

Target Content 3: **Art Exhibitions, Tourist Fairs, and Gastronomy Festivals**

Course: English for Conversation I

Hours per Topic: 10 hours

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
<p>The student can:</p> <p>interpret and clarify expectations prepared by others</p> <p>know the real situation to offer services.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Listen to the text to get the gist, skim, and scan or make inferences. (Art Exhibitions, Tourist Fairs, and Gastronomy Festivals)</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Responding to messages requests and expectations with the appropriate information.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Selecting written material that is appropriate to their competence.</li> <li>Understanding conceptual meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Respect for art and other cultural manifestations.</li> <li>Sharing with others.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to oral texts to get specific information.</li> <li>Oral presentation to respond to special requests.</li> <li>Organization of written information according to purpose and expectations.</li> <li>Written presentation of the information to describe Art Exhibitions, Tourist Fairs, and Gastronomy Festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Production of charts with the correct information.</li> <li>Oral descriptions of events, including specific details presented with the use of technology.</li> <li>Production of brochures, flyers or other forms, including specific details to suit a demand or expectations.</li> </ul>



LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing coherently and accurately on a range of factual and imaginative topics.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Vide beam / internet            -Equipment / messenger boys, interpreter            -Close Circuit TV            -Digital camera /            I'd like some information on prices for renting equipment, personnel for our .....</p> <p>-I would be handy to have....for a couple of days.            -Slide projector is.....a week.            -Do you have this close circuit TV business?            -How much does that work out at?</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Talking about special requests</li> <li>• Offering services</li> <li>• Talking about something</li> <li>• Suggesting someone to do something.</li> </ul>	<p><b>CULTURE</b></p> <p>Cultural awareness for different preferences and different people's opinions.</p>		<ul style="list-style-type: none"> <li>• Production of written coherent pieces of writing including introduction, body and conclusion.</li> </ul>

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Technical Field: Tourism

Level 10<sup>th</sup>

Unit 4: **Types of Hotels**

Target Content 1: **Classification of Hotels.**

Course: English for Conversation I

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>identify characteristics and categories about accommodation.</p> <p>summarize information to provide alternative to clients.</p> <p>offer the right answer for a special request.</p> <p>define situations, facts, and others.</p> <p>give reasons for the choices made.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Understanding relations between sentences within a text, passage, article, and others.</li> <li>Assessing the implication of content in different descriptions/ oral information display.</li> <li>Appreciating the content in terms of categories, features, and others.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Discussing alternative possibilities and their consequences.</li> <li>Justifying and defending a point of view.</li> <li>Criticizing.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding details and important points from texts.</li> <li>Extracting information from brochures, ads, and others to summarize it.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation for accommodation and services/facilities .</li> <li>Tolerance towards others.</li> <li>Courtesy when giving / listening to different alternatives.</li> <li>Concern for the environment that surrounds us.</li> </ul>	<ul style="list-style-type: none"> <li>EVALUATION OF LEARNING OUTCOMES and discussion of content related to accommodation.</li> <li>Identification and comparisons of types of accommodations in Costa Rica and other countries.</li> <li>Interpretation of terms such as: Beach hotel, Spa &amp; resort, Village, Cabin, Conference Center, Five Star Hotel, and others. about accommodations.</li> <li>Identification / evaluating and critical thinking about different aspects related to accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of items and factual materials.</li> <li>Identification/ extraction of main points, ideas important information on accommodation.</li> <li>Transference of information to diagrammatic display.</li> <li>Summary of information from various documents such as magazines, brochures, ads, and others.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> <li>Copying with unfamiliar, names, expressions, features, places to complete a database / an inform, and others.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Using reference sources to achieve greater accuracy and precision and variety of expression (the meaning is clear and there may be some mistakes)</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <ul style="list-style-type: none"> <li>-Classification</li> <li>-Five, four, three, two, one stars</li> <li>-International standards</li> <li>-Please describe the types of hotels available and facilities?</li> <li>-First class, in/expensive hotel, luxury, moderate, low budget hotel.</li> <li>-Resort hotel, motel, luxury hotel, beach hotel, bed &amp; breakfast, village, youth hostel, boarding house, cabins, Inn, and others</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Describing something</li> <li>Suggesting options</li> <li>Giving reasons</li> </ul>	<p><b>CULTURE</b></p> <p>Different types of accommodation in Costa Rica and other countries.</p> <p>Classification of accommodation in Costa Rica and abroad.</p>	<ul style="list-style-type: none"> <li>Summary of messages about familiar topics.</li> <li>Development of criticism on different aspects of accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>Identification and comparison of our cultural features with those of other English speaking countries</li> </ul>

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 10<sup>th</sup>

Unit 4: **Types of Hotels**

Target Content 2: **Facilities and Services Offered by Hotels.**

Course: English for Conversation I

Hours per Topic: 10 hours

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
<p>The student can:</p> <p>describe facilities and services offered by hotels</p> <p>know the real situation to offer services.</p> <p>summarize information to provide alternatives to clients.</p> <p>handle language varieties to complete a task successfully when dealing with customers.</p> <p>describe places, events, objects, textures, mixtures, causes and effects, and others.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying the purpose of messages in descriptions.</li> <li>• Drawing inferences.</li> <li>• Understanding ideas and information from texts.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Formulating propositions, suggestions and answering questions about services and facilities.</li> <li>• Speaking with intelligible pronunciation and intonation to customers.</li> <li>• Reporting information gathered from brochures, ads, and others. or discussion.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding conceptual meaning from services and facilities: spa, swimming pool, Jacuzzi, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for tourist attractions.</li> <li>• Cultural awareness toward different styles, interests, social classes, and others.</li> <li>• Sharing with others.</li> <li>• Good manners to interact with others.</li> <li>• Awareness toward nature, and the environment in hotels, and other accommodations.</li> <li>• Respect for norms and rules given in tourist places.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of texts by making associations to fill in charts while listening.</li> <li>• EVALUATION OF LEARNING OUTCOMES of content related to hotel facilities and services offered.</li> <li>• Identification and validation of different cultural and social aspects related to accommodation classification.</li> <li>• Search of basic information in brochures, Internet, magazines, travel Agencies about facilities and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of charts/texts by ticking and choosing alternatives from a passage.</li> <li>• Analysis of ideas expressed, opinions and reasons to make a choice.</li> <li>• Presentation of role-playing situation about familiar topics.</li> <li>• Production/ interpretation of ads, notes, passages and others.</li> <li>• Production, redrafting and adapting different styles of writing.</li> </ul>

LINGUISTIC COMPE TENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> <li>Identifying details in familiar material about prices, offers, discounts, and others. .</li> <li>Understanding a variety of written materials for personal interest and for information.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Making use of new vocabulary and structures in their reading to respond in writing.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Keep-fit activities  -Towels and soaps. There is a free supply of towels.  -Gymnasium: bicycle, weights, wall bars, and others.  -Sauna, Jacuzzi, swimming pool.  Water sports: skis, boats, and others.  -The swimming pool contains special salt in the water to stimulate the skin.  - What sort of equipment is there in the gym?  -I' m feeling energetic. What do you suggest?  Ho do I go about using the sauna?  How would you like to pay?</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Giving reasons</li> <li>Transferring information</li> <li>Following directions</li> </ul>	<p><b>CULTURE</b></p> <p>Different hotel facilities and services according to classification in Costa Rica and other countries. (E.g. 5 Stars, cheap hotel, expensive hotel, and others.)</p>		<ul style="list-style-type: none"> <li>Identification and comparison of our cultural features with those of other English speaking countries</li> </ul>

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COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 10<sup>th</sup>

Unit 4: **Types of Hotels**

Target Content 3: **Locations and Addresses.**

Course: English for Conversation I

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>follow addresses / directions to complete a task.</p> <p>produce clear pieces of speech to be understood by the interlocutor in their workplace/ in class.</p> <p>follow instructions to complete a task, procedure, and to reach a final product.</p> <p>describe places, events, objects, textures, mixtures, causes and effects, and others.</p> <p>talk about similarities and differences of something: a procedure, a place, and others.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Noting key or interpreting the gist in messages, dialogues and directions.</li> <li>• Copying with language spoken at normal speech with some interference.</li> <li>• Identifying the relationships between ideas within the text.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding to messages dialogues and basic information about location.</li> <li>• Discussing alternative possibilities to get somewhere.</li> <li>• Formulating statements about short simple directions with the support of visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility to complete a task.</li> <li>• Solidarity with others.</li> <li>• Cultural awareness about the topic.</li> <li>• Respect for norms, rules, and others, in different cultures.</li> <li>• Awareness about the importance of signs, traffic lights and other elements for safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of relations between ideas within the texts related to directions to draw conclusions.</li> <li>• Listen to / read texts about familiar topics to skim, scan, and follow directions.</li> <li>• Presentation of role-play situations related to directions and locations.</li> <li>• Discussion of possibilities, consequences, causes and effect.</li> <li>• Production and redrafting short pieces of writing about locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the gist from spoken messages.</li> <li>• EVALUATION OF LEARNING OUTCOMES of content.</li> <li>• Production of interviews dialogues and role-plays.</li> <li>• Completion of charts, texts by ticking or choosing alternatives from a description.</li> <li>• Production of redrafts and adaptation of short descriptions.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Extracting information from familiar materials.</li> <li>• Following and executing clear directions to get somewhere.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Redrafting/writing tasks already given, with the support, guidance of reference materials.</li> <li>• Producing longer sequences following directions, steps, procedures, which grammar and spelling are accurate and appropriate to the content.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Preposition of place: next to, across from, behind, and others.  - The room 242 is on the second floor from the elevator to your left.  - The bathroom and toilet is accessible by elevator from all floors.  Could you tell me where the Lobby is?  Marriott Hotel is 2 km from the Central Park.</p> <p><b>FUNCTIONS</b></p> <p>Asking and giving information  Suggesting options  Giving reasons  Transferring information  Following directions</p>	<p><b>CULTURE</b></p> <p>Different ways to give instructions/, addresses, and measurement: Kilometers, miles, and others. in English and Spanish.</p> <p>Use of elements for location in Costa Rica and other countries: numbers, signs, names of streets or avenues, reference places, colors, and others.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 11<sup>th</sup>

Unit 1: **Front Desk**

Target Content 1: **Registering/ checking out.**

Course: English for Conversation II

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>initiate, hold and end up a conversation.</p> <p>communicate instructions, detailed product specifications, and standards for internal operations.</p> <p>perform factual communication to start a conversation.</p> <p>perform in written English by using types of writing devices.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Listen for a gist</li> <li>Listening for relevant information.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Responding to specific requests.</li> <li>Making themselves understood with little or not difficulty.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Selecting written material that is appropriate to the situation</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing pieces of writing of various lengths to complete tasks such as registration forms, check in / out forms.</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance when dealing with people of other cultures.</li> <li>Respect for other people's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to specific situations to get the general meaning.</li> <li>Listen to situations to get details and to solve communication problems.</li> <li>Production of short oral interactions to responds to request, claims or enquires, and others. Applying steps (initiate, hold and end up)</li> <li>Production of clear speech (close to the normal pronunciation, rhythm)</li> <li>Search of basic information to respond to inquiries, requests, claims, and others.</li> <li>Production of correct and clear documents to complete a registration or check in/out forms.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of role-play of situations (at least 6 exchanges to solve the communication problems)</li> <li>Interaction of specific situations demonstrating their language abilities to solve specific problems.</li> <li>Completion of written tasks such as registration, check in/out forms.</li> </ul>



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LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <p>-Greetings/ leave takings            -May I help / What can I do for you?            -Please, fill out this form.            -I/we need fresh towels for room 573            -We are glad to confirm your reservation for...            -How does .....cost?            -Cash / credit card/ traveler checks.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Greetings/ leave takings</li> <li>• Opening conversations</li> <li>• Receiving complaint/compliment</li> <li>• Offering right/correct answer</li> <li>• Suggesting to do something</li> <li>• Filling out specific forms</li> <li>• Asking for giving instructions</li> <li>• Dealing with prices (numbers)</li> <li>• Schedules</li> </ul>	<p><b>CULTURE</b></p> <p>How different cultures deal with specific situations (Formality / Informality)</p>		

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Technical Field: Tourism

Level 11<sup>th</sup>

Unit 1: **Front Desk**

Target Content 2: **Booking / Buying Tickets (for a Show, for a Trip)**

Course: English for Conversation II

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>perform in English with a general commitment to understand and be understood by others.</p> <p>understand inquiries, and complains to complete a task.</p> <p>use the language to apologize and provide a solution.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Identifying the purpose of short messages.</li> <li>Comprehending language spoken at normal speed with some interference.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Discussing alternative possibilities and their consequences.</li> <li>Speaking with intelligible pronunciation and intonation.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding specific information in authentic documents.</li> <li>Identifying specific details</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing electronic documents.</li> </ul>	<ul style="list-style-type: none"> <li>Respect for other people</li> <li>Keeping good manners when dealing with people.</li> <li>Sharing with others.</li> <li>Solidarity towards others' cultures, access, and others.</li> <li>Patience when dealing with different types of "Englishes".</li> </ul>	<ul style="list-style-type: none"> <li>Listen to tapes. Conversations or TV programs to complete a task.</li> <li>Presentation of role-play similar situations to suit a request.</li> <li>Group problem solution of difficult cases.</li> <li>Descriptions of plans, maps, and others.( traveling schedules and timetables)</li> <li>Oral descriptions of procedures instructions, directions to guide a client a caller, and others.</li> </ul>	<ul style="list-style-type: none"> <li>Fill out forms with the appropriate information elicited from clients, callers, and others.</li> <li>Production of written and oral messages.</li> <li>Presentation of a final product( tickets, registration forms, concert ticket, airplane tickets or train tickets)</li> <li>Physical or electronic completion of forms with the necessary information.</li> <li>Fill out forms with information ( purpose of message: request, book a trip and make a reservation.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <p>-Greetings/ leave takings            -May I help / What can I do for you?            -Please, fill out this form.            -I/we need fresh towels for room 573            -We are glad to confirm your reservation for.....            -How does .....cost?            -Cash / credit card/ traveler checks.            -I need to fly to...on Friday afternoon.            -A single or round ticket</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Greetings/ leave takings</li> <li>• Opening conversations</li> <li>• Receiving complaint/compliment</li> <li>• Offering right/correct answer</li> <li>• Suggesting to do something</li> <li>• Filling out specific forms</li> <li>• Asking for giving instructions</li> <li>• Dealing with prices( numbers)</li> </ul>	<p><b>CULTURE</b></p> <p>Differences among cultures when purchasing tickets for different events.            Preferences of different people.</p>		<ul style="list-style-type: none"> <li>• oral performance of a situation to solve a problem( use of correct pronunciation, intonation, right speed, appropriate vocabulary, and others.)</li> <li>• Completion of procedures to get a final product.</li> <li>•</li> </ul>

	• Schedules			
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COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 11<sup>th</sup>

Unit 2: **Tourist Attractions**

Target Content 1: **General Information about Conservation Areas**

Course: English for Conversation II

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>describe a place, characteristics, and others.</p> <p>choose a variety of possible alternatives to suit a demand</p> <p>perform in English with a general commitment to understand and be understood by others.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying the purpose of short messages.</li> <li>• Noting key items or interpreting the gist in messages, dialogues and conservation areas.</li> <li>• Understanding ideas and information about descriptions by making inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding to messages and dialogues in short simple sentences in a range of context.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Making suggestions</li> <li>• Giving advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation and respect for Conservation Areas.</li> <li>• Friendliness with others.</li> <li>• Courtesy.</li> <li>• Awareness for the Natural Environment.</li> <li>• Respect for norms and rules given in Conservation Areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of news and factual materials about Conservation Areas.</li> <li>• Use of advises and reports about Conservation Areas.</li> <li>• EVALUATION OF LEARNING OUTCOMES of content related to National Parks, Biological Reserves, and others.</li> <li>• Interpretation of complex sentences and texts about Refugees, Flora and Fauna.</li> <li>• Identification and the use of variety of registers in written materials on Conservation Areas.</li> <li>• Production of short oral /written descriptions about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• EVALUATION OF LEARNING OUTCOMES of content.</li> <li>• Identification of main points, features, location and general information in oral/ written texts.</li> <li>• Summary of texts, ideas, and others.</li> <li>• Identification and use of cognates and derivatives.</li> <li>• Manifestation of attitudes of appreciation and respect for Conservation Areas.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Drawing conclusions from texts about Conservation Areas.</li> <li>• Identifying the main points or important information in a piece of discourse.</li> <li>• Distinguishing the main idea from supporting details.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Using reference sources to achieve greater accuracy precision and variety of expressions.</li> <li>• Sequencing events.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Attractions: Botanical Gardens, -Jungle River Tours, Watchable wildlife, The rain Forest, volcanoes. -No, I have never visited ... -I enjoy <u>the mountains</u> -What places have you visited? -Where is it located? It's located in . -Do you enjoy going to _____? -Have you ever been to _____? -Where do you usually go on vacations?</p>	<p><b>CULTURE</b></p> <p>Differences and similarities among Conservation Areas in Costa Rica and other English speaking countries.</p>		

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p>-How can I get to _____?</p> <p>-What does the place offer? It offers _____</p> <p>-Let's visit _____.</p> <p>-How long does it take from _____ to _____?</p> <p>-Would you _____</p> <p>-There is a.....There are some.....</p> <p>-Let me show you .....you could go with/on your family/ weekends.</p> <p>-You could leave at three thirty.</p> <p>-It's off peak season, low season, high season.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Asking and giving information</li> <li>• Describing something</li> <li>• Making suggestions.</li> <li>• Giving advice.</li> </ul>			



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COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 11<sup>th</sup>

Unit 2: **Tourist Attractions**

Target Content 2: **Costa Rican Beaches**

Course: English for Conversation II

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>summarize information to provide alternatives to clients.</p> <p>talk about similarities and differences of places.</p> <p>choose a variety of possible alternatives to suit a demand/ a complaint / an inquiry.</p> <p>interpret and clarify expectations prepared by others.</p> <p>keep a pleasant attitude when dealing with peers/customers.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Tracing the development of arguments.</li> <li>• Understanding a variety of registers.</li> <li>• Listening between lines information about the topic.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Interviewing people to collect information about different expectations and preferences.</li> <li>• Offering advice about tourist information, prices, locations, and others.</li> <li>• Making suggestions according to specific requirements, specifications, and others.</li> <li>• Making comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation and respect for tourist spots and traveling.</li> <li>• Friendliness when dealing with local and foreign tourists.</li> <li>• Respect for ethnic differences and customs.</li> <li>• Awareness for preserving the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of main points, ideas or important information.</li> <li>• Elicitation of information about preferences, interests, and others.</li> <li>• Identification of relations between ideas about information on tourism.</li> <li>• Summary of texts, ideas from brochure, magazines, newspapers, and others.</li> <li>• Use of diagrams to display classified information.</li> <li>• Production of oral and written texts.</li> <li>• Discussion and identification of similarities and differences between places.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of specific details from general information.</li> <li>• Identification of ideas, and points from oral texts, descriptions, documentaries, and others.</li> <li>• Production of interviews and reports on tourist information.</li> <li>• Assessment of implications of content.</li> <li>• Transference of information to diagrammatic display.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Identifying the main points or important information from magazines, brochures, and others.</li> <li>• Distinguishing the main idea from supporting details.</li> <li>• Drawing conclusions from extended texts, passages, articles, and others.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Developing contexts of what they have read, seen or heard.</li> <li>• Researching travel opportunities.</li> <li>• Editing and redrafting their work.</li> </ul>	<p><b>CULTURE</b></p> <p>Differences and similarities among Beaches attractions in Costa Rica and other English speaking countries.</p>		

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <p>-No, I have never visited ...</p> <p>-I enjoy the mountains</p> <p>-What places have you visited?</p> <p>-Where is it located? It's located in .</p> <p>-Do you enjoy going to_____?</p> <p>-Have you ever been to_____?</p> <p>-Where do you usually go on vacations?</p> <p>-How can I get to_____?</p> <p>-What does the place offer? It offers _____</p> <p>-Let's visit_____.</p> <p>-How much does it cost? Everything included.</p> <p>-How long does it take from___to___?</p> <p>-Would you_____</p> <p>-There is a.....There are some....</p> <p>-Let me show you .....you could go with/on your family/ weekends.</p> <p>-You could leave at three thirty.</p> <p>-It's off peak season, low season, high season.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Suggesting options</li> <li>• Providing the right choice for specific clients</li> </ul>			

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**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 11<sup>th</sup>

Unit 2: **Tourist Attractions**

Target Content 3: **Tours / Group Operator**

Course: English for Conversation II

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>follow instructions to complete a task, a procedure, cause and effects.</p> <p>describe procedures to guarantee safety on a tour.</p> <p>understand the situation and workplace background to solve problems.</p> <p>give reasons for the choices made.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Interpreting material that contains complex sentences.</li> <li>• Identifying the purpose of short messages.</li> <li>• Drawing conclusions from descriptions/ directions/procedures.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding to messages and dialogues in a range of context.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Formulating propositions, advice and answering questions.</li> <li>• Giving directions to carry out a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for tourist places and Historical sites.</li> <li>• Respect for norms, safety rules when traveling.</li> <li>• Appreciation for democracy when dealing with tourists.</li> <li>• Friendliness with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of complex sentences following instructions.</li> <li>• Use of advice when traveling/performing an action.</li> <li>• Description of situations on familiar topics.</li> <li>• Discussion of possibilities, consequences, and attitudes.</li> <li>• Summary of messages about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the gist from spoken or written messages.</li> <li>• Analysis of ideas expressed opinions, suggestions, and instructions to accomplish a task.</li> <li>• Production / interpretation of ads, notes, warns, signs, passages, and others.</li> <li>• Production of redrafts and adaptation of sequences, procedures, steps, and others.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Developing context of what they have read, seen or heard.</li> <li>• Distinguishing the main idea from supporting ideas in manuals, guides, and others.</li> <li>• Transcoding information from signs, warns, and others. to carry out a task.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Producing longer sequences in which grammar and spelling are generally accurate.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Gold Museum, Museum of Costa Rican art. Abangares museum, Marine Historic Museum, Museum of Popular Culture, Museum of Natural Sciences, Marine-Biology museum.</p> <p>-Fishing, surfing, climbing , cruises, kayak, and canopy tours, horse back riding, aerial tram, Banana boats, and ecological tours.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Following directions</li> <li>• Giving instructions</li> <li>• Applying safety</li> </ul>	<p><b>CULTURE</b></p> <p>Differences and similarities among tours in Costa Rica and other English speaking countries.</p> <p>History and customs in Costa Rica compared to other countries.</p>	<ul style="list-style-type: none"> <li>• Reading of texts about familiar topics to get the gist, scan, and skim or make inferences.</li> <li>• Production of pieces of writing on procedure and instructions to carry out a task.</li> </ul>	

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**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 11<sup>th</sup>

Unit3: **Pollution**

Target Content 1: **Causes and Effects / Prevention of Pollution.**

Course: English for Conversation II

Hours per Topic: 10 hours

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
<p>The student can:</p> <p>describe causes and effects and measures of prevention about pollution</p> <p>use variety communication exchanges to solve a problem.</p> <p>reviews procedures, work instructions and makes recommendations.</p> <p>analyze and troubleshoot process related to problems.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Understanding ideas and information in the text through making inferences.</li> <li>Identifying the purpose of short messages.</li> <li>Identifying text types.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Discussing alternatives and their consequences.</li> <li>Formulating propositions and possible solutions.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Selecting material that is appropriate to their competence to read independently.</li> <li>Understanding a range of material that includes some complex sentences and unfamiliar languages.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation for Natural Resources.</li> <li>Commitment to sustainability.</li> <li>National and international campaigns to preserve the environment.</li> <li>Importance of preserving our Flora and Fauna.</li> </ul>	<ul style="list-style-type: none"> <li>Description of situation on familiar topics.</li> <li>Elicitation/ transmission of information about familiar topics.</li> <li>Development of criticism on the topic studied.</li> <li>Discussion of possibilities, consequences, causes and effects.</li> <li>Completion of charts by choosing alternatives from a passage.</li> <li>Identification and use of a variety of registers in written materials about pollution.</li> <li>Production and redrafting of pieces of writing on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of ads, notes, and passages.</li> <li>Getting the gist from spoken or written messages.</li> <li>Summary of spoken/written texts.</li> <li>Analysis of ideas expressed opinions or reasons, causes and effects.</li> <li>Analysis of ideas, opinions or reasons about how to solve pollution issues.</li> <li>Identification of values and critical thinking about different aspects related to Natural Resources.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Redrafting writing tasks already given, with support guidance.</li> <li>• Expressing and justifying ideas, opinions or personal points of view and seeking the views of others.</li> </ul> <p><b>LANGUAGE EXAMPLES</b>  I would...  If I were you I should...  What can we do to save our resources?  In my opinion, ...  It's my opinion that....  What can we do to...?  A solution could be....  We should recycle, reduce, and reuse.  We must save endangered species.  How can we protect our...  What's the effect of.../ the cause of...  We should/ n't...  I think, I believe , I consider that....  It's better, what about if...</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing cause and effects</li> <li>• Suggesting things.</li> </ul>	<p><b>CULTURE</b></p> <p>Ways used in Costa Rica and in other countries to preserve the environment.</p>		<ul style="list-style-type: none"> <li>• Skimming, scanning, making inferences, and others.</li> <li>• Production of notes, passages, and others. about pollution: causes and effects.</li> </ul>



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**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 11<sup>th</sup>

Unit 3: **Pollution**

Target Content 2: **Local and International Agreements.**

Course: English for Conversation II

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>be able to transfer information to different forms.</p> <p>choose a variety of possible alternatives to suit a demand/ a complaint / an inquiry.</p> <p>define situations, facts, and others.</p> <p>ask for opinions, preferences, and desires.</p> <p>engage listeners' attention verbally and non verbally.</p> <p>clarify and restate information as needed.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Appreciating / evaluating the content of previously received information.</li> <li>• Assessing the implication of content.</li> <li>• Tracing the development of an argument.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Reacting to different points of view.</li> <li>• Reporting information gathered from a text, a web site or a discussion.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Drawing conclusions from extended texts about Political Ecology topics.</li> <li>• Understanding a wide range of factual texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment with self and common welfare and development.</li> <li>• National and International Agreements to preserve the environment.</li> <li>• Participation in activities such as Green Peace, Earth first, and others.</li> <li>• Value the importance of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of facts, brief items, and factual materials about laws, norms, and others.</li> <li>• Evaluation of content related to environmental policies.</li> <li>• Identification/ extraction of salient points, ideas, issues from texts, web pages, and others.</li> <li>• Identification of values and critical thinking on different aspects related to Political Ecology.</li> <li>• Derivation of conclusions of relations between ideas within texts related to proper use of Natural Resources.</li> <li>• Elicitation and transmission of information about preserving Conservation Areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of conclusion and identification of relations between ideas in texts, web sites, and others.</li> <li>• Identification of news, factual materials, and others, about policies and punishments about conservation and sustainability.</li> <li>• Manifestation of attitudes of appreciation and respect for cultural, social and political values.</li> <li>• Comparison of environment agreements with those of other countries.</li> <li>• Summary of texts, ideas, and others.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Making effective use of technology resources to vary the styles and scope of writing.</li> <li>• Editing and redrafting their work.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-I would.....          -If I were you I should...          -In my opinion, ...          -It's my opinion that....          -What can we do to...?          -A solution could be....          -We must save endangered species.          -How can we protect our...          -Are there nay conservation policies in your region?          -We should/ n't...          -I think, I believe , I consider that....          -I agree / I don't agree.          -It's better, what about if...</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Asking and giving information</li> <li>• Extracting general information from texts to complete tasks</li> </ul>	<p><b>CULTURE</b></p> <p>Different policies, laws, and projects such as Green Peace, One World, World First, and others. to protect Conservation Areas in Costa Rica and in other countries.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 11<sup>th</sup>

Unit4: **Safety at Work**

Target Content 1: **Safety at Work: Procedures and Rules.**

Course: English for Conversation II

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>understand and apply safety rules at work</p> <p>describe a procedure to guarantee safety at work, at home, and others.</p> <p>manage own initiatives for making decisions.</p> <p>use the language correctly to apologize and provide a solution.</p> <p>understand the situation and workplace background to solve problems.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Listening for details</li> <li>• Understanding specific instructions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Transmission of information</li> <li>• Discussion of consequences, possibilities, and others.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Reading for specific information</li> <li>• Identifying signs and regulations.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Producing sets of rules or instructions for preventing, avoiding, and improving.</li> <li>• Editing sets of rules or instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for established order.</li> <li>• Follow safety rules.</li> <li>• Appreciation for public signs and preventing rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to instructions given to complete a chart.</li> <li>• Response to commands by following procedures) wearing helmets, garments, operating equipment, stepping on the right tracks, and others.)</li> <li>• Production of oral instructions and safety rules.</li> <li>• Presentation of role-play or round table situations to recommend the use of safety rules.</li> <li>• Promotion of a display fair of sets of safety rules for different situations) at the kitchen, at the park, at the factory)</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of charts with the information provided.</li> <li>• Matching of sets of rules with sets of diagrams or pictures.</li> <li>• Completion of procedures or sets of rules.</li> <li>• Completion to present the sets of rules that include best safety rules.</li> <li>• Demonstration of knowledge of safety rules when dealing with oral or written situations.</li> <li>• Selection of the best set of safety rules by following a checklist.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <p>-Types of work settings: chef, bartender, waiter, waitress, housekeeper, chamber maid, front desk clerk, porter, cashier, bell boy, elevator operator, assistant manager, laundry maid, switch board operator.</p> <p>-There should be different sinks for wash dishes, food and cleaning implements.</p> <p>-Use of uniform: apron, chef hat, and hairnet.</p> <p>Short nails, clean.</p> <p>-Location of electrical appliances, sinks, water pipes, electrical stoves.</p> <p>-How to pick up weight.</p> <p>-Handle of waist, garbage waist, and use of gloves, safety container, separation of garbage.</p> <p>-Instruction for tourist attractions</p> <p>-Use of equipment. Everybody must wear: Lifeguard, helmet.</p> <p>-Listen to the guide instruct</p> <p>-Use of fast belts, rope, and others.</p> <p>-Follow the pathway, do not step on _____</p> <p>-Do not take plants, follow maps, read the signs, avoid danger zones, do not swim in restricted areas.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing procedures</li> <li>• Following instructions</li> <li>• Giving clear directions</li> <li>• Programming schedules</li> <li>• Transferring information</li> </ul>	<p><b>CULTURE</b></p> <p>Ways to give and ask for instructions both in English and Spanish.</p> <p>Safety at work in Costa Rica and other parts of the world.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit 1: **Hotel Services**

Target Content 1: **Restaurant, Services, and others.**

Course: English for Conversation III

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>communicate with customers to confirm specifications and requirements.</p> <p>compare and contrast standards to determine appropriate dispositions.</p> <p>summarize information to provide alternatives to clients.</p> <p>confirm actions taken.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Copying with language spoken at normal speed with some interference.</li> <li>• Understanding ideas and information in the text through proving inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Summarizing the gist of short messages.</li> <li>• Responding to messages and dialogues with appropriate information.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Getting the gist of information.</li> <li>• Reading for specific details.</li> <li>• Understanding conceptual meaning.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Producing pieces of writing) letters of information descriptions, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance towards different people.</li> <li>• Appreciation for goods.</li> <li>• Patience when dealing people.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a set of utterances to complete a task.</li> <li>• Participation of simulations of telephone conversations with a variety of Englishes.</li> <li>• Problem-solving situations to cope with specific inquires.</li> <li>• Role-play situations describing hotel services with the help of electronic devices, charts, posters and others. to compare and contrast hotel dispositions, facilities.</li> <li>• Transference of information from complex texts to diagrams, charts and grids.</li> <li>• Production of flyers, brochures and other type of written and pictorial, physical or electronic information.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of forms with lists of specification and requirements wanted according to the tape, conversation, and others.</li> <li>• Oral simulations of real telephone conversations (negotiation of meaning, clarification and production of the right response)</li> <li>• Spoken presentation of findings with comparisons/ contrasts of the information.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <ul style="list-style-type: none"> <li>-Breakfast.</li> <li>-Cleaning, electricity, ironing, laundry.</li> <li>-Room service, reception, telephone,</li> <li>-Radio.</li> <li>-Early call</li> <li>-Breakfast is served from 7 a.m. till 10:00 a.m.</li> <li>-Please hang the cleaning sign on the door.</li> <li>-Please call room service If you wish to remain undisturbed, please.</li> <li>-If you require such assistance just lift your telephone receiver and ask for room service.</li> <li>What other services?</li> <li>Are there _____ available?</li> <li>What kind ....is served in the restaurant?</li> <li>May I suggest you to go to the Thai Restaurant? spicy is excellent</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Asking for room service on the phone.</li> <li>• Taking orders</li> <li>• Suggesting options</li> <li>• Asking for giving instructions</li> <li>• Describing something (places, events, and others)</li> </ul>	<p><b>CULTURE</b></p> <p>Fulfillment of requirements to different people according to their own cultural background.</p>		<ul style="list-style-type: none"> <li>• Written summaries of information sowing graphics and other sources of complementary information.</li> <li>• Presentation of individual and group production of printed material appropriate for what they were meant. (Correct use of the language, appropriate information specification, standards and excellent lay out and illustrations.</li> </ul>

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit 1: **Hotel Services**

Target Content 2: **Entertainment / Sports.**

Course: English for Conversation III

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>know the work place background to suggest actions.</p> <p>keep a pleasant attitude when dealing with customers/clients.</p> <p>understand complains, compliments, and others. and provide the right answer.</p> <p>follow instructions to complete a task, procedure, and to reach a final product.</p> <p>describe places, events, objects, textures, mixtures, causes and effects, and others.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying details, facts and other specifications.</li> <li>• Drawing conclusions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Interviewing people to collect information.</li> <li>• Offering advice.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Transcoding information to diagram display.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Producing coherent pieces of writing to promote facilities offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility at work.</li> <li>• Respect for people's preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for understanding and collecting data.</li> <li>• Performance of role-play simulations, scenarios to collect and give information about specific information.</li> <li>• Completion of forms with appropriate information.</li> <li>• Production of different written and/ or electronic texts to inform, compares, promote and sell.</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of information by completing lists, charts, grids, and others.</li> <li>• Individual, pairs or group oral participation in interview or real life situations simulations.</li> <li>• Fill out forms with appropriate information to promote offer, facilitate and inform others</li> <li>• Presentation of written work informing, promoting, showing, and others.</li> </ul>



LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <ul style="list-style-type: none"> <li>-Hotel</li> <li>-Water sports</li> <li>-Room facilities</li> <li>-Choice of restaurant</li> <li>-Location shopping</li> <li>-All rooms have air conditioning and mini-bar.</li> <li>-The Oriental is one of the most luxurious hotels in the world.</li> <li>-Marine-life</li> <li>-Gymnasium, Jacuzzi, sauna, cuisine, restaurant, poolside bar</li> <li>-Use of waterspout club facilities, swimming pool, golf court, tennis court, and others.</li> <li>-A weekend break.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Suggesting options</li> <li>• Asking for giving instructions</li> <li>• Describing something (places, events, and others)</li> </ul>	<p><b>CULTURE</b></p> <p>Comparison of ways different people enjoy entertainment and sport activities.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit 1: **Hotel Services**

Target Content 3: **Conferences, Meetings and Exhibitions.**

Course: English for Conversation III  
Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>summarize information to provide alternatives to clients.</p> <p>choose a variety of possible alternatives to suit a demand.</p> <p>understand the situation and workplace background to solve problems.</p> <p>summarize information to provide alternatives to clients.</p> <p>confirm actions taken.</p> <p>understand the real situation and other services / alternatives.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>listening to get specific information.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>describing the different rooms and types of conference facilities.</li> <li>Comparing facilities among different possibilities.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Selecting information to complete a task.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing pieces of coherent writing.</li> </ul>	<ul style="list-style-type: none"> <li>Respect for decisions made.</li> <li>Punctuality at work.</li> <li>Good manners when offering the services.</li> </ul>	<ul style="list-style-type: none"> <li>Production of summaries of information heard.</li> <li>Role-play simulation, round tables of a meeting to offer the best facility for an event.</li> <li>Oral presentations to show facilities.</li> <li>Completion of forms to select details and other specifications.</li> <li>Production of written promotional materials,</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of written summaries from the information heard, including the most important points.</li> <li>Oral participation demonstrating knowledge of the topic and the correct use of the language.</li> <li>Completion of forms with specific details from the reading piece. (Classification, categories, and others.)</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <ul style="list-style-type: none"> <li>-Overhead projector</li> <li>-Video beam / internet</li> <li>-Equipment / messenger boys, interpreter</li> <li>-Close Circuit TV</li> <li>-Digital camera /</li> <li>-I need your assistance to coordinate a seminar... / - I'd like some information on prices for renting equipment, personnel for our conference.</li> <li>-I would be handy to have....for a couple of days.</li> <li>The overhead projector is \$...a day.</li> <li>Slide projector is.....a week.</li> <li>Do you have this close circuit TV business?</li> <li>How much does that work out at?</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing something</li> <li>• Talking about special requests</li> <li>• Offering services</li> <li>• Talking about something</li> </ul>	<p><b>CULTURE</b></p> <p>Compare likes and dislikes of different cultures with our own.</p> <p>Understand diversity.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit 2: **Hotel Services**

Target Content 1: **Taking Orders by Phone / Food Express / Room Service**

Course: English for Conversation III

Hours per Topic: 10 hours

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
<p>The student can:</p> <p>listen carefully to give the appropriate response by phone.</p> <p>communicate with customers to confirm specifications and requests.</p> <p>perform communication during working hours / at school.</p> <p>interpret and clarify expectations prepared by others.</p> <p>analyze and troubleshoot process related to problems.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understand different types of phone conversations.</li> <li>• Identifying speaker's specifications, requests, and others. by listening to phone conversations carefully</li> <li>• Identifying the purpose of a call.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding to requests with the appropriate expressions.</li> <li>• Asking for repetition normally.</li> <li>• Confirming an order, price, address, room number, and others.</li> <li>• Speaking with intelligible pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance towards others.</li> <li>• Respect for others' own way of expressing.</li> <li>• Good manners when dealing with telephone calls.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to telephone conversations to get important information: where the person is, what s/he would like to have, and others.</li> <li>• Identification of speaker's details, specifications, when ordering.</li> <li>• Oral production of pieces of speech.</li> <li>• Production of appropriate expressions to take an order.</li> <li>• Fill out forms to complete a request.</li> <li>• Production of forms with intelligible hand writing and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the gist of spoken messages by taking orders.</li> <li>• Production of the appropriate response to fulfill a request.</li> <li>• Use the English language close to normal pronunciation and intonation.</li> <li>• Production of correct messages, forms, bills, digital forms, and others.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>selecting the appropriate information from menus to respond to an order / request.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>completing paper and digital forms.</li> <li>Spelling addresses, numbers, names and other expressions.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-May I help you?  -Pizza Express, May I help you?  -Yes, please . I need to order a pepperoni pizza and tomato salad.  -Small, medium, large.  -Prices, sizes, quality.  -Directions  -Amount of....( money, pounds)  -Time /space / delivery / express mail/courier</p> <p><b>FUNCTIONS</b></p> <p>Asking for giving instructions  Closing a conversation  Summarizing information  Confirming information</p>	<p><b>CULTURE</b></p> <p>Social and cultural background.</p> <p>Understanding way of telephoning with others.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit 2: **Taking Orders**

Target Content 2: **Taking Orders at a Restaurant**

Course: English for Conversation III

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>perform factual communication to start, keep and end up a conversation.</p> <p>choose a variety of possible alternatives to suit a demand.</p> <p>communicate with peers/customers to confirm specifications and requirements.</p> <p>reviews procedures, work instructions and makes recommendations.</p> <p>perform factual communication to start a conversation.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Identifying the purpose of short messages.</li> <li>Understanding a variety of registers.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Giving suggestion, alternatives, and others.</li> <li>Responding to messages and dialogues in short situations in context.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding short factual expressions.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Completing written forms to record expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Effort to complete tasks assigned.</li> <li>Respect for people's choices, preferences, and others.</li> <li>Courtesy when dealing with customers.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to oral texts to get the gist.</li> <li>Skim, scan, and make inferences.</li> <li>Select the appropriate alternatives to complete a task.</li> <li>Production of oral situations.</li> <li>Completion of tasks by listening carefully to.</li> </ul>	<ul style="list-style-type: none"> <li>Production of situations simulating taking an order in a restaurant; suggesting the house wine, the house special, and others.</li> <li>Completion of requests.</li> <li>Performance of appropriate expressions to start hold and end up a conversation.</li> <li>Performance of role-play of situations: dialogues, conversations, and others.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <p>-May I help you?          -Yes, please . I need to order a pepperoni pizza and tomato salad.          -Small, medium, large.          -Prices, sizes, quality.          -Specifications of dishes, drinks, and others.          -Amount of.... (Money, pounds)          -Drinks: juicy, fruit mixes, alcoholic          -Cocktails, heavy liquor          -Grilled meat, blue, rare, medium, well done          -Wine terms: cork, corkage, label, sediment, and vintage.          -I can recommend the house wine</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Suggesting others something.</li> <li>• Understanding oral texts</li> <li>• Interpreting</li> <li>• Asking for clarification</li> <li>• Providing the right alternative</li> <li>• Closing the conversation</li> <li>• Summarizing information</li> <li>• Confirming information</li> </ul>	<p><b>CULTURE</b></p> <p>Social behavior and traditions of people from different parts of the world.</p> <p>Comparisons of food, drinks, and preferences, and others.</p>		

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism  
Level 12<sup>th</sup>  
Unit 2: **Taking Orders**  
Target Content3: **Call Centers**

Course: English for Conversation III  
Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>listen carefully to provide the best solution to a problem</p> <p>confirm actions taken.</p> <p>negotiate meaning with peers/customers to complete a task.</p> <p>use variety communication exchanges to solve a problem.</p> <p>handle language varieties to complete a task successfully when dealing with customers.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying the purpose of short messages</li> <li>• Copying with language spoken at normal speed with some interference.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Making themselves understood with little or no difficulty.</li> <li>• Offering advice.</li> <li>• Making suggestions.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Selecting the appropriate information from catalogues, manual, brochures, digital papers, and others. to respond to a request.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort to complete tasks assigned</li> <li>• Respect for other people's background.</li> <li>• Courtesy when dealing with callers.</li> <li>• Friendliness with others.</li> </ul>	<p>Listen to oral texts to get the gist.</p> <p>Identification of details, specification, requirements, and others. to solve a problem.</p> <p>Description of procedures and steps to operate something.</p> <p>Discussion of possibilities, consequences, procedures, steps, warns, and others.</p> <ul style="list-style-type: none"> <li>• Transmission of information about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the gist from spoken or written messages.</li> <li>• Analysis of ideas expressed, issues, situations about different problems.</li> <li>• Presentation of conclusions, suggestions and identification of relations between ideas within a text.</li> </ul>



LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Completing paper and digital forms.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Microsoft Support, good morning?  -May I help you?  -Yes, please . My computer is not working...  -Directions  -Specifications of machines, devices and others.  -Amount of...( money, pounds)  -Time /space / delivery /  -I suggest ....</p> <p><b>FUNCTIONS</b></p> <p>Asking for giving instructions  Suggesting others to do something.  Understanding oral texts  Interpreting  Asking for clarification  Solving problems  Providing the right alternative  Closing the conversation  Summarizing information  Confirming information</p>	<p><b>CULTURE</b></p> <p>Social and cultural background.</p> <p>Understanding way of telephoning with others.</p>	<ul style="list-style-type: none"> <li>• Identification of salient points, ideas or important information from different documents to solve a request.</li> <li>• Identification of the use of a variety of registers in written forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of relations between ideas within a document.</li> <li>• Identification of news / brief items and factual materials.</li> </ul>

**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit3: **Biodiversity**

Target Content 1: **Ecosystems, Habits, Flora and Fauna**

Course: English for Conversation III

Hours per Topic: 10 hours

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
<p>The student can:</p> <p>Describe places, animals, events, flora, causes and effects.</p> <p>compare and contrast standards to determine appropriate dispositions.</p> <p>use variety communication exchanges to solve a problem.</p> <p>choose a variety of possible alternatives to suit a demand/ a complaint / an inquiry.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Drawing inferences.</li> <li>• Identifying the purpose of short messages.</li> <li>• Understanding ideas and information in the text through making inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Discussing alternative possibilities and their consequences.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Formulating propositions and doubts and answering questions.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding conceptual meaning.</li> <li>• Selecting written material that is appropriate to their competence to read</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for natural Resources.</li> <li>• Commitment to sustainability.</li> <li>• Importance of preserving Flora and Fauna.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of situations on familiar topics.</li> <li>• Elicitation / transmission of information about Political Ecology.</li> <li>• Listen to – read texts about conservation efforts to get the gist.</li> <li>• Development of criticism on Biodiversity.</li> <li>• Transmission of information about Biological Diversity.</li> <li>• Adoption of different styles of writing documents, informs, warning, signs, and others. about useful information to be on display in Conservation Areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the gist from spoken written languages.</li> <li>• Summary of spoken / written texts.</li> <li>• Analysis of ideas expressed, opinions or reasons about different topics.</li> <li>• Description of conservation areas in Costa Rica and the types of ecosystems found there.</li> <li>• Production of signs, warnings, names, classifications, short descriptions, and others. used in conservation areas.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p>about Biodiversity.</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing pieces of writing of various lengths on descriptions about safe alternatives, classification, instructions, naming, and others.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Importance, Description and types of ecosystems.</p> <p>-What plants do you find in a jungle?</p> <p>-Desert plants, soil plants, orchids, and others.</p> <p>-What kind of animals, plants, and others. live in this ecosystem?</p> <p>-What is an amphibian?</p> <p>-Flora and fauna:</p> <p>-Birds, mammals, reptiles, amphibians, insects.</p> <p>-Flowers, bushes trees, medicine plants, and others.</p> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Asking and giving information</li> <li>Describing something</li> <li>Giving reasons</li> <li>Describing weather conditions</li> <li>Transferring information</li> </ul>	<p><b>CULTURE</b></p> <p>Different types of habits and Ecosystems in Costa Rica Forests and in other countries.</p> <p>Information about Biodiversity used in Conservation Areas in English and in Spanish.</p>		

	• Summarizing			
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**MINISTRY OF PUBLIC EDUCATION  
DEPARTMENT OF TECHNICAL EDUCATION  
COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit3: **Biodiversity**

Target Content 2: **Conservation Areas: National Parks, Refugees, and others.**

Course: English for Conversation III

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>Be able to transfer information to different forms.</p> <p>Describe climate conditions, classifications, and others, of Conservation Areas.</p> <p>describe places, events, objects, textures, mixtures, causes and effects, and others.</p> <p>talk about similarities and differences of something: a procedure, a place, and others</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Noting key items or interpreting the gist in messages, descriptions and other aural texts.</li> <li>Identifying the purpose of short messages.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Discussing classifications, weather conditions, and others.</li> <li>Reporting information gathered from a video, documentary, and others.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding a variety of types of written material for personal interest and for information.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Developing contexts of what they have read, seen, heard.</li> <li>Writing reports.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation for natural Resources.</li> <li>Commitment to sustainability.</li> <li>Importance of preserving Flora and Fauna.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to texts about descriptions about the weather conditions, humidity, and others.</li> <li>Identification of details, salient points, about classifications, descriptions, and others.</li> <li><b>EVALUATION OF LEARNING OUTCOMES</b> of content related to Natural Resources.</li> <li>Interpretation of complex sentences and texts.</li> <li>Elicitation and transmission of information about Conservation Areas.</li> </ul>	<ul style="list-style-type: none"> <li>Getting the gist from spoken written languages.</li> <li>Analysis of ideas expressed, issues, situations about different problems.</li> <li>Use of the English language close to normal pronunciation and intonation.</li> <li>Demonstration of knowledge of safety rules when dealing with oral or written situations.</li> <li>Production of redrafts and adaptation of sequences, procedures, steps, and others.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>LANGUAGE EXAMPLES</b></p> <ul style="list-style-type: none"> <li>-Importance, Description and types of Conservation Areas.</li> <li>-How many National Parks are there in.?</li> <li>-Classification of reserves, National Parks, Forests, and others.</li> <li>-What's a Rain Forest?</li> <li>-What are some sources of Energy?</li> <li>-Wind, Sun, Water, Geo Energy.</li> <li>-What plants do you find in a jungle?</li> <li>-Desert plants, soil plants, orchids, and others.</li> <li>-What kind of animals, plants, and others. live in this ecosystem?</li> <li>-What is an amphibian?</li> <li>-Rain Forest, Cloud Forest, Tropical Forest.</li> <li>-Flora and fauna: Birds, mammals, reptiles, amphibians, insects.</li> <li>-Flowers, bushes trees, medicine plants.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Asking and giving information</li> <li>• Describing weather conditions</li> <li>• Transferring information</li> </ul>	<p><b>CULTURE</b></p> <p>Different types of habits and Ecosystems in Costa Rica Forests and in other countries.</p> <p>Information about Biodiversity used in Conservation Areas in Costa Rica and other countries.</p>		

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COMMERCE AND SERVICES SECTION**

Technical Field: Tourism

Level 12<sup>th</sup>

Unit 3: **Biodiversity**

Target Content 3: **General Costa Rican History.**

Course: English for Conversation III

Hours per Topic: 10 hours

<b>LINGUISTIC COMPETENCIES</b>	<b>OBJECTIVES AND LANGUAGE EXAMPLES</b>	<b>VALUES, ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION OF LEARNING OUTCOMES</b>
<p>The student can:</p> <p>describe events, causes and effects.</p> <p>produce clear pieces of speech to be understood by others.</p> <p>agree or disagree</p> <p>define situations, facts, and others.</p> <p>ask for opinions, preferences, and desires.</p> <p>engage listeners' attention verbally and non verbally.</p> <p>clarify and restate information as needed.</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Drawing conclusions from and identifying the relationship between ideas with the text.</li> <li>• Identifying facts, news and information from the radio or TV, magazines, books.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Reporting information gathered from a text or a discussion.</li> <li>• Expressing opinions.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding a range of factual material that includes some complex sentences and unfamiliar language.</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance with other people's ideas.</li> <li>• Loyalty to our country sovereignty.</li> <li>• Influence of our tradition on other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of interviews and reports about facts, events, laws, and others.</li> <li>• Completion of texts by making associations to fill in charts while listening to.</li> <li>• Description of situation on familiar topics.</li> <li>• Elicitation / transmission of information about familiar topics.</li> <li>• Identification of relations between ideas within texts related to facts, events, Holidays, and others, to draw conclusions.</li> <li>• Development of pieces of writing about facts and events of Costa Rica.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of interpretation of reports, descriptions, and others.</li> <li>• Analysis of ideas expressed, opinions or reasons about different facts and events.</li> <li>• Demonstration of Role-play of situation (conversation, presentations, speech, and others.)</li> <li>• Identification and comparison of our cultural features with those of other English speaking countries.</li> <li>• Production of short passages, paraphrasing, and others. about events and historical facts on Biodiversity.</li> </ul>

LINGUISTIC COMPETENCIES	OBJECTIVES AND LANGUAGE EXAMPLES	VALUES, ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing longer sequences in which spelling and grammar are generally accurate.</li> <li>Editing and redrafting their work.</li> </ul> <p><b>LANGUAGE EXAMPLES</b></p> <p>-Dates: On March 2<sup>nd</sup>.  -The National theater was built in 1897.  -Costa Rica had several tribes Mayas, Aztecs, and others.  -In 1502, Columbus landed at Cariari, now Puerto Limon.  -Juan Santamaría is our National Hero.  -In the late 1700s, coffee was introduced in our country.  -Costa Rican Holidays are: January 1<sup>st</sup>, New Years' Eve.  Ester, Wednesday noon through Easter Sunday.  September 15<sup>th</sup>  Independence  October 12<sup>th</sup>, Columbus' day.  -Costa Rican first election was in 1889.  -Manuel Antonio was declared a national park in...</p>	<p><b>CULTURE</b></p> <p>Comparison between our Historical facts, laws, decrees, Holidays and others. in Costa Rica and in other countries.</p> <p>Influence of other international organization on our political systems to protect our Natural Resources.</p>		



	<b>FUNCTIONS</b> <ul style="list-style-type: none"><li>• Asking and giving information</li><li>• Describing something</li><li>• Giving reasons</li><li>• Transferring information</li><li>• Summarizing</li></ul>			
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## GLOSSARY

This includes brief, simple definitions of terms which have been used in this syllabus and which may be unfamiliar

**ACTIVITY** Situation in which a lot of things are being done, usually in order to achieve a particular purpose.

**PRE-ACTIVITY** Those actions performed to introduce the topic to, prepare their cognitive knowledge the learners with the topic and motivate them for the fore coming activity.

**WHILE-ACTIVITY** The actions performed during the development of an activity in order to achieve the learning goal.

**POST-ACTIVITY** The actions related with the activity and performed after the "while activity" stage in order to let the students reinforce and apply the knowledge acquired.

**ACQUISITION** The process by which a person learns a language is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in child is a special process.

**ASSESSMENT** The measurement of the ability of a person or the quality or success of the teaching course, etc.

**ATTITUDES** Expressions of positive or negative feelings towards the learning of a new language.

## AUTHENTICITY

The degree to which language teaching materials have the qualities of natural speech or writing.

**AUTHENTIC MATERIALS** Texts which are taken from newspapers, magazines, etc, and tapes of natural speech taken from radio or television programs.

**AWARENESS** Acquaintance, appreciation, consciousness with knowledge.

**BELIEF** An acceptance of a thing, fact, statement, etc.

**BROWSER** It translates HTML documents and displays their content as web pages containing elements for text, graphics, video clips on ht e web.

**COMMUNICATION** Activity or process of giving information to other people or other living things, using signals such as speech, body movement or radio signals.

## COMMUNICATIVE COMPETENCE

The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. It includes knowledge of the grammar and vocabulary of the language.

Knowledge of rules of speaking. (knowing how to begin and end conversations, what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons. Knowing how to use and respond to different types of speech acts. Knowing how to use language appropriately.

<b>COMPETENCIES</b>	Observable behaviors that are necessary for the successful completion of real-world activities.	<b>ELECTRONIC MAIL</b>	A system where data is sent from one place to another via a telecommunication link.
<b>CURRICULUM</b>	The knowledge, skills, materials, learning activities, and terminal behavior required in the teaching of any subject. /see syllabus.	<b>ELICIT</b>	To get learners to actively produce speech or writing. To obtain information about how someone uses a particular language item.
<b>CONVEY</b>	Communicate (an idea, meaning, etc).	<b>EPISTEMOLOGY</b>	The theory of knowledge, esp. the critical study of its validity, methods, and scope.
<b>CULTURAL COMPONENT</b>	The part of the language which includes the total set of beliefs, attitudes, customs, behavior, social habits, etc, of the members of a particular society.	<b>ENVIRONMENT</b>	Conditions, circumstances, etc. affecting people's lives.
<b>CULTURE</b>	Ideas, customs, arts, etc, that are produced or shared by a particular society.	<b>EVALUATION</b>	The whole process of determining the effectiveness of teaching-which may be by means of formal tests and examinations, or by informal or subjective feedback from students and teachers./ see assessment.
<b>CROSS-CURRICULAR</b>	Curricular activities / topics that are correlated or interrelated to a topic.	<b>EXTENSIVE READING</b>	Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.
<b>CURRICULUM / SYLLABUS</b>	An educational program which states:  a-The educational purpose of the program (the ends). c- Some means for assessing whether or not the educational ends have been achieved.	<b>FEEDBACK</b>	Monitoring and adapting one's actions on the basis of the perceived effect on the environment. In language work, response to the reactions of listeners and readers.
<b>DIAGNOSTIC</b>	A test which enables the tester to diagnose the strengths and weaknesses of a candidate.	<b>ESP</b>	(English for Specific Purposes) The role of English in a language course or program of instruction in which the content and aims of the course are fixed by specific needs of a particular group of learners.
<b>DIAGRAMMATIC</b>	(adj.) The representation of an object and its parts by a drawing which shows its general scheme or outline.		
<b>DECODE</b>	Convert into intelligible language.		
<b>DEDUCTIVE</b>	Use to describe a method of reasoning where conclusions are deduced logically from other things that are already known.		

<b>FORMAL COMPONENT</b>	The part of the language which includes the patterns or "forms" of the language.	<b>IMPLEMENTATION</b>	The process of carrying out a plan, a system, a law, etc, you carry them out in order to change or control the situation.
<b>FORMATIVE EVALUATION</b>	A learning activity through which the students learn from their own mistakes.	<b>INDUCTIVE</b>	A way of reasoning in which you use individual ideas or facts to give you a general rule or conclusion.
<b>FLUENCY</b>	Language work in which the learner is acting naturally, In the same way as when using the mother tongue.	<b>INFERENCE</b>	The process of arriving at a hypothesis, idea or judgment on the basis of other knowledge, ideas or judgments.
<b>FUNCTION</b>	The communicative purpose of a piece of language.	<b>INFORMATION GAP</b>	A situation where information is known by only of those present. In communicative language teaching it is said that in order to promote real communication between students, there must be information gap between them or between them and the teacher. Without that gap the classroom activities and exercises will be mechanical and artificial.
<b>FUNCTIONAL COMPONENT</b>	The part of the language which refers to it as an instrument of social interaction rather than a system that is viewed in isolation. Language is often described as having three main functions: descriptive, expressive and social.	<b>INPUT</b>	Oral, written or visual stimuli from the formal or informal learning setting.
<b>GENERAL ENGLISH</b>	A program based on particular language teaching methods and teach skills (speaking, listening, reading, and writing).	<b>INSTRUMENT</b>	A person, system or organization that is a "tool or device" for achieving a particular aim used by people as a way of achieving that aim.
<b>GLOBAL DEVELOPMENT</b>	The insertion of individual and national working forces into the world development.	<b>INTEGRATION OF SKILLS</b>	The teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing.
<b>GROUP WORK</b>	Work in which the class is broken into small groups of from three to eight people. They may work simultaneously on the same task, or be given different tasks of varied types or levels.	<b>INTENSIVE READING</b>	Is generally done at a slower speed, and requires a higher degree of understanding than extensive reading.
<b>GUIDELINES</b>	Principles or criterion guiding or directing action.		

<b>INTERACTION LEARNER</b>	Communication between two people. A person who is learning a subject or skill.	<b>MONITORING</b>	Both language learners and native speakers typically try to correct any errors in what they have just said. This is referred to as "monitoring". The learner can monitor vocabulary, grammar, phonology, or discourse. (The learner uses "learned" knowledge to improve utterances generated by means of "acquired" knowledge.
<b>LEARNING</b>	The process by which a person acquires a language.	<b>MOTIVATION</b>	To stimulate the interest of a person in an activity in learning, to stimulate students to comprehend and learn.
<b>LEARNING STRATEGY</b>	A way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of language, for example by the use of generalization and inference.	<b>OBJECTIVES</b>	A goal of a course of instruction. There are two types: General, reasons or purposes of a course, and specific, more detailed descriptions of what the learners are expected to be able to do at the end of period of instruction.
<b>LEARNING STYLE</b>	The particular way in which a learner tries to learn something. In second or foreign language learning, different learners may prefer different solutions to learning problems. For example, some may feel writing down words or sentences that may help them to remember them. Others may find they remember things better if they associate them with pictures.	<b>ON LINE</b>	In computer systems, this refers to connections that are live and open, as being able to participate on the Internet System .
<b>LISTENING</b>	A receptive language skill used for obtaining information from different oral sources: the human voice, electronic devices, etc.	<b>OUT PUT</b>	Amount of language learned by the students.
<b>LISTENING MATERIALS</b>	(authentic) Used in the classroom, but not specifically designed for teaching, e.g. newspaper articles, magazines, books, etc.	<b>PAIR-WORK</b>	Work in which students operate simultaneously in pairs on a task, or on different tasks.
<b>MEDIATION</b>	The action of changing events, experiences or sets of circumstances.	<b>PASSWORD</b>	An access control mechanism used to authenticate a user by means of a secret code recognized only by treated parts.
<b>METHODOLOGY</b>	The study of the whole process of language teaching with the aim of improving its efficiency.	<b>PEER TEACHING</b>	Classroom teaching in which one student teaches another; particularly within an individualized approach to teaching. For example, when students

	have learned something, they may teach it to other students, or test other students on it.	<b>REGISTER</b>	The varied styles of language which are used for different purposes, varying according to such dimensions as setting, role of speakers, topic, mode (speaking or writing), and so on.
<b>PERFORMANCE</b>	A person's actual use of language. A difference is made between a person's knowledge of the language( competence) and how a person uses this knowledge in producing and understanding sentences (performance).	<b>RHETORICAL</b>	Concerned with effect or style rather than content or meaning.
<b>POLICITY</b>	A general set of ideas or plans that has been officially agreed on by people in authority and which is used as a basis for making decisions.	<b>READING</b>	A receptive language skill used for comprehending the meaning of ( something written or printed) by looking at and interpreting meaning of written and printed characters, signs, by visual means.
<b>PRINCIPLE</b>	A general rule that you try to obey in the way that you behave or in the way that you try to achieve something.	<b>ROLE-PLAY</b>	Drama-like classroom activities in which students take the roles of different participants in a situation an act out what might typically happen in that situation.
<b>PROBLEM-SOLVING</b>	A learning strategy which involves selecting from several alternatives in order to reach a desired goal.	<b>SIMULATION</b>	A learning experience that "simulates" a real language application situation.
<b>PROCEDURE</b>	Action or series of actions to be completed in order to carry out a process.	<b>SKILL</b>	Knowledge and ability that enables you to do something well.
<b>PROCESS</b>	A series of actions which are carried out in order to achieve a particular result.	<b>SPEAKING</b>	A productive language skill used for communicating or expressing (something) in as if in words. To know ho to talk in a language or dialect.
<b>PROSODIC FEATURES</b>	Sound characteristics which affect whole sequences of syllables.	<b>STUDENT/LEARNER</b>	In a communicative approach, a learner is the person on whom the learning process is centered. Sources, materials, methodology are chosen to suit his/her learning needs.
<b>PROFICIENCY TEST</b>	A test which measures how much of a language someone has learned. American TOFLE is a test that measures the English language proficiency of foreign students who wish to study in the U.S.A.	<b>SUBSKILLS</b>	A division of the skills, such as discriminating sounds in connected speech, understanding relations within a

	sentence or identifying the purpose and scope of the lecture.
<b>SUMMATIVE EVALUATION</b>	An action carried out to measure students' knowledge. It normally takes place at the end of a learning process.
<b>SUSTAINABLE DEVELOPMENT</b>	A growth scheme which promotes the rational use of resources in order to make the growing permanent.
<b>SYLLABUS-CURRICULUM</b>	A description of the contents of a course of instruction and the order in which they are to be taught.
<b>TARGET CONTENT</b>	Chapters or divisions of areas or objectives of a syllabus.
<b>TASKS</b>	An activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks.
<b>TRANSCODE</b>	Convert from one form of coded representation to another.
<b>TEACHER</b>	A guide, facilitator of learning, on whom the responsibility of quality of education lays.
<b>TEXT VALUES</b>	A piece of spoken or written language. The moral principals or accepted standards of a person or a group.
<b>WEB PAGE</b>	Documents that are predominantly visual presentations of graphics and icons loosely arranged on "pages".
<b>WRITING</b>	A productive language skill where words, symbols and letters are recorded in paper, electronic devices, etc.

## **WWW**

A part of the Internet made up of computers that store texts, graphics and sometimes audio and video files.

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- The Tico Times. The Central American English Newspapers - Editorial semanal.
- Magazines, newspapers and books on specific topics published in English and others.

## WEB RELATED RESOURCES FOR THE TEACHER

<http://www.ntlf.com/>

Site includes an overview of the National Teaching and Learning Forum, links to information on the web, current publications on the web, and a library of published material, both print and web published.

<http://www.nea.org/>

This site has a searchable database for educational material, which is broken down by grade and subject. It also has information regarding on how to effectively run a classroom. This huge site has numerous web-based articles pertaining to education and technology.

<http://www.wam.umd.edu/~mlhall/>

“ The World Wide Web sites collected on this page reflect the considerable variety of uses for computing and related forms of electronic technology in teaching.” This site serves to help implement net based resources into the classroom, with links to online courses and online teaching demonstrations.

<http://www.nara.gov/>

The National Archives and Records Administration has information that helps teachers of students are all levels in using archival documents in the classroom. The Digital Classroom provides materials from NARA, methods for teaching with primary sources, and sample lesson plans.

<http://www.splusnet.com/~evilcow/tutorial>

This site offers simple instructional how to produce a web site for educational purposes. The site has templates, clip-art graphics and a tutorial to allow anyone to produce quick and instructional web-site.

<http://eric.sunsite.syr.edu/>

This huge site offers the educator access to a variety of services and products on a broad range of education-related issues.

<http://www.nwre.org/sky/>

This site contains more than 6,000 links to educational materials for students, teachers, counselors and librarians.

The **A-Z of useful resources for the TEFL/TESL sector** is on the **TEFL Europe** web site at

<http://www.tefleurope.com/links.html>; also the Academy of

Windsor Institute in Barcelona's homepage:

<http://www.windsorinstitute.com/links.html>; and

<http://www.windsorschools.co.uk/links.html>,

<http://www.eviews.net/references.shtml>,

<http://www.windsorenglish.com/links.html>, and finally

<http://www.windsorlanguages.com/links.html>. There is a reciprocal link back to this site under *ESL\_Home* on all these pages, courtesy of Craig McLaughlan, webmaster. (viewed January 2003)

## Internet TESL Journal

The Internet TESL Journal's extensive and regularly maintained site organizes and links many aspects of ESL such as:  
•Professional Life: Associations, Conferences, Journals, Newsgroups, Teacher Training, Web-Based Discussions & Bulletin Boards •Teaching English: Bilingual Education, CALL, English for Science & Technology, Literacy •Articles, Lessons, Linguistics, Phonetics & Pronunciation, Reference Materials •Raw Materials for Lessons: Culture, Reading Materials, Poetry & Song Lyrics, Travel, Vocabulary •Teachers' Homepages •Projects by ESL Students •Schools (ESL/EFL) •Education in General: Journals, Links to Teaching Resources, Using the Internet •Jobs - Where to Find Them

Under For Students As Well As Teachers, there are: •Games - Quizzes - Puzzles •Grammar & English Usage •Listening •Penpals & Communicating With Others •Reading •Tests: TOEFL •Vocabulary - Idioms - Words •Writing •Commercially Available ESL Materials & Services:

*These pages were all active in March, 2001*

- The Internet TESL Journal's Activities for ESL Students: <http://www.aitech.ac.jp/~iteslj/s/>
- Selected ESL/EFL Links for Students, at <http://www.aitech.ac.jp/~iteslj/ESL.html>
- Self-study Quizzes for ESL Students: <http://www.aitech.ac.jp/~iteslj/quizzes/>
- Crossword Puzzles for ESL Students: <http://www.aitech.ac.jp/~iteslj/cw/>
- Interactive Javascript Quizzes for ESL Students: <http://www.aitech.ac.jp/~iteslj/quizzes/js/>
- Daily Page for ESL Students: <http://www.aitech.ac.jp/~iteslj/daily/> (has such things as "Proverb of the Day", "Quiz of the Day")

- Easy Vocabulary Quizzes with Pictures at <http://www.aitech.ac.jp/~itesls/vq/> (Interactive JavaScript quizzes. Good for beginners.)
- Commonly used Proverbs at <http://www.aitech.ac.jp/~itesls/proverbs/> (Well-known short sayings presented in a quiz-like fashion.)
- Commonly-used American Slang at <http://www.aitech.ac.jp/~itesls/slang/> (Slang is informal, often entertaining, language.)
- Fun with Randomly-Generated Sentences: <http://www.aitech.ac.jp/~itesls/rs/> (These JavaScript pages will make sentences for you which you can study.)
- Everyday Vocabulary Anagrams at <http://www.aitech.ac.jp/~itesls/anagrams/> {These are words made by using letters of another word in a different order.)

The Internet TESL Journal, ESL links page at <http://www.aitech.ac.jp/~iteslj/ESL3.html> displays the following search engine and at last count 3,000 links. You can search it from here:

**TESL/TEFL/TESOL/ESL/EFL/ESOL Links**

