UNIVERSIDAD CENTROAMERICANA
SCHOOLS OF HUMANITIES AND COMMUNICATION

Communicative English Curriculum Oriented to Tour Related Areas for Adolescents at Laguna de Apoyo Community

Innovative Curriculum Proposal for Partial Fulfillment Grade to Obtain the Bachelor of Arts Degree in Teaching English as a Foreign Language

Authors: José Gabriel Polanco Alfaro
Oscar Antonio Sotelo Gutiérrez

Tutor: Francisco Vargas M. Ed.

Managua, Nicaragua
December, 2015
Acknowledgments

I give thanks to you, O Lord my God, with my whole heart, and I will glorify your name forever. Psalm 86:12

With this feeling of gratitude, we would like to express our deepest thanks first and foremost to the Almighty God for all the countless blessings and gifts He has given to us during our life and for allowing us to finish this project. We are also grateful for giving us the strength and courage to make this dream come true and for being with us every moment of our life.

We owe an enormous debt of gratitude to our parents, without their support this dissertation could not have been completed.

We would like to extend my special appreciation and thanks to our tutor, Professor Francisco Vargas for his contribution of time, help, valuable guidance, and for his helpful input and support as we navigated through the elaboration of this project.

We continue to be deeply grateful to all the English teachers who have taught us during the major, their influence and advice are still present in our philosophy of education.

We are also indebted to those who have contributed to gathering the information for the research project; they have been superb and supportive for the development of this curriculum proposal.

Last but certainly not least, we acknowledge to all those who have directly and indirectly contributed with their help to the completion of this dissertation project.

José Gabriel Polanco Alfaro

And

Oscar Antonio Sotelo Gutiérrez
DEDICATION

I specially dedicate this dissertation work to my beloved parents, Martha and Erasmo Polanco whose ongoing support, sacrifice and encouragement have pushed me to accomplish one of the main goals in my life which was the completion of my college studies. They both have been a constant source of inspiration and motivation. To my loving sister Jimena Polanco who has been with me in good and bad times cheering me up to always going ahead in life. I also dedicate this work to all my family and friends whose good examples have taught me to value the effort of working hard for achieving high ideals.

José Gabriel Polanco Alfaro

To my parents, their love and support, sustained me through my college life.

Oscar Sotelo
**Index**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>II. Justification</td>
<td>3</td>
</tr>
<tr>
<td>III. Objectives of the Project</td>
<td>4</td>
</tr>
<tr>
<td>A. General Objective</td>
<td>4</td>
</tr>
<tr>
<td>B. Specific Objectives</td>
<td>4</td>
</tr>
<tr>
<td>IV. Theoretical Framework</td>
<td>5</td>
</tr>
<tr>
<td>A. Curriculum Design Theory</td>
<td>5</td>
</tr>
<tr>
<td>B. Language Acquisition Theories</td>
<td>7</td>
</tr>
<tr>
<td>C. Communicative Competence</td>
<td>10</td>
</tr>
<tr>
<td>D. Teaching Methodology</td>
<td>13</td>
</tr>
<tr>
<td>E. Assessment</td>
<td>18</td>
</tr>
<tr>
<td>V. Research Methodology</td>
<td>20</td>
</tr>
<tr>
<td>A. Type of Research</td>
<td>20</td>
</tr>
<tr>
<td>B. Participants</td>
<td>20</td>
</tr>
<tr>
<td>C. Instruments</td>
<td>21</td>
</tr>
<tr>
<td>D. Constrains</td>
<td>22</td>
</tr>
<tr>
<td>VI. Data Analysis</td>
<td>23</td>
</tr>
<tr>
<td>Results</td>
<td>23</td>
</tr>
<tr>
<td>Discussion</td>
<td>23</td>
</tr>
<tr>
<td>VII. The Proposal</td>
<td>40</td>
</tr>
<tr>
<td>A. Goal and Objectives</td>
<td>40</td>
</tr>
<tr>
<td>B. Organization of the Program</td>
<td>41</td>
</tr>
<tr>
<td>C. Teaching Methods</td>
<td>42</td>
</tr>
<tr>
<td>D. Assessment</td>
<td>51</td>
</tr>
<tr>
<td>E. Programs</td>
<td>54</td>
</tr>
<tr>
<td>1. Program 1</td>
<td>54</td>
</tr>
<tr>
<td>General Information of the course</td>
<td>54</td>
</tr>
<tr>
<td>Course Description</td>
<td>54</td>
</tr>
<tr>
<td>Course Competences</td>
<td>55</td>
</tr>
</tbody>
</table>
Table of Content ................................................................. 55
Reference ................................................................................. 55

2. Program 2 ........................................................................... 59
   General Information of the course ........................................ 59
   Course Description ............................................................... 59
   Course Competences .......................................................... 60
   Table of Content .................................................................. 60
   Reference .............................................................................. 63

3. Program 3 ........................................................................... 64
   General Information of the course ........................................ 64
   Course Description ............................................................... 64
   Course Competences .......................................................... 65
   Table of Content .................................................................. 65
   Reference .............................................................................. 69

4. Program 4 ........................................................................... 70
   General Information of the course ........................................ 70
   Course Description ............................................................... 70
   Course Competences .......................................................... 71
   Table of Content .................................................................. 71
   Reference .............................................................................. 75

VIII. Conclusion ................................................................. 76
IX. Recommendation ............................................................ 77
X. Reference ............................................................................. 78
XI. Appendix Section ............................................................ 79

Appendix 1: Survey to Adolescents
Appendix 2: Interview to Teacher
Appendix 3: Survey to Tourists
Appendix 4: Matrix of Objectives
Appendix 5: Table of Content
Communicative English Curriculum Oriented to Tour Related Areas for Adolescents at Laguna de Apoyo Community

Since English became a global language, learning it has been essential for many people’s lives. Nowadays, English language has become the lingua franca among many countries and the populations that speak this language are counted in millions.

In Nicaragua, English is currently taught in all the public secondary schools of the country, however, according to Franklin Téllez, President of the Association of Nicaraguan English Teachers, cited by Jarquín (2015), secondary students spend five years studying the language; once they finish the secondary school, they rarely achieve the suitable competence to perform this language. That is to say, if they want to really learn this language, they have to take English courses or go to the university to study it as a major.

English is an important tool in the different elements of society such as businesses, education, tourism, etc. Tourism, which is the second industry of this country, is directly connected to the relevance that this language brings to the economic incomes, an example of which is that this sector has recently increased considerably an 4.7% in 2014, in comparison to the 2013, expressed Leonardo Torrez Presidente de la Cámara Nicaragüense de Pequeña y Mediana Empresa (CANTUR) cited by Bejarano (2015). Due to Nicaragua has many tourist destinations, it is necessary to have more bilingual people to give good service to foreigners; nevertheless, this is not the situation that the tourism industry has at Laguna de Apoyo community.

The Laguna de Apoyo Community is located between the departments of Granada and Masaya. This community has great natural resources because of its crater lagoon and its wonderful green slopes, besides it counts with a great number of tourist spots; however, one of the main constrains of this tourist place is the lack of national English speakers.
Therefore, as a final creative product to obtain an undergraduate degree in Teaching English as a Foreign Language (TEFL); it was designed a communicative curriculum proposal for an English course oriented to tourism for adolescents at Laguna de Apoyo community. This is an innovating proposal since we could not find any other similar project carried out in this community. This curriculum will be limited to only adolescents of this area, ranging ages from thirteen to nineteen.

This document contains the Theoretical Framework where it is explained the curriculum design theories, some language acquisition theories and the teaching methodologies for the curriculum. Likewise, it is presented the information gathered from the instruments applied at Laguna de Apoyo Community and the analysis obtained from the answers of the different participants. Finally, in the last section of this document, it is presented a communicative curriculum proposal oriented to tour related areas for adolescents of this community, which includes the organization and elaboration of the different programs as well as the suggested teaching methodology and assessment.
II. Justification

In these days, English has become an important and necessary tool for the professional and economic development of a person, family, community and the entire country. Because of the globalization, we live now in a common home where many people require English as an asset for having a high-paying job, a better social standard, and more opportunities to travel around the world. In Nicaragua, we have witnessed the importance of English in the different elements of society such as businesses, education, tourism, etc. It is important to mention that tourism in this country represents an important source of employments and nowadays the necessity of having more bilingual people in this sector is increasing.

In this sense, Laguna de Apoyo Community represents an enormous potential resource for the national tourism. However, this community lacks local bilingual people to supply the high demand of foreigners who visit this tourist center.

Therefore, it was designed a communicative curriculum proposal for an English course oriented to tourism for adolescent at Laguna de Apoyo community. The reasons for creating a curriculum with these features are the followings: first, tourism represents the second industry of the country in terms of economic incomes (Valenty, 2015). Second, we would like to promote a rural and ecologic tourism. According to Giselle Canales (2012) tourism in Nicaragua has recently inclined to the promotion of an ecological tourism because foreigners are in pursuit of rural cultures, get in contact with the nature and practice adventurous activities like hiking, canopy, etc. Finally, adolescents of this community will have more opportunities for going ahead in life because once they have a good command of English in the field of tourism, they can have the chance of getting an employment in the following tourist areas: receptionist, tour guide, waiter-waitress, bartender; in one of the great number of tourist spots located in this place, and with this job they can afford their major in the future and help their family to come up economically. Likewise, this curriculum is addressed to adolescents since not all of them can afford paying a higher education, and English would be a helpful tool for them.
III. Objectives for the Research

General Objective

• Implement different theoretical principles of research and curriculum design to create a basic communicative ESP course in tourism for adolescents at Laguna de Apoyo community in Granada

Specific Objectives

• To find out the needs, lacks and interest adolescents and foreign visitors have to communicate in English.

• To analyze a variety of teaching and learning theories in order to select the most effective ones to ease students’ English learning process.

• To suggest the most appropriate content for students to learn English during this communicative ESP course.
IV. Theoretical Framework

This section presents the necessary steps to take into account for the elaboration of a curriculum design, some theories that concern about language acquisition, as well as some teaching methodologies related to the English for Specific Purpose course carried out at Laguna de Apoyo community.

A. Curriculum Design Theories

According to Macalister (2010) defines Curriculum as guidance in designing courses that consist of an outer circle which includes Principles of Teaching, the Environment, and learners’ Needs which will have a major effect in guiding the current process of course production; an inner circle that includes the Goals of the Curriculum, Contents and Sequences, Format and Presentation, and Monitoring and Assessment that represents an essential part in the process of designing a curriculum.

The first part of a curriculum is the Environment; this section is essential for knowing the different situational factors that will strongly affect the course such as learners’ age, their background of English, their purpose for studying English and the ways they prefer to learn the language. Regarding the Needs of Learners, this section is mainly focused on discovering what the necessity of language learner usage is. For example, using the language to communicate with foreigners that visit the community where they live in it is part of adolescents’ necessity at Laguna de Apoyo. The section of Principles of Language Teaching has the purpose of finding out how learning can be facilitated which in the case of our curriculum several methodological principles will be analyzed in order to select the most appropriate to teach the target student. Content and Sequencing; the purpose of this section is to make a selection of the items to teach and the order in which they will be taught. For instance, the content of our curriculum should reflect not only the language functions to be learnt, but also the area of tourism due to our students will be using the language in this area. Format and Presentation; this section involves presenting the units of the course, teaching techniques and activities that
will be used to facilitate learning; all of them, guided by the principles of teaching and learning.

**Monitoring and Assessing:** this section involves observing, testing the results of learning and providing feedback to learners about their learning progress so that learners get the most benefit from the course. Finally, the **Goal of a Curriculum,** this section, basically, represents the main purpose for creating a curriculum. This is important to take into account since it reflects what the learners will get from course and why the course is being taught, it also helps to shape the sequence and content to teach during the course.

Due to this curriculum is inclined to one specific purpose which is tourism; it can be recognized as an ESP course. According to Harmer (2007) ESP refers to English for Specific Purpose (also called English for Special Purposes) in which students learn a language to function properly in areas of tourism, banking, engineering, nursing, legal language, etc.

Likewise, Carter & Nunan (2001) propose the following variable characteristics of an ESP course:

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of general English.
- ESP is likely to be designed for adult learners, either at a level institution or in a professional work situation. It could, however, be used for learners at secondary school level.
- Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Similarly, Richards (2006) stated that an ESP course might include differences in vocabulary, grammar, functions, skills, etc.
B. Language Acquisition Theories

Along the years, a lot of paradigms in the field of education have been developed as a way of promoting better results in the teaching and learning process, example of which are behaviorism, cognitivism and constructivism. However, it will be given a greater emphasis on the last one; owing to this paradigm embraces almost all the trendiest ideas, concepts and hypothesis about how people learn, principally a language, taking into account as key elements the communication and interaction with the environment. According to Long’s Interaction Hypothesis theory cited by Ghaemi and Salehi (2014), the interactional collaboration among peers can lead to language learners to achieve better levels of comprehension of the new input in their effort to communicate through interaction. From this perspective, we can see language not as the matter to be studied independently from the factors that emerge from our social environment such as communication, interaction, and culture. The reason for taking some theories from this noteworthy paradigm as main patterns to address this communicative curriculum design project falls merely in the necessity of proposing a curriculum in which the foundations can be originated on communicative basis oriented to the tourism industry, all of this for fulfilling the wants and needs that adolescents have at Laguna de Apoyo community.

1. Interaction Hypothesis

The Interaction Hypothesis is one of the major works and contributions to language acquisition theories done by Michael Long in his publication “The role of the linguistic environment in language acquisition”. In this theory, Long cited by Ghaemi and Salehi (2014) proposed that social interaction plays a key role while learning a language. Ellis cited by Maleki (2012) pointed out that modified input created within interaction can be facilitating in explaining linguistic forms that learners found difficult to understand; by modified input, it is thought to mean the input that is created through interaction by the interlocutors, in order to facilitate their comprehension.
This means that when learners do not understand a word or a phrase in the target language, they will be helped out either by the teacher or the instructor in different forms for modifying the information. In the case of this English course, if the students have difficulties to understand words in the target language, they will have help through the different components of the language, for example; in the area of phonetics, the teacher can use more pauses and no contractions; in the area of morphology, the teacher can use short and no complicated sentences and in semantics, less use of idiomatic expressions. Thus, from this example, it can be seen the importance of the transformation of the input because it will make learners comprehend the information given by the interlocutor and the interaction will not end in failure. In the case of this communicative curriculum proposal, it is important to take into account these aspects in order to ease the difficulties learners may have when not understanding meanings.

For this, Mackey cited by Maleki (2012) stated that throughout the process of interacting, language learners have the possibility to create the input they need in order to better understand new information. Ellis cited by Bahrani (2013) further explains the idea of negotiation of meaning by bringing to our knowledge that learners are intuitively able to modify new information during a conversation in order to facilitate their interlocutor’s comprehension. Therefore, if we negotiate the meanings, learners from this communicative English course will have some conditions that can facilitate the foreign language learning, examples of which are comprehension, production and obtaining feedback from the modified input.

Certainly, theories related to social interaction have many advantages for addressing English students to a successful learning process; by implementing principles of this theory in this communicative English course, students will discuss, compare, contrast, reflect and develop a sense of analysis and mutual help at moments of putting into practice some understanding strategies such as clarification and comprehension request. This is important for students to be able to do in this English course, that they, through these second language acquisition ideas, can built solid formation of knowledge and practice using as a principal
element the interaction among them for having constant progress in the target language.

2. Socio-Cultural Theory

Another research which has had a great impact on social interaction issues in the learning process is the one proposed by Lev Vygotsky. Vygotsky cited by Scott (2013) affirmed that language is the internal vehicles of human thoughts. He saw languages as the unique capacity to convey messages and he pointed out that language is related to culture and society.

Vygotsky cited by Scott (2013) also said that “culture and society play a crucial role in language learners”. From our point of view, socialization must be integrated within a language program like the one it is being proposed because if not, the students will only grasp linguistic competence (knowledge of the language system), but they will not be able to communicate efficiently. Thus, by taking into account Vygotsky’s theories, learners will be satisfied with their needs and lacks because they will have more interaction in the target language rather than being exposed to long hours of non-communicative classes which will not allow them to achieve the main goal of this curriculum.

As Vygotsky said, the culture has to be taken into consideration when learning a language. Likewise, Samovar, Porter, & Jain cited by Purba (2011) observe:

“Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. Culture is the foundation of communication”.

From this quote, we can see how essential is to incorporate cultural aspects when learning a foreign language. It helps the learners to compare and contrast his culture to the one that is being exposed, to see the different aspects and behaviors that people from the two both countries take in certain situations.
Culture helps learners to know what to ask, when to ask, who to ask and how to ask something to a foreign person in the target language.

3. Affective Filter Hypothesis
According to the Affective Filter Hypothesis, there are a number of factors that are involved when learning a language which can have positive or negative effects on the students’ learning process. In this theory, Krashen (1985) states that factors such as motivation, self-confidence, anxiety and attitude are key elements to determine students’ language performance. This means that, if a student from an English course has a high motivation either intrinsic, the motivation that is generated by what happens inside the classroom or extrinsic, the motivation that students bring into the classroom for outside (Harmer, 2007) will generally obtain better results when learning a foreign language. In contrast, if the self-confidence is really low, the learner will lose opportunities to practice the target language due to he or she will be afraid of making mistakes.

In the case of this communicative curriculum proposal, it will be adopted and adapted techniques to make these personal factors not affect negatively on the students’ learning process, for example, it will be cultivated student’s interests towards the foreign language, create an atmosphere in which all students can participate freely, encourage them to have a positive attitude to learn the target language and not use inappropriate teaching methodologies.

C. Communicative Competence
In this curriculum, it is intended that students develop the suitable communicative competence of the English language to communicate orally with foreign visitors. This section holds a brief discussion of what communicative competence is, taking into account two main models of communicative competence; one by Canale and Swain and the model propose by the Common European Framework, all this, to determine the competences adolescents will develop during the curriculum.

According to Canale & Swain cited by Brown (1999) there are four different components that make up the construct of communicative competence
(grammatical competence, sociolinguistic competence, discourse competence and strategic competence).

Brown (1999) expressed that *grammatical competence* includes knowledge of lexical items and rules of morphology, syntax, sentence, grammar semantics and phonology. *Discourse competence* refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text (e.g. cohesion and coherence). *Strategic competence* is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication (e.g. paraphrasing, repetition, hesitation, guessing etc.). According to Brown (1999), the *Sociolinguistic competence* means knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.

Likewise, the CEF (2001) distinguishes three main components that make up the communicative competence (linguistic competence, sociolinguistic competence and pragmatic competence) which are the ones learners will develop during the program; for the realization of any communicative intention learners need to be able to manage the competences detailed below.

1. **Linguistic Competences:**

According to the CEF, the Linguistic competence is the ability to correctly use language sounds, grammar and vocabulary. This competence has three main components:

1.1. **Grammatical competence:**

In the CEF, Grammatical competence is the ability to recognize and produce the distinctive grammatical structures (verbs formation, grammatical tenses, etc.) of a language and to use them effectively in communication.

1.2. **Phonological competence:**

According to the CEF, this competence involves the ability to recognize and produce the distinctive sounds of the language, which include; sounds units, word and sentence stress, rhythm, intonation, the assimilation of sounds, the phonetic composition of words.
1.3. **Lexical competence:**
According to the CEF, Lexical competence is the knowledge of, and ability to use, the vocabulary of a language.

2. **Sociolinguistic Competence**
The CEF expresses that the Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

3. **Pragmatic Competences:** This competence is subdivided into two main components which are:
   3.1. **Discourse competence**
   According to the CEF, Discourse competence is the ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language.

   3.2. **Functional Competence**
   According to the CEF, Functional competence refers to the ability to accomplish communication purposes in a language. There are a number of different kinds of purposes for which people commonly use language, for example; describing, giving, talking, inviting, refusing, greeting, apologizing, etc.

   Moreover; Rost cited by Richards (2002) points out that listening is vital in the language classroom because it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking. Therefore, it is important that learners at Laguna de Apoyo community develop the listening competence so that they can recognize main ideas, details, speakers’ intention, attitude etc., when communicating with foreigners. In the same way, during the program adolescents will be able to develop this communicative competence and the components that make up this competence at a basic level in order to have an effective communication when interacting with foreign visitors.
D. Teaching Methodology

This section describes the possible methodology to be used in order to achieve the main goal of the curriculum that is being developed. This section holds the most suitable methods for teaching a foreign language which includes the most important principles of each method; all these along with the relevance that each principle has in the elaboration for this curriculum.

With an emphasis on the constructivism principles, the teaching methodology for this curriculum is one in which students can be actively involved, interact, and participate in the English learning process. Since the curriculum that is being developed is a Communicative ESP course oriented to tourism in work fields of: receptionist, waiter-waitress, tour guide, bartender; for adolescents at Laguna de Apoyo community, a special emphasis will be given on the Communicative Language Teaching approach which is one of the trendiest approach in present days. Similarly, according to Ur cited by Lesiak (2015) adolescents have a reputation for being the most difficult learners, they seem to have lack of motivation, are less predisposed to teacher’s encouragement and not easy to manage. Yet, Ur cited by Harmer (2001) also expressed that “teenage students are in fact overall the best language learners”. Likewise, Harmer (2007) stated that “adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to things which interest them”. This requires the integration of different and useful teaching methods to facilitate young people’s English learning process at Laguna de Apoyo community. Additionally, nowadays the idea that no single teaching method is better than other and that each one has weakness and strengths (Hussein, 2009) and by taking into consideration the goal of the course, learner’s context and their age; a focus on the benefits and strengths that each methods offer will be given.

For this, an eclectic method is being proposed for the teaching methodology of the curriculum. An eclectic method is a combination of different methods of teaching and learning approaches (Kumar cited by Sadiqah, 2015). According to Larsen-Freeman (2000) and Mellow (2000) eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics
and may be motivated by different underlying assumptions. They continue to say that the use of eclecticism does not mean to mix up different approaches randomly, in contrast, there must have some philosophical backgrounds and some systematic relation among different activities.

The reason for suggesting an eclectic approach is because not all principle of language teaching applies to all students in all contexts for different purposes (Brown, 1999)

1. Communicative Language Teaching

According to Richards (2006) Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning, and the roles of teachers in the classroom. The reason for choosing this method is because it clearly portraits the main goal of a communicative curriculum which is especially designed to reflect the learners’ needs and engage them in in-class communicative interaction (Anton, 1999). The main goal of CLT is to enable students to communicate in the target language by developing their communicative competence which includes the linguistic forms and functions of a language (Richards, 2006). Being communicatively competent according to Richards (2006) means knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech), knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies).

Another goal of CLT is to develop fluency in language use along with accuracy (Richards, 2006). Richards (2006) expresses that fluency is the “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication”. According to Harmer (2001) accuracy is the degree of correctness which a student achieves when using grammar, vocabulary and pronunciation, which is essential for adolescents at Laguna de Apoyo community due to they need to be fluent and accurate when they get involved in conversations with foreigners.
1.1 Teachers’ Roles

Regarding teachers’ role in the classroom one principle in CLT states that teacher has the role of a facilitator which means that he will be leading discussions, asking open-ended questions, guiding process and task, and enabling active participation of learners (Richards, 2006). The reason for adopting this principle is because adolescent students at this age experiment many physical and emotional changes in their lives and sometimes they are not focused on the classes (Lesiak, 2015). So, they need some encouragement from the teacher to perform the tasks they required to do in class.

1.2 Teaching Grammar

One principle of the CLT states that learners are left to discover grammar rules from their experience when using the language (Richards, 2006). Thus, the reason why we would like to adopt this principle is because when learners are exposed to learn grammar deductively; this may be “off-putting for some students, especially younger ones, explanation is seldom as memorable as other forms of presentation, such as demonstration” (Chalipa, 2013) and there is no real use of the language for communication which makes not possible to reach the goal of this curriculum.

1.3 The Role of L1

Another important aspect of CLT is that it allows the use of students’ mother tongue in the classroom (Richards, 2006). Harmer (2007) stated that L1 should be used to explain abstracts concepts or when necessary. The reason for adopting this view is that adolescents at Laguna de Apoyo community may have a basic background of English which can lead to discouragement if they feel they do not understand the language.

1.4 The Role of Culture

Culture in CLT is seemed as the everyday lifestyle of people who use the language; culture plays an instrumental role in shaping speakers’ communicative competence, which is related to the appropriate use of language (e.g., how native speakers make an apology and what kind of form the apology takes) (Richards, 2002). Therefore, it is relevant to take into account this principle due to adolescents
at Laguna de Apoyo community will be dealing with people from different countries all over the world.

1.5 Speaking Errors Treatment
For correcting errors, the CLT proposes that tolerance of errors during fluency-based activities is essential (Richards, 2006). Similarly, Harmer (2007) expressed that correcting errors when students are actively involved in oral activities can destroy the conversational flow. Thus, it is important that in language teaching, teachers need to be aware not always is appropriate to correct students. Besides, the main focus on this communicative curriculum is to make students speak fluently with visitors, so for this, we would like to adopt this idea because when teachers correct students in fluency-based activities students may feel intimidated or they will stop participating in class.

1.6 Classroom Activities
Additionally, one principle of CLT highlights the use of communicative classroom activities to develop the communicative competence and engage students in the language learning process. According to Harmer (2007) communicative activities are those where students use language to communicate real meaning, rather than just practicing language, they have to be interactive and promote real use of the language. Also, Richards (2006) states that classrooms activities should be centered on communication, this is essential for this curriculum because at this period a lot of crucial changes occur in young people’s life and English lessons may not be a priority for teenagers; students are hard to please, and teachers have to always look for original activities that will both capture and hold students’ attention (Lesiak, 2015). Due to this, some of the activities we would like to adopt in this curriculum design project are activities in which students can negotiate meaning, use communication strategies, correct misunderstandings, reflect natural use of language, focus on achieving communication, and activities that require meaningful use of language (Richards, 2006)
2. Community Language Learning

The basic principle of this methodology CLL is to build a relationship with and among students (Richards, 2002) which includes creating a supportive community to lower students anxiety and help them overcome threatening affective factors, such as making errors or competing with peers (Nagaraj, 2009). The importance of taking into account this principle is because at times learners feel afraid of the new learning situation, and at this age adolescents start to socialize with their peers. Sometimes they feel that if they make a mistake in class, others students will laugh at them, and this will stop them from participating in class; to avoid this situation, it would be essential to use this principle of CLL which is going to be useful for making students to work together as a community.

Similarly, according to (Brown, 1999) Community Language Learning was designed to ease the anxiety of foreign language learners in educational contexts and promote group dynamics. In CLL, the aim is to involve the learner's whole personality. The teacher understands the fears of the learner and vulnerabilities as they struggle to master another language.

Also, according to Richards (2002) the Community Language Learning method involves some other features such as creating a relationship of mutual trust and support, grammar and vocabulary are taught inductively, students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding, interpersonal relationships are established between the teacher and learners, all these is considered to be essential to facilitate the learning process of adolescents at Laguna de Apoyo community.

3. Content-Based Instruction

One important principle of CBI is that it better reflects learners' needs for learning a second language (Richards, 2006). Due to this curriculum is being designed for a specific group of people who want to use the language for a specific purpose, the correct selection of content will help them not only to boost their language learning, but also to boost their knowledge about the area they want to use the language for.
It is relevant to adopt this principle of CBI due to this curriculum is for an English course oriented to tourism. Therefore, providing content that is related to the area of tourism will make students feel motivated in all the subject matters they will study during this course, what is more, people learn a language more successfully when they use the language as a means of acquiring information (Richards, 2006).

4. Assessment
In this curriculum, it is important to take into account theories that concern about assessment for students. Assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood (Great School Partnership [GSP], 2014). However, evaluation, according to Smith (2006), is the systematic exploration and judgment of working processes, experiences and outcomes; it pays special attention to aims, values, perceptions, needs and resources. It means that, evaluation has to do with graded criteria of the different works or projects teachers assign to students; this is the result of the final product in the learning process.

One principle of Communicative Language Teaching is that assessment should be focused on both fluency and accuracy in students’ performance (Richards, 2006). Traditional tests were based on testing students’ knowledge about the grammatical structures, examples of which were the well-known multiple choice tests. Yet, currently, alternative assessments are more sensitive to students’ motivation and attitudes.

There are two forms of assessment: summative and formative. **Formative assessment** provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring, in contrast, **summative assessment** takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process (Northern Illinois University [NIU], 2004). It is really important that these two types of evaluation can be incorporated in this communicative curriculum since one is intended to evaluate students’ production of the target language using grades or
scores and the other one is intended to provide feedback to better perform or improve the language during a course.

On the other hand, it is necessary to create rubrics when evaluating students. A rubric is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria (Great School Partnership [GSP], 2013).

In this communicative curriculum, the rubrics will have the function of guiding students through the different evaluation processes providing them the parameters that will be taken into account when they have to perform different tasks in the language. Rubrics will provide students confidence, validity, flexibility and impartiality. As well, it will be used indicators that will serve as descriptions of what students will be able to do and the achievements that they can reach in specific tasks.
V. Research Methodology

This section describes a brief account of the process to gather the necessary information to elaborate our curriculum design proposal. It contains the context, type of research, participants, and instruments to collect data and the data analysis of all the information gathered.

First, it was necessary to set the context in which the curriculum is developed. This curriculum is devoted to adolescents from Laguna de Apoyo community ranging ages from thirteen to nineteen. Second, it was essential to find out the feasibility of creating this curriculum, so it was necessary to elaborate some instruments to collect data from subjects chosen – Adolescents. Also, surveys for a teacher of the community and tourists that visit this tourist destination were elaborated; all of it with the purpose of obtaining enough information which can contribute to the decision making of different components that need to be included in curriculum.

A. Type of Research

There are many types of researches; the most well-known are quantitative and qualitative researches. The methodology of this research is qualitative, according to Cresswell (2009) a qualitative study is defined “as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture of the target situation, formed with words, reporting detailed views of informants, and conducted in a natural setting. This means that the qualitative research is focus on the experiences of the subject to study as well as the analysis that emerges from the results obtained during the application of the different instruments. This research has as an objective to find out the necessary information to solve a specific social problem related to education, which is going to be conducted where the situation inquired takes place.

B. Participants

1. Adolescents

In the target group chosen for this research, there were chosen 40 adolescents (females and males) from the Laguna de Apoyo community, whose ages vary from
thirteen to nineteen years old. All of them are studying at Alfonso Velázquez secondary school and they belong to different academic years.

2. Teacher

The teacher is a woman; she is around 35 years old. She has an undergraduate degree in Teaching English from UNAN. She has been working at Alfonso Velasquez School located nearby Laguna de Apoyo community for almost 10 years where we expected to set our curriculum proposal. She is the only English teacher in this school, so she is in charge of teaching this language to all the students that attend English classes there.

3. Tourist

In order to gather more information that helps to the elaboration of this curriculum, it was necessary to interview some tourists who visit the tourist destination Laguna de Apoyo. These people were from different nationalities such as Australian, American, Austrian, etc., the purpose to survey tourist was to know whether or not they have had any limitation to communicate while visiting Laguna de Apoyo resort.

C. Instruments

1. Survey to Adolescents

The first instruments elaborated to collect data were forty surveys with 8 questions for young people in this community. The questions were mainly focused on knowing their interest toward attending an English course, their needs in English, their opinion about the importance of having this course in the community and the benefits that this course may bring them to their future. The surveys were carried out in a secondary school of this community where we selected students whose ages vary from 13 to 19 – adolescents. (See Appendix 1)

2. Interview to Teacher

As another instrument to collect information, it was designed a structured survey with 9 questions addressed to the English teacher at Alfonso Velázquez which is
the only public secondary school in this community and it is the place where we expect to obtain most of the subjects to set up a curriculum project. The survey was applied to this English teacher because she is a person who lives in the area, knows the social and economic context, and at the same time deals with the English learning process of adolescents in this community. (See Appendix 2)

3. Survey to Tourist

The last instrument used to collect data was a short survey for tourists who visit Laguna de Apoyo. The survey has 4 questions with the intention of knowing whether if they have had any communicative limitation while visiting the community and their opinion about creating an English course for adolescents at Laguna de Apoyo community. The surveys were completed by 5 tourists. (See Appendix 3)

D. Constrains

One of the main constrains we had for the elaboration of this curriculum proposal was to obtain the subjects for carrying out the interview made to foreign visitors. When we visit the place, there were very few foreigners around the shore and slope of Laguna de Apoyo. Almost all of them were inside hotels and private resorts, and we did not have access to get in for applying this instrument. This is why we just got 5 foreign people to complete the surveys.

Another constrain we had was regarding the selection of the different theories which is made up the theoretical framework. It was kind of difficult to find updated information in this field. Almost all the information of the theories belonged to authors who wrote them long time ago, so we had to look for other authors who retook the same information, but published in recent years.
VI. Data Analysis

In order to elaborate a curriculum for an English course related to the area of tourism for young people at Laguna de Apoyo community in Granada, it was necessary to carry out a research with the objectives of identifying the feasibility of creating an English course in this community, finding out the needs and lacks young people have regarding the English language, selecting the learning and teaching theories that facilitate students’ English learning process and the most appropriate resources and content for students to learn English during a communicative tourism course.

As instruments to collect data, there were designed three different surveys, one for adolescents, a second one for a teacher of a school in this community and a last survey for foreigners who visit this touristic area. All of them provided interesting information to propose the most important components that should be included at the moment of designing the curriculum for young people at Laguna de Apoyo community.

A. Description and analysis of the surveys made to adolescents from the secondary school at Laguna de Apoyo community

As a first instrument, we elaborated a survey with 8 questions for young people in this community. The questions were mainly focused on knowing their interest toward attending an English course, their needs in English, their opinion about the importance of having this course in the community and the benefits that this course may bring to them in their future. The surveys were carried out in a secondary school of this community where we selected students whose ages vary from 13 to 19 – adolescents. Once the surveys were completed it was possible to identify the following interesting information that can help us for the elaboration of the curriculum.

First of all, it is important to mention that half of the people who filled these surveys were female and the other half was males whose ages vary from thirteen to nineteen, this information will help us to select the most appropriate methodology to teach adolescents.
Questions

1. ¿Te gusta el inglés?
   - [ ] Si
   - [ ] No

¿Por qué?

This question had as a simple objective to know if students like or not the English language.

As it is presented in Graphic 1 from the forty surveys that were completed by adolescents, 90% of them expressed that they like English and they stated simple reasons. Some of them said that by knowing English they can communicate with foreigners that go to the lagoon, others said that it is important because English in present days is a big source of employment and finally, they said that it is essential for growing up the tourism in that area.

Even though, we had not expected that almost all students like the English language, this information will be essential for the elaboration of this curriculum because it shows that students are aware of the importance of this language. Thus, in the curriculum, relevant content should be included to keep students’ positive attitude towards English. Similarly, from this we can conclude that there is an interest in students toward learning English.

2. ¿Has estudiado anteriormente inglés? Si es así, ¿En dónde? ¿Cuánto tiempo?

Graphic 1
With this question we simply wanted to know if teenage students had any background in English and if they have studied English in other places. Only a small percentage (graphic 2) of students answered that they have studied in others institutions besides the school.

This means that almost all students are true beginners, so this information not only shows us students’ knowledge in English; but also it will help us to decide what language functions should be first introduced in class. For example, according to the Common European Framework; greeting and introducing, buying and asking prices, asking about personal information, describing people and objects, telling the time, talking about routines, talking about frequency and time duration, talking about likes and dislikes are examples of the functions students should know first. Similarly, since some students have studied English before, this means that they may have a higher level of English, so the use of rubrics will be essential to evaluate students in an equal and fair way. From the data collected, it can be concluded that most adolescents may be beginners, what content should be taught first in class and how learners should be evaluated.

3. ¿Qué tipo de actividades te gustaría que se realizaran en un aula para aprender más este idioma? Marca con un check

- Lecturas
- Juegos
- Diálogos
- Presentaciones orales
- Canciones
- Otros

This question was focused on knowing the types of activities students like the most when learning English. From the options that were given, they seemed more attracted for activities such as dialogues, oral presentation, games, and songs.
As it is presented in Graphic 3 adolescents are more fascinated with activities that involve oral communication. From the data collected, we could observe that Games with a 28% was the option more suggested from adolescents which means that they like these kind of activities. Similarly, dialogs and oral presentations had both the same percentage 24%, and songs 21%; this data compare with Reading 3% shows that students stand for activities where they can interact and use the language orally and they find activities such as reading less attractive.

So, all this means that it is important to include in the curriculum a methodology in which students can interact, use the language meaningfully for communication such methodology can be the Communicative Language Teaching. Moreover, since games seem to be the most attractive activities for adolescents; these activities should be included in the curriculum in which they can use different games with the purpose of learning the language. So, we concluded that in this curriculum should be included interactive activities which emphasize the development of oral communication strategies such as games, oral presentations etc.

4. ¿En cuáles de las siguientes habilidades del inglés crees que tienes mayores dificultades? Coloca un check.

- Leer
- Escuchar
- Escribir
- Hablar
Similarly, this question was aimed at knowing the English language skills students have more difficulties with. From the data collected, we could observe that the speaking skill compares with the other language skills is the most challenging skill for adolescents. However, writing was the second one and listening and reading have the same percentage which means that the methodology to be used in the program should be focused on developing speaking and all its aspects such as pronunciation, fluency, accuracy, intonation, stress etc.

To do so, the use of activities in which students can develop grammatical competence, sociolinguistic competence, discourse competence, and strategic competence should be integrated in the curriculum. Examples of these activities are role-plays, dramatizations, dialogues that can be generated by the use of authentic audiovisual materials in which learners can be exposed to a variety of authentic speech, with different accents, intonation, rhythms, and stresses; and where language can be used in the context of real situations. So, from the information collected, it can be concluded that the possible teaching methodologies included in the curriculum should be ones in which speaking can be more developed. (See graphic 4.)

5. ¿Consideras que existe la necesidad de comunicarse en inglés con los turistas que visitan este complejo turístico “Laguna de Apoyo”? Sí, no ¿Por qué?

In addition, one of the most important questions was if the students considered that there is a necessity of communicating in English with the foreigners who visit the surroundings of the Laguna de Apoyo. Most of them expressed that indeed there is a necessity of communicating with them due to the fact that each day the amount of foreigners is rising.
This means that the content to be included in the curriculum should be centered not only in knowing and using the English language functions, but also it should be closely related to the area of tourism which means that learners should know about the touristic area of Laguna de Apoyo community and the different things visitors can do there. So, this information revealed that it is vital to elaborate a curriculum because it demonstrates that the English course that is being created will be useful for adolescents who live nearby this community.

6. ¿Has tenido la oportunidad de conversar en inglés con extranjeros dentro del área turística de la Laguna de Apoyo? De ser así ¿con qué frecuencia?

☐ Frecuentemente  ☐ Raras veces
☐ Algunas veces  ☐ Casi nunca

This question was aimed at knowing the frequency students speak with visitors at this community. From the data collected we could observe that most students answered that they almost never speak with visitors, however, one interesting piece of data that we could identify from this question was that students who have studied English before in other institutions compared with students who have not; they have had conversations with visitors.

From one side, this means that students do not have much experience addressing foreigners; therefore, in the curriculum is important to include communication strategies learners can develop to know how to treat foreigners. Similarly, since adolescents will be dealing with a variety of people from different countries, the integration of listening that includes different English accents is essential so that they can communicate efficiently with visitors. On the other hand, this information revealed that if students have some basic knowledge of English they will have the opportunity to use it. Therefore, it can be concluded that the elaboration of an English course in this community will be fruitful for adolescents.
7. ¿Qué temas crees que son los más comunes en una conversación con extranjeros?

☐ Direcciones
☐ Información general del lugar (restaurantes, comida típica, precios, lugares para visitar)
☐ Historia del lugar
☐ Actividades recreativas.
☐ Otros

This question was asked to know the possible topics adolescents think should be covered during an English course and the most frequently topics that have to be addressed during conversations with foreigners. Form the data collected, it could be observed that the most common topics are directions, general information of the Laguna de Apoyo community, history of the place and enjoyable activities. Even though directions seem to be the most frequent topic with 28%; the other topics are closed in percentage. (See Graphic 5)

From one hand, this means that the possible topics contained within the curriculum should be relevant and useful for learners and related to their immediate environment. On the other hand, this demonstrates that the integration of activities that simulate the real life situation such as giving directions, ordering in a restaurant are essential for learners; similarly, the vocabulary to be primarily included in the curriculum should be related to this kind of topics. Therefore; we concluded that the content to be incorporated for the English course in this community should include relevant topics about the community where adolescents live.
8. ¿Te gustaría formar parte de un curso comunicativo de inglés orientado al turismo con el fin de tener una mejor comunicación con extranjeros? Sí, no ¿por qué?

The last thing we wanted to know was if students would like to be part of a communicative English course oriented to tourism and we found that the 85% of students will be willing to participate in this course, this information is essential because students feel motivated with the idea of being part of an English course that can help them communicate with foreigners. (See Graphic 6)

This means that adolescents of this community are aware of the importance and benefits that learning English can bring to them. Therefore, integrating activities to keep and strengthen students’ motivation should be included in the curriculum.
B. Description and analysis of the survey made to the English teacher from the secondary school at Laguna de Apoyo community.

As another instrument to collect data information, it was design a structured survey addressed to the English teacher at Alfonso Velázquez which is the only public secondary school in this community and it is the place where we expect to obtain most of the subjects to set up a curriculum project. The survey was applied to this English teacher because it is a person who lives in the area, knows the social and economic context, and at the same time deals with the English learning process of adolescents in this community. The results obtained are the followings:

Questions

1. What types of methods do you consider are the most suitable to teach English?

The objective of this question was to know what methodologies the teacher considers are the most appropriate to teach English to adolescents. This was an open question and it was expected from the teacher to mention methods such as the Communicative Language Teaching or Cooperative Learning Approach. Her answer was that she plays a lot of audios during the class and brings lots speaking activities; she said that by using this technique, she tries to direct a communicative class.

This means that for creating a curriculum in this area, it is important to implement methodologies that can focus on interaction among students and comprehension of information through listening activities that have a variety of accents and forms of articulation in the context they are living in for students to better understand the language and use it for communication. As a conclusion, in the curriculum proposal, it will be incorporated methods that establish the element of interaction while teaching, and activities that deals with this element such small debates, exchange of opinions, as the main patterns to guide the learning process of our students.
2. **What types of activities do you consider students like the most in the classroom when learning English?**

This was a multiple-choice question and its objective was to determine the kinds of activities adolescents are attracted to do in the classroom. The options to answer this question were: oral presentations, role-plays, information gap activities. The answers expected were oral presentations and role-plays. The teacher mentioned that the activities adolescents like the most when learning English are just oral presentations.

This means that in this curriculum, it is essential to carry out communicative activities such as oral presentations to foster and strengthen the students’ speaking performance during the English class, at the same time, it is important to include other type of activities that have the action to present information orally, but in an unexpected way. As a conclusion, it is recommendable in an English program for this community to use authentic material such as videos, audios and activities such as oral presentations make students enjoy their leaning process.

3. **In which of the following areas do you think students have more difficulties?**

This question was asked with the objective of determining the areas in which adolescents have more difficulties in the target language. This was a multiple-choice question and the items to select were the followings: listening, reading, speaking, writing, vocabulary, pronunciation, grammar, others. There was not expected answer due to variety of choices. She stated that adolescents in this school lack of listening and speaking good performance, and they need to know more vocabulary and grammar.

This implies that in this curriculum, it is relevant to adopt activities that make students overcome these weaknesses, for example, implementing more contextualized listening and speaking activities, so they can have more vocabulary and they can improve their grammar. It is important that grammar can be taught inductively, which means not memorizing structures but make students discover it
maybe from a passage of a reading. As a conclusion, in the curriculum design project, it is recommended to have more listening and speaking activities to fulfill the students’ needs and wants regarding the English language.

4. **Would you consider that there is a big necessity for visitors to have people who speak English in this touristic area?**

This question was aimed at knowing if there is indeed need to have more English speaking people in the touristic area of Laguna de Apoyo for supplying the demand of visitors in terms of language. It was expected an affirmative answer and the teacher declared that it is certainly a necessity to have more bilingual people in that area for supplying the increasing amount of foreigners that each day visit the lagoon.

This means that in this tourist area, it should be opened a communicative English course with a focus on tourism that can contribute to the tourist development of the place and promote more opportunities for people to work in different areas such as waitress, receptionist, etc., As a conclusion, this answer confirms the proposal of carrying out an English for Specific Purpose course oriented to tourism which can facilitate the communication between foreigners and local people, all of this by mean of a job that requires as an ability to speak English.

5. **What level of English are students supposed to reach when they finish their secondary school? What can they do and cannot do at this level?**

The objective of this question was to know how much students are supposed to do in accordance to the four English skills once they finish their secondary studies, this was for having a better picture of the final results when they finish their English class. The teacher said that they end up with really low level of English. She added that when they reach the eleventh grade, generally, they still have serious problems for reading simple texts, for understanding simple questions and in the speaking skill, they are not able to keep a short conversation in the target language.
This means that it is essential to create a curriculum project in which students can be well-prepared to use the English language for having a conversation in the target language. It is important that during this English course, teachers motivate students, low their anxiety, transmit confidence to use the language and provide them a lot of opportunities to practice the language in the classroom for having better results in real life situations. Thus in this proposal, we will try to adopt and adapt a variety of activities and techniques that make students’ progress significant in the two skills we will focus the most; listening and speaking.

6. **Could you describe briefly what type of English course students receive in this school?**

The objective of asking this question was to know the type of course the adolescents attend to at Alfonso Velázquez secondary school. To this question, she expressed that the type of course adolescents receive in this school is grammar oriented at a basic level.

This portraits the necessity of creating an English program in this community that can be centered on communication and build interaction among students; a course in which teachers act as facilitator of educational process that allow students to construct their own knowledge on the experiences they will have daily. As a conclusion, it is important to take into account all these elements at the moment of creating a program in which adolescents can feel comfortable when using the language and consequently they will have better performance of the target language.

7. **What level of English do you think students have to reach to communicate efficiently with visitors in terms of tourism?**

This question had as objective to know the teacher’s perspective about level that a student needs to have to communicate with visitors in terms of tourism. She answered that an intermediate level is good enough to please the visitors’ necessities when visiting this tourist destination.
This implies that in an English course oriented to tourism, it has to be implemented a proper methodology and content to make students reach perhaps not an intermediate level, but a basic level in which they can communicate with foreigners in an efficient way, that is to say, that students can use the language in different purposes and functions and make adjustments in the language according to any specific situation. As a conclusion, for satisfying the learner’s lack and wants it is necessary that they can reach a Basic English level A2 which can be very convenient for working as receptionists, waitess, tour guides, etc.

8. What type of topics do you think students should be taught during an ESP course in tourism?

The objective of this question was to know the subject matter that should be include in the English course. The answer was really close to what we expected. The teacher mentioned topics such as directions, enjoyable activities and traditional food.

For the elaboration of a program in this community, it is important to include a variety of topics such as general information of the place, historic facts, directions, etc., for students to be prepared when facing real life situations. In conclusion, a variety of topics related to their immediate environment should be covered to help students to face daily challenges when they are asked for information.

9. What competences in English language would you suggest for students to develop the most?

The objective of this question was to make inquiries about what students should be able to do in the English class. To this question, the teacher said that students should learn more vocabulary and improve their speaking skill.

All of this means that it is important for this curriculum to take into consideration activities that have the purpose of building vocabulary related to tourism due to knowing vocabulary will help adolescents to have a better development of the speaking skill, besides knowing vocabulary will make students not end a
conversation in failure. In conclusion, it is necessary that in this program students will be able to understand and use a variety of vocabulary related to their immediate environment and develop communicative skills for reaching some of the main objectives of this program.

C. Description and analysis of the survey made to tourists from Laguna de Apoyo

The last instrument we used to collect data was a short survey for tourists who visit Laguna de Apoyo. The survey was applied to five foreigners and the results collected were the following:

Questions

1. According to your experience, have you ever had any communicative limitation to get a service in this touristic area “Laguna de Apoyo”? 

The first question has as an objective to find out if tourists have had limitations in communication when getting any service in this touristic area. Five tourists completed the surveys, and three of them who completed the surveys expressed that indeed they have had communicative limitations because of the language to get any service while staying in this touristic area. The other two tourist said that they had not have any limitation while communication but we could notice that they could speak a little bit in Spanish.

This means that most of the foreign visitors get in trouble when they want to ask for information in this place. Currently, the tourism sector need to be improved in terms of good condition and service for foreigners, accessibility to the tourist place, but also in terms of a good communication in English language. So, it is necessary to have more bilingual people to supply the influx of foreigners that daily visit the tourist center of Laguna de Apoyo. After analyzing this information, we concluded that the elaboration of an English in this community will be fruitful due to it helps to solve a real situation that foreigners face when they visit this tourist area.

2. Do you think that the tours should be carried out in Spanish or English? If yes or no. Why?
This question was aimed at knowing if the tours should be given in Spanish or English and some of the visitors wrote that the tours and services should be carried out or given in both languages (Spanish and English) due to there are a lot of foreigners who do not speak Spanish.

This means that in most of the cases, the language represents an obstacle for communication between foreigners and local people. This information is essential because it highlights the importance of creating a curriculum based on tourism and communication due to there are many tourist who do not speak Spanish and the elaboration of an English course will facilitate that people of this community offer tours in English.

3. **Do you consider that the amount of bilingual people in this area is enough to facilitate the communication with visitors?**

The purpose of this question was to inquire if the amount of bilingual people in this area was enough to assist visitors. The people who completed the surveys expressed that the amount of bilingual people in this area is too less.

Thus, it is essential that in this community more English programs should be opened in order to overcome the barrier of language people have in this place. It is important that more people can be prepared for speaking English and handle tourist information. So, we concluded that elaborating a curriculum oriented to tourism will increase the amount of bilingual people in this community which is going to contribute to a better communication among visitors and people of this community.

4. **What do you think about the idea of carrying out a project for teaching English to young people who live nearby this touristic area in order to boost their chances to get a local job which require English such as waitress, waiters, receptionist, etc., and likewise offer a better communicative service to visitors?**

Finally, one of the most important questions had the objective to find out what visitors think about the idea of doing this project. All of them stated that it would be
a great idea because this project can help people of this community to have communication with visitors and the language would not be a barrier anymore.

This means that foreigners have experienced the necessity to have local people to study this language and at the same time offer a better service to people who visit this place. With this information we reached the conclusion that designing an English course oriented to tourism in this community is vital.

**Conclusion of the instruments applied**

All of the data collected from the surveys demonstrates that the elaboration of a communicative curriculum for a tourism-oriented English course for adolescents at Laguna de Apoyo community is feasible. Similarly, the data collected helps to determine all the features that need to be taken into consideration when elaborating the program. Therefore, it can be concluded the following:

First of all, the subjects chosen for this course are willing to be part of it. Adolescents at Laguna de Apoyo community are aware of the importance of learning English; however, they still need to be encouraged to keep their interest in the language, so integrating activities and content that motivates students’ learning is essential.

The fact that most students have not studied an English course before drew the conclusion that most adolescents may have a basic level of English so by taking this data the program has to provide learners with a basic level of English (A1 according to the common European framework), so that they start getting familiar with the language until they reach an A2 level which is the main goal of the curriculum.

Besides, the data obtained from the teacher and students’ opinions drew the conclusion that the most suitable methodology for the curriculum can be one in which language serves as a vehicle for communication such methodology can be the Communicative Language Teaching which main goal is the use of English language as a tool for communication.
Similarly, the data collected makes possible to determine what language functions should be included in the curriculum so that learners become communicatively competent. From the information obtained, it can be drawn the conclusion that students should be able to manage language functions that can be related to their immediate environment and to the field of tourism.

Also, these surveys help us to know that the possible resources to be used in the classroom should include relevant content related to the area of tourism and the activities should be interactive and focused on developing oral communication as well as listening in order to achieve the goals of the course.

Finally, the surveys for visitors helped us to know that indeed there is a big necessity for young people nearby this community to learn English so that communication can be easier.
VII. The Proposal

A. General and Specific Objectives

Goal:

By the end of this program, students will be able to communicate in English to function properly in tourism related areas at a basic level A2, according to the Common European Framework.

Specific Objectives:

- Students will be able to talk about a variety of simple topics related to their immediate surroundings and tour related areas: receptionists, waiters-waitress, bartender, and tour guide.
- Students will be able to use some communication strategies in tour related areas: receptionists, waiters-waitress, bartender, and tour guide and their immediate environment in order to convey utterances efficiently.
- Students will be able to develop some listening strategies to understand ideas and information of simple oral texts associated to tourist topics.
- Students will be able to understand and use a variety of simple vocabulary to talk about their immediate environment and tour related areas: receptionist, waiter-waitress, bartender, and tour guides.
- Students will demonstrate ecological and moral values at their work environment.
B. Organization of the Program

<table>
<thead>
<tr>
<th>No of levels</th>
<th>Hours per level</th>
<th>Class Hours</th>
<th>Self-study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>55hrs</td>
<td>40hrs</td>
<td>15hrs</td>
</tr>
<tr>
<td>II</td>
<td>55hrs</td>
<td>40hrs</td>
<td>15hrs</td>
</tr>
<tr>
<td>III</td>
<td>55hrs</td>
<td>40hrs</td>
<td>15hrs</td>
</tr>
<tr>
<td>IV</td>
<td>55hrs</td>
<td>40hrs</td>
<td>15hrs</td>
</tr>
<tr>
<td>Total</td>
<td>220hrs</td>
<td>160hrs</td>
<td>60hrs</td>
</tr>
</tbody>
</table>

ESP COURSE PRINCIPAL FEATURES

SPEAKING
- Pronunciation
- Vocabulary
- Fluency & Grammar

FUNCTIONS
- Describing, asking info, giving info, talking, answering, inviting, refusing, declining, etc.

LISTENING

STRATEGIES
- Specific info
- Gist
- Detail info
- Speaker mood

- Reductions
- Vowels
- Consonants
- Linking
- Fall and rise intonation
C. Teaching Methods

With a focus on building a communicative English program addressed to adolescents, it is suggested the integration of an eclectic approach which main domain will be the CLT method, along with CLL and CBI’s most relevant principles, in order to develop communication, interaction and a sense of community work, all of these through a methodological perspective that emphasize an integral education.

In the following section, some recommendations are stated for the development of each language skill during each lesson.

1. Teaching listening/Speaking

Speaking is one of the most relevant skills to be developed during the program; therefore, each class should be focused on promoting students’ active participation by means of interactive activities that can facilitate a meaningful learning, values development and students’ oral expression.

A. Warm-ups

In order to create a pleasant learning environment that can contribute to students’ learning process, it is suggested to use warm-up activities that can encourage students, prepare them psychologically, and connect their background knowledge with the new content to be taught. Some activities suggested are games, puzzles, information gap and activities that have to do with the usage of visual realia such activities should have educational intentions and be attractive for students.

Steps to follow for warm-up activities

- Tell students what the activity will be about
- Organize students in pairs, groups, etc.
- Give clear instructions
- Provide material when necessary
- If providing visual material; make sure all students can see it very well
Give students time to understand the instructions
Check students’ comprehension
Give any final recommendation
Monitor the activity and time
Do not extend much time in one activity but give the necessary time for students to finish it
Share the results

B. Presentation of the Topic

After creating a pleasant learning scenario, it is recommended to use visual materials that facilitate students a relation of ideas, concepts, meaning etc., with students’ experiences. Some resources can be: mental maps, diagrams, charts, graphs, illustrations, sketches, pictures, board drawings, music, stories, amusing anecdotes etc., such resources should draw students’ attention and be related to the language students will be dealing with in the class. Similarly, It is suggested the use of engaging questions to connect students’ background knowledge with the new content to be learned. Those questions should have the following characteristics: activate students’ curiosity, engage them to participate for the rest of the class, give them freedom and opportunity for sharing opinions and ideas, compare and contrast information, explain facts, reflect on their own experience, predict information from the listening, etc. It is not expected that all these mental implications can be achieved in one single activity. Also, one useful technique to engage a student into the lesson is to provide them with the objectives of the class, this help students to focus on what you want them to learn, what the outcomes of their learning will be, what they will know and be able to do and how they will use their new knowledge and skills.

C. Practice

During this part of the lesson, the focus is on language and how it is constructed. To do so, the teacher can use a variety of activities, material, techniques to present the information, focusing on grammar, vocabulary or pronunciation, students will
encounter during the lesson or encountered in previous lessons. To see how teachers can address pronunciation and vocabulary and some activities teachers can do for teaching vocabulary and pronunciation go to section (1.1.Teaching Pronunciation, 1.2.Teaching Vocabulary).

**D. Production**

This section basically describes what students can do after practicing any language feature. Here, students are more freely to talk about them, people they know by using any exercises and activities which are designed to get students using language freely and communicatively. The objective is to make students use all and any language which may be appropriate for a specific situation or topic. In this way, students get a chance to try out real language.

Therefore, after engaging students emotionally into the lesson and practicing the language, students can be exposed to the new content to be learned by the use of activities which can be based on interactive readings, visuals, listening etc. such activities should have the following characteristics: be meaningful, communicative, involve learners in using English for a variety of communicative purposes, enable learners to practice specific features of language; communicative skills they need in the real world, in other words, they should be focused on providing learners with a meaningful context and the language required for functioning communicatively in real life situations. Some activities are the following:

- Roles-plays
- Discussions
- Debates
- Reading activities
- Listening activities

- Information gap
- Questioners
- Surveys
- Games, etc.

Regarding role plays, those are activities in which students are asked to imagine themselves in a real life situation and are given a specific role to play in order to
practice specific pieces of language (vocabulary, grammar, pronunciation). In the case of discussions, those are activities in which learners can freely share opinions about a topic but debates are activities in which learners try to convince other learners about something. Activities based on readings and listening should be characterized for being interactive and provide speaking opportunities, be appropriate for learner level and age. Listening activities should expose learners to many varieties of English pronunciation (accents, intonation, stress, rhythm); and in the case of readings, since reading is not a skill to develop in the program, it will be only used as a resource to promote discussions, debates, etc., to do so, the readings used to work on the language should not have a complex vocabulary, they should be short, and have visuals to facilitate comprehension.

Similarly, games are important teaching and learning resources. They should be short, varied, appropriated to learners’ age, not overused in the classroom and have educational purposes.

There are some steps described below that can be followed to do the activities listed above. However, not all steps can be used in all the activities.

**Steps to follow:**

- Tell students what the activity or listening will be about
- Organize students in pairs, groups, etc.
- Arrange the classroom in favor of the activity to be performed
- Give clear instructions
- Provide material when necessary related to the content to be learnt
- If providing flash cards, pictures, drawings; make sure they are attractive and observables
- If proving listening; make sure it is appropriate for students level
- Give students time to understand the instructions
- Check students’ comprehension
- Give any final recommendation
- Monitor the activity and time
- Give students time to think and share their classmates what
1.1. Teaching Pronunciation

Pronunciation is a relevant sub-skill to be developed during the program; then, every lesson should be focused not only on teaching vocabulary but also on pronunciation. Pronunciation teaching makes students aware of the different sounds features, showing them where sounds are made in the mouth, where words and sentences are stressed, may help them to improve their speaking immeasurably. Sometimes, mispronunciations can lead to misunderstandings and inhibit a successful communication.

This section suggests some practical ideas and activities for teaching pronunciation within the classroom. To address pronunciation, teachers can do it by: preparing a whole teaching lesson, using short periods of the class, as an integrated part of the lesson or when necessary. To teach pronunciation, firstly, it is suggested to set a context in which students can feel identified and relate their previous experience by means of visuals, music, diagrams, drawings, games that can contribute to draw students’ attention.

After, engaging students in the lesson; it is recommended the use of visual, flash cards, charts, students can use to work on different language phonological elements, also some interactive activities such as games (bingo, tongue-twisters) audios, readings, questionnaires, pictures, puzzles etc., can contribute to a meaningful learning of particular aspects of pronunciation such as accents, sound, stress, intonation etc. Below there are some steps that can be used as a guideline to carry out some of the activities described above.
Steps to follow for pronunciation activities:

- Tell students what the activity will be about
- Organize students in pairs, groups, etc.
- Give clear instructions
- Provide material when necessary related to the content to be learnt
- If playing an audio; make sure all students can listen
- Audios should provide different pronunciation elements (accents, sounds, intonation) students can work on.
- If providing flash cards, pictures etc., make sure they can be easily observed
- Give students time to understand the instructions
- Check students’ comprehension
- Give any final recommendation
- Monitor the activity and time
- Before sharing the results; give students time to think and organize their ideas by themselves or classmates
- Play the listening more than once if necessary
- Share the results

1.2. Teaching Vocabulary

Vocabulary is an important aspect of language teaching because it is an essential component of language proficiency. Vocabulary teaching helps learners to build their oral expression.

This section describes some practical ideas and activities to teach vocabulary. Vocabulary teaching should be addressed as an integrated language element when teaching language skills such as speaking and listening. Therefore, for doing so, firstly it is recommended to set a scenario in which learners can contextualize the new vocabulary learned. This can be done by using materials such as visuals,
audios, readings which can contribute to generate interest, build confidence and facilitate comprehension.

After, engaging students, it is suggested the use of semantic maps, puzzles, mind maps, flash card, real things, pictures, action, gestures, board drawing, association networks, etc. to help learners to associate words with meaning and have memorable vocabulary learning.

Also, providing students with simple definitions, example situations, example sentences, synonyms, antonyms etc., can help students to build their vocabulary. Likewise, some interactive activities such as games, listening and reading activities, information gap, puzzles, crosswords, etc., can keep students interest, maximizes speaking opportunities, involve the learners actively in vocabulary learning and into the lesson.

**Steps to follow for vocabulary activities:**

- Tell students what the activity will be about
- Give clear instructions
- Organize students in pairs, groups, etc.
- Provide material when necessary related to the content to be learnt
- If providing (flashcards, real objects, pictures, etc.) Make sure all students can see them very well
- If providing an audios, music or any listening; make sure all students can listen very well
- If playing a game; make sure they have educational intentions
- Give students time to understand the instructions
- Check students’ comprehension
- Give any final recommendation
- Monitor the activity and time
- Do not extend to much in one single activity but give necessary time for students to complete the activity
- Before sharing the results; give students time to think and
organize their ideas by themselves or classmates

Play the listening more than once if necessary

Share the result

1.3. Speaking Error correction Treatment

Speaking error correction constitutes an essential factor for students’ learning process. Therefore, in this curriculum it is necessary to take into consideration some corrective speaking feedback treatments that can be in favor of the students’ self-esteem and sensibility. Treating error correction positively will prevent over-correcting students which can make them lose motivation and destroy the flow of any conversational situation.

Type of correction

- **Teacher correction**: for this type of correction is strongly recommended to boost student’s confidence while students are being corrected. It is important to adopt good manners for doing this job, for example, give the correction kindly and with proper tone of voice. It is also recommended not to give too much correction to each student during a class because students may feel overwhelmed with a lot of “shortcomings”. Teachers have to perform the role of a resource not the role of a judge.

- **Self-correction and student-to-student correction**: it is suggested that students have the opportunity for correcting themselves and correcting other classmates because this will foster students’ independence on their own learning process. For self-correction, it is suggested that teachers use helpful gestures, so students will be able to identify the corrected version.

In order to encourage student self-correction or student-student correction, it is advisable to **take the following steps**:
1. Indicate that an error has been made, so students will realize of the error or will try to find out where the error is.

2. Invite correction or help the student towards a correction, for example, use the board to identify errors, use of realia or visual aids to clarify meaning, repeat a sentence or word up for students to know that there is an error.

Correction time

*Immediate correction:* it is recommended to correct more mistakes of meaning than mistakes of forms, that is to say, mistakes impeding understanding. The focus is mainly on accuracy. It is suggested to treat this type of correction carefully. Just in case students transform or change the meaning of what they are saying, they should be corrected immediately.

*Delayed correction:* it is not recommended to give correction feedback in speaking activities because interruption would disturb fluency, this can be after a few minutes or at the end of an activity, for example, in oral presentation activities the teacher can be writing down the mistakes while listening the presenters and at the end of the class show the mistake and the correct form as a whole package.

Recommendations to correct mistakes:

- Consider the affective filters when correcting mistakes.
- Do not ridicule students when they make mistakes.
- Identify students’ personalities before giving any type of correction.
- Do not maximize students’ mistakes.
- Do not spend too much time correcting all student’s mistakes.
- Be kind when correcting students.
- Ask students if they like to be corrected in private or public.
- Be aware of learner factors such as low self-esteem at the moment of giving corrections.

Recommendations to improve mistakes:
Talk frequently about the benefits and advantages that speaking error correction provides.

If the same mistake has been made by many students, devote a short time of the class to explain the correct way to the whole class.

D. Assessment

Assessment is a relevant element to take into account during the courses because it will measure the competences and knowledge of English in students. The assessment should be characterized by the following features:

- It has to cover just the competences developed in class.
- It has to be easy for students to understand.
- It has to provide clear instructions.
- It has to have integrated-skills.

To do so, the use of formative and summative assessment is suggested. Formative assessment will give feedback and information about the learning process of students while completing any task; and summative assessment will sum up students’ learning process by giving them a score.

The summative activities selected to assess students have to reveal what students can do with the language, emphasizing their strengths instead of their weaknesses. At the same time, these activities must have the role of providing a focus on communication and it does not have to be one-shot answer, what is more, these activities have to portray real-world communication contexts and situations. When assessing, it is also important to make a careful selection for authentic tasks and language use. Students will find an assessment attractive if it is a one in which they can have many options to answer, and if they are built around topics or issues of interest to the students.

Besides incorporating all the parameters described above, the formative activities for assessing should count with a constant progress of improving the learning process and achievements of students by mean of giving them feedback. On the
other hand, these sorts of activities must be always in pursuit of the current learning goals, that is to say, it should be focused on the objectives that students are expected to achieve.

Activities suggested for assessing students include:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Summative &amp; Formative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role plays</td>
<td>Summative &amp; Formative</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Summative</td>
</tr>
<tr>
<td>Oral projects</td>
<td>Summative &amp; Formative</td>
</tr>
<tr>
<td>Debates</td>
<td>Summative &amp; Formative</td>
</tr>
<tr>
<td>Surveys</td>
<td>Summative</td>
</tr>
<tr>
<td>Discussions</td>
<td>Summative</td>
</tr>
<tr>
<td>Interviews</td>
<td>Summative &amp; Formative</td>
</tr>
<tr>
<td>Info gap</td>
<td>Summative &amp; Formative</td>
</tr>
</tbody>
</table>

Rubrics help to be more objective when deriving a final, summative grade by following the same criteria students used to complete the project. Below there is a sample rubric to assess students oral activities.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Many errors that interfere with comprehensibility</td>
<td>Pronunciation and intonation errors sometimes make it difficult to understand the student</td>
<td>Comprehensible, generally correct Occasional errors</td>
<td>Pronunciation and intonation are almost always very clear/accurate</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Inadequate vocabulary or incorrect use of lexical items and Communication is difficult.</td>
<td>Uses limited vocabulary and expressions</td>
<td>Uses a variety of vocabulary and expressions, but makes some errors in word choice</td>
<td>Uses a variety of vocabulary and expressions</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about the topic even though they are well elaborated and related to the topic.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, without elaboration.</td>
<td>Student demonstrates full knowledge by answering all class questions with explanations and elaboration</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Hesitates too often when speaking, which often interferes with communication</td>
<td>Speaks with some hesitation, which often interferes with communication</td>
<td>Speaks with some hesitation, but it does not usually interfere with communication</td>
<td>Speaks smoothly, with little hesitation that does not interfere with communication</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Many errors (agreement, verb forms) Errors in basic structures Errors impede communication</td>
<td>Frequent errors Self-corrects on some of them.</td>
<td>Two or fewer syntax errors. Minor errors that do not impede communication</td>
<td>No grammatical errors. Speaker self-corrects without hesitation</td>
</tr>
</tbody>
</table>
E. Programs

Program for Level 1

1. General Information of the Course

Course: Communicative English General Course
Prerequisite: No one
Professors: Oscar Sotelo and José Gabriel Polanco
Level: I
Class hours: 40
Self – study hours: 15
Schedule: Saturdays 8:00 – 1:00

2. Course Description

This is level 1 out of 4 levels of a communicative ESP course designed for adolescents who want to study English with a focus on tourism. However, this first level is a general English course in order to prepare students for the other three levels which will have more focus on the characteristics of an ESP course. This level is intended to provide them a very basic level of English (A1-), in which you will be able to get familiar with the language and gain a communicative competence of the language functions when talking about very basic personal information and very basic daily situations. Besides, you will get some basic linguistic elements of the language (grammar, vocabulary, pronunciation) related to the content proposed. The activities to carry out during this course will be focused on a communicative perspective of the language and it will include games, role-plays, information gap activities, poster presentations, etc. Finally, in this course adolescents will be assessed through oral activities such as presentations (role-plays) and as a final project they will have a poster presentation in which they will be able to apply what they will learn during the course.
3. Course Competencies

General objective:

By the end of this course students will be able to exchange very basic personal information and daily situations with an A1-level of English according to common European framework.

Specific objectives:

- Students will be able to talk about very basic personal information and very basic daily situations.
- Students will be able to orally understand very simple personal information and very simple everyday situations provided that people speak slowly and clearly.
- Students will be able to use orally a very basic repertoire of vocabulary about personal information, and everyday situations.

4. Table of Content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| I Greetings and Introduction | Speaking  
   Greeting and introducing people  
   Listening  
   Listening other people’s personal information.  
   Vocabulary  
   The Alphabet  
   Numbers 1-20  
   Expressions to say hello and goodbye  
   Most common countries and Nationalities.  
   Personal information: age, phone number, marital status, etc.  
   Grammar  
   Subject Pronouns  
   Simple Present Tense of be: am/is/are  
   Pronunciation  
   A and I Vowel sounds as in name and five | By the end of this unit, students will be able to:  
   - Greet and respond to greetings  
   - Spell names.  
   - Introduce themselves and others.  
   - Exchange personal information  
   - Use the simple present to introduce people.  
   - Listen for names, occupations, and nationalities.  
   - Demonstrate a sense of courtesy when addressing to other people. | C/H | Self S/H |
<p>| | | 5 | 2 |</p>
<table>
<thead>
<tr>
<th><strong>II</strong></th>
<th><strong>The Family</strong></th>
<th><strong>By the end of this unit, students will be able to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Talking about family relationship</td>
<td>- Describe family relationships.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Understanding info about family relationships.</td>
<td>- Ask and answer questions about family members in terms of relationships.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Family members: father, mother, brother, sister, etc.</td>
<td>- Use the simple present of <em>have</em> to talk about family relationships.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Possessive adjectives: my, your, his, her, our, your, their.</td>
<td>- Listen to an audio about family relationships.</td>
</tr>
<tr>
<td></td>
<td>Nouns: Singular and plural forms</td>
<td>- Show appreciation and respect to family members.</td>
</tr>
<tr>
<td></td>
<td>This/that; these/those.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simple present tense: have</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any in questions and negatives</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>The voiced th sound in <em>this</em> and <em>that</em></td>
<td></td>
</tr>
<tr>
<td><strong>III</strong></td>
<td><strong>Time and Jobs</strong></td>
<td><strong>By the end of this unit, students will be able to:</strong></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Describing job functions</td>
<td>- Ask for and tell the time.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Listening for general information</td>
<td>- Ask and answer about birthdays and other events</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Clock times</td>
<td>- Talk about occupations</td>
</tr>
<tr>
<td></td>
<td>Days of the week</td>
<td>- Use the present continuous to talk about what people are doing right now.</td>
</tr>
<tr>
<td></td>
<td>Months of the year.</td>
<td>- Listen for general information about an audio related to job functions descriptions</td>
</tr>
<tr>
<td></td>
<td>Ordinal numbers</td>
<td>- Demonstrate a sense of punctuality in the workplace</td>
</tr>
<tr>
<td></td>
<td>Some occupations like flight attendant, bartender, receptionist, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Present continuous: be (am/is/are) + verb –ing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Affirmative and negative statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– <em>Yes/No</em> question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepositions of time: in, on, at.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Object pronouns like me, him, her, us, and them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articles: <em>a</em> and <em>an</em></td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Number stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Th” voiceless sound</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Neighborhood</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Talking about locations in a neighborhood.</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Listening for a main idea of an oral text</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Places in the neighborhood: <em>police station, gas station, pharmacy, school, etc.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Information question with be: <em>When, What time, what day + (am/is/are).</em> Preposition of place: <em>next to, between, behind, etc.</em> The definitive article: <em>The</em></td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>The pronunciation of <em>the</em> before consonant and vowel sound.</td>
<td></td>
</tr>
<tr>
<td><strong>By the end of this unit, students will be able to:</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>- Talk about locations of places in the neighborhood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ask for and give addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Understand the main idea of an audio text about places in the neighborhood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use prepositions of place to locate places in the neighborhood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Show appreciation to their neighborhood.</td>
<td><strong>2</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
<th>Daily Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Talking about daily routines</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Listening to the main idea.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Daily activities at home like: <em>get up, get dressed, study, watch TV, brush, etc.</em> Leisure activities like <em>listen to music, read, take a nap, play soccer, etc.</em> Household chores: <em>wash dishes, clean the yard, iron the clothes, mop the floor, take out the garbage, etc.</em></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Sequence words: <em>first, then, after that, next, finally</em> Adverbs of frequency: <em>always, usually, often, sometimes, rarely/seldom, never</em> <em>How often?</em> Positions of frequency adverbs</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>-<em>s, z, /iz/ endings of verbs</em></td>
</tr>
<tr>
<td><strong>By the end of this unit, students will be able to:</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>- Talk about daily activities.</td>
<td></td>
</tr>
<tr>
<td>- Describe what they do in their free time.</td>
<td></td>
</tr>
<tr>
<td>- Talk about household chores.</td>
<td></td>
</tr>
<tr>
<td>- Use adverbs of frequency to talk about daily activities.</td>
<td></td>
</tr>
<tr>
<td>- Listen to the main idea of an audio text about household chores.</td>
<td></td>
</tr>
<tr>
<td>- Show commitment when doing household chores.</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>VI</strong>&lt;br&gt;House</td>
<td><strong>Speaking</strong>&lt;br&gt;Talking about appliances in a house&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Listening to the main idea of an audio.&lt;br&gt;<strong>Vocabulary</strong>&lt;br&gt;Parts of a house: <em>living room, dining room, kitchen, roof, yard, door, window, bathroom,</em> etc.&lt;br&gt;Home furnishings and appliances for different rooms: <em>mirror, sink, shower, lamp, bed, chair, toilet, stove,</em> etc.&lt;br&gt;<strong>Grammar</strong>&lt;br&gt;Simple present: information questions.&lt;br&gt;– Affirmative and negative statements&lt;br&gt;– Yes/No questions: <em>Do / Does….?</em>&lt;br&gt;Preposition of place: <em>on, under, inside,</em> etc&lt;br&gt;<strong>Pronunciation</strong>&lt;br&gt;Stress on important words&lt;br&gt;Pronunciation of <em>NG as in studying, cooking,</em> etc.</td>
</tr>
<tr>
<td><strong>VII</strong>&lt;br&gt;Looking Back</td>
<td><strong>Speaking</strong>&lt;br&gt;Talking about past events&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Listening to general information&lt;br&gt;<strong>Vocabulary</strong>&lt;br&gt;Past activities like: <em>weddings, birthdays,</em> etc.&lt;br&gt;Past time expressions like: <em>yesterday, last month, last week,</em> etc.&lt;br&gt;<strong>Grammar</strong>&lt;br&gt;The simple past tense of the verb <em>to be</em>&lt;br&gt;<strong>Pronunciation</strong>&lt;br&gt;The pronunciation of <em>-ed(simple past)</em>&lt;br&gt;</td>
</tr>
<tr>
<td><strong>Final Presentation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total of Hours</strong></td>
<td></td>
</tr>
</tbody>
</table>
5. References


---

**Program for Level 2**

1. General Information of the Course

*Course:* Communicative ESP program

*Prerequisite:* Level I

*Level:* II

*Self – study hours:* 15

*Class hours:* 40

*Total hours:* 55

*Schedule:* Saturdays 8:00 – 1:00

2. Description of the course

This is level 2 out of 4 levels of a communicative ESP course designed primarily for adolescents who want to study English as a foreign language with an emphasis on tour related areas. Level two is intended to provide adolescents with a basic level of English (A1) according to the common European framework, in which they will be able to gain a communicative competence of the language functions when exchanging basic information of area of tourism: receptionist, waiter-waitress, bartender, tour guide; and their immediate environment such as describing experiences, expressing opinions, ideas about familiar topics, asking and
answering questions about personal and family information, making suggestions about food, tourist activities and destinations, attractions and services, etc. Besides, developing speaking and listening skills, adolescents will get some basic linguistic elements of the language (grammar, vocabulary, pronunciation) related to the subject matters studied during the course while they get involved in many communicative activities such as games, debates, discussions, etc. Finally, in this course they will be assessed through oral activities such as oral projects, role-plays, interviews and at the end of the course a final test.

3. Objectives of the course

General Objective

By the end of this course students will be able to exchange basic information of their immediate environment and tour related area with an A1 level of English according to the Common European Framework.

Specific Objectives

Students will be able to describe verbally in simple terms people and tourist places.

Students will be able to talk about very simple information regarding entertainment activities related to the area of tourism.

Students will be able to orally understand simple everyday topics and activities related to the area of tourism.

4. Organization of units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Objectives</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>By the end of this unit, students will be able to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Talk about their past activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Ask and answer questions about past events of a city</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Use the simple past tense of regular verbs to talk about their past</td>
<td></td>
</tr>
<tr>
<td>I Past Experience</td>
<td>SpeakingTalking about past actionsDescribing past activitiesDescribing past activitiesListeningListening for main ideas and detailsVocabularyAdjectives to describe past</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>II Around Town</td>
<td>III Traveling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving directions</td>
<td>Talking about travels and vacations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking about places in town</td>
<td>Talking about ongoing past activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening for main ideas and details</td>
<td>Listening for main ideas, details and speaker mood</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places in town: craft market, hospital, cinema, hotel, etc.</td>
<td>Things to take on different kinds of trips: sunscreen, water, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressions for asking and giving directions like: turn left / right, go straight, etc.</td>
<td>Interesting places to visit in a town like: cathedral, museum, park, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there? And are there? Pronouns one and some Offers and requests with Can and Could</td>
<td>Infinitives for reasons Simple past: Irregular verbs Past Progressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td><strong>Pronunciation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word stress in compound nouns</td>
<td>Reduction of “to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By the end of this unit, students will be able to:</td>
<td>By the end of this unit, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Ask and answer questions about places in a town</td>
<td>▪ Talk about travels and vacations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Recommend attractive tourist places to visit in a city</td>
<td>▪ Talk about ongoing past actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Use can and could to offer and request something</td>
<td>▪ Use simple past of irregular verbs to talk about stories of a city</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Understand specific details of an audio about places in a town and giving directions</td>
<td>▪ Understand speaker mood of audio about traveling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Show respect when working in pairs</td>
<td>▪ Show respect when working in group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **experiences:** wonderful, amazing, exciting, etc.
- **Time expressions:** yesterday, last week, last month, a week ago, a year ago, etc.
- **Grammar**
  - The simple past tense: **regular verbs.**
  - **Pronunciation**
    - Simple past tense endings of regular verbs

- **By the end of this unit, students will be able to:**
  - Understand the main idea of oral texts related to past events
  - Show respect to other people’s ideas

- **Speaking**
  - Asking and answering questions about people’s interests and
### IV Entertainment

**Speaking**
- Talking about your interests, hobbies, and music.

**Listening**
- Listening for main ideas, details and speaker mood

**Vocabulary**
- Interests and hobbies: play sports, go out, hang out, play instruments, etc.
- Types of music: Pop, Romantic, etc.

**Grammar**
- Verb forms after *can / can’t, love, like, enjoy, etc.*, Prepositions: *to be good at, bad at, interested in etc.*
- *Going to* for future plans

**Pronunciation**
- *Sh and ch sound*

**People’s interests and hobbies**
- *Talk about entertaining activities and amenities offer in a city*
- *Listen to oral texts about people interests, hobbies*
- *Use going to, to talk about future plans*
- *Show admiration for hobbies and interest*

### V Looking ahead

**Speaking**
- Talking about future arrangements
- Talking about the weather

**Listening**
- Listening for main ideas, details and speaker mood

**Vocabulary**
- Future plans like: *getting marriage, graduating, etc.*
- Weather expressions like: *sunny, cloudy, windy, etc.*

**Grammar**
- *Future with will and going to*

**Pronunciation**
- *Reduction of will*

**By the end of this unit, students will be able to:**
- *Talk about future arrangements*
- *Ask and answer questions about plans and schedules of amusing activities in a city*
- *Listen to an audio about weather report*
- *Use will and going to, to talk about future plans*
- *Show respect for people’s ideas*

### VI Food

**Speaking**
- Talking about food
- Making requests and offers
- Inviting someone to a meal

**Listening**
- Listening for main ideas, details and speaker mood

**Vocabulary**
- Adjectives to describe restaurants and food: *expensive, cheap, salty, yummy, etc.*
- Inviting expressions: *how about, do you want, would you like, etc.*

**Grammar**

**By the end of this unit, students will be able to:**
- *Ask and answer questions about food*
- *Use would to make polite invitations*
- *Listen to an audio about food recipes*
- *Show commitment to work in groups*
Countable and uncountable nouns
How much . . . ? And how many . . . ?
Would you like (to) . . . ?
Quantifiers: Some and any
A lot of, much, and many, etc.

Pronunciation
Would you? Sound reduction

VII
Restaurant Services

Speaking
Ordering in a restaurant
Giving suggestions

Listening
Listening for main ideas, details and speaker mood

Vocabulary
Menu items: Appetizers, desserts, beverage, etc.
Categories of food: seafood, milk products, spicy, junk food, fast food, etc.
Common Restaurant Expressions like: May I take your order? I would like to, may I have the menu? Could I have the bill? Do you take credit cards? etc.

Grammar
Should and ought to give suggestions
Spelling rules: plural nouns

Pronunciation
Pronunciation of plural nouns

By the end of this unit, students will be able to:
- Ask and answer questions about food and restaurants
- Use should and ought to, to give suggestions about food and restaurants in a city
- Listen for specific details of an audio about ordering in a restaurant
- Demonstrate responsibility to work in pair

Final Test

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of Hours</td>
<td>40</td>
<td>55</td>
</tr>
</tbody>
</table>

5. References


Program for Level 3

1. General Information of the course

Course: Communicative ESP program
Prerequisite: Level II
Level: III
Self – study hours: 15
Class hours: 40
Total hours: 55
Schedule: Saturdays 8:00 – 1:00

2. Description of the course

This is level 3 out of 4 levels of a communicative ESP course designed primarily for adolescents who want to study English as a foreign language with an emphasis on tour related areas. Level three is intended to provide adolescents with a basic level of English (A2-) according to the common European framework, in which they will be able to gain a communicative competence of the language functions when exchanging information of their immediate environment and simple information related to the area of tourism such as describing experiences, events, asking and answering questions about personal and family information, shopping, local geography, transportation, food, tourist destinations, attraction and services, etc. Besides, they will get some basic linguistic elements of the language (grammar, vocabulary, pronunciation) related to the subject matters studied during the course while they get involve in interactive and communicative activities like information gap, games, problem solving activities, etc. Finally, in this course they will be assessed through oral activities such as interviews, oral projects, role-plays, etc., and as a final project they will have a poster presentation in which they will be able to apply what they will learn during the course.
3. Objectives of the course

General Objective

By the end of this course students will be able to convey simple information related to tourism area and their immediate surroundings with an A2-level of English according to the Common European Framework.

Specific Objectives

Students will be able to communicate simple information about routine tasks and their immediate tourist work context.

Students will be able to orally understand daily short conversations about their immediate environment and tourist topics.

Students will be able to raise awareness of how the culture influence on people’s behavior.

4. Organization of units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Objectives</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous People</td>
<td>Speaking&lt;br&gt;Talking about favorite celebrities&lt;br&gt;Describing people’s personalities and appearance</td>
<td>By the end of this unit, students will be able to:&lt;br&gt;▪ Ask and answer questions about influence people of a country&lt;br&gt;▪ Describe family and people’s personalities and appearance&lt;br&gt;▪ Use the simple present to ask for and give physical descriptions&lt;br&gt;▪ Listen to an audio about a celebrity biography&lt;br&gt;▪ Demonstrate empathy when working in groups</td>
<td>5 2</td>
</tr>
<tr>
<td></td>
<td>Listening&lt;br&gt;Listening for main ideas, speaker mood, details</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary&lt;br&gt;Adjectives to describe people personality and appearance: Strong, Sociable, Creative, Positive, Bald, Optimistic, Active, Angry, Fair, Dark, Smart, Intelligent, Honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar&lt;br&gt;Possessive adjectives simple Present simple past: regular and irregular verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pronunciation&lt;br&gt;Distinguishing between ʤ and ʒ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture&lt;br&gt;Cultural Heritage: national heroes,</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II Shopping</strong></td>
<td><strong>By the end of this unit, students will be able to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>• Ask and answer questions about shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recommend places to buy in a city</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Listen to an audio about buying in a store</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use comparative to compare prices, clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe some traditional items clothing in a country</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Show courtesy when talking to someone</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money and currency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicrafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too and enough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensifiers too, really, and very</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Rising intonation to clarify information</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>III Transportation</strong></th>
<th><strong>By the end of this unit, students will be able to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>• Ask and answer questions about means of transportation in city</td>
</tr>
<tr>
<td></td>
<td>• Give advice to visitors about places to go and how get there</td>
</tr>
<tr>
<td></td>
<td>• Raise awareness of body contact when interacting with foreign people</td>
</tr>
<tr>
<td></td>
<td>• Listen to an audio about means of transportation in a city</td>
</tr>
<tr>
<td></td>
<td>• Use be going to, to talk about travel plans</td>
</tr>
<tr>
<td></td>
<td>• Show respect to others opinions</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Means of transportation: <em>Car, bus, ship, carriage, etc.</em></td>
</tr>
<tr>
<td></td>
<td>Common expressions: <em>By bus, by car, on foot etc. how much is the ticket? Where do I get a bus to...? What time does it take to arrive at...?</em></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Be going to for the future</td>
</tr>
<tr>
<td></td>
<td>Have (got) to, Don’t have to for necessity</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Contractions of “Going to”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>Hotels Facilities</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Talking about hotel facilities and services</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Listening for main ideas, speaker mood, details</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Adjectives to describe hotels: Cheap, expensive, luxurious, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hotel facilities and services: pool, room service, double room, air conditioning, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hotel common expressions: Do you have any rooms available? I'd like a double room for three nights, Do you have any vacancies? Etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Have to / need to for obligation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Should and had better for suggestions</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Reduction of Had better (‘d better or better) and ought to /oughta/</td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>Addressing people: degrees of politeness and distance, greetings, apologizing</td>
<td></td>
</tr>
</tbody>
</table>

By the end of this unit, students will be able to:
- Talk about hotel facilities and services
- Ask and give suggestions about hotels in town
- Understand specific details of an audio related to hotel situations
- Use have to/need to, to talk about obligations
- Use polite expressions to address people
- Show a sense of community work when working in group

<table>
<thead>
<tr>
<th>V</th>
<th>Exotic Food</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Asking and answering questions about food passions</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Listening for main ideas, speaker mood, details</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Food passions expressions: to be crazy about..., to be a big meat eater, to be a chocolate addict, to be a mango lover, etc.</td>
</tr>
</tbody>
</table>

By the end of this unit, students will be able to:
- Discuss different ways to cook and prepare food
- Ask and answer questions about food likes and dislikes
- Understand an audio about food passions
- Use comparatives to describe orally local dishes
- Be aware of the local food from other countries
- Demonstrate respect and courtesy
| Excuses for not eating something: to be allergy, to be not tolerant to sth, etc. |
| Food descriptions and recipe: vegetable and fruits. |
| Cooking verbs |
| Adjectives to describe food: Tasteless, spicy, salty, etc. |
| Grammar |
| Use to / used to |
| Offers and suggestions with Why don’t |
| Comparatives and superlatives |
| Pronunciation |
| Sound reduction: used to /usta/ |
| Culture |
| Meals and food from other countries |

| VI |
| The World |
| Speaking |
| Talking about sightseeing information |
| Talking about countries you want to travel to |
| Describing international foods, places, and people |
| Listening |
| Listening for main ideas, speaker mood, details |
| Vocabulary |
| Sightseeing activities: sand boarding, climbing, canopy, kayaking, etc. |
| More countries, Languages and Nationalities |
| Grammar |
| First conditional |
| Pronunciation |
| Syllabus stress |
| Culture |
| history, places, population of a country |

| VII |
| Wonders of the World |
| Speaking |
| Asking and answering questions about most famous human wonders |
| Talking about human wonders in a city |
| Describing natural wonders and features |
| Listening |

By the end of this unit, students will be able to:
- Ask and answer questions to talk about sightseeing activities
- Talk about countries you want to travel to
- Recommend places of interest for tourists
- Listen to an audio about extreme activities
- Use the first conditional to talk about something that is quite likely to happen in the future
- Exchange historical facts of a country
- Show respect to other people opinions

By the end of this unit, students will be able to:
- Ask and answer questions about most famous human wonders
- Talk about human wonders in a city
- Listen to an audio about a famous natural wonder
- Use superlatives to describe natural wonders

| 5 | 2 |
| 6 | 3 |
Listening for main ideas, speaker mood, details

**Vocabulary**
Buildings and structures:
Monuments, cathedral, parks, etc.
Natural features: volcanoes, lakes, landscapes, rivers, islands, etc.

**Grammar**
Superlative

**Pronunciation**
Linking and deletion with superlatives

**Culture**
Body language: Shaking hands, kissing, hugging, nodding, hands signals.

- Wonders and features
  - Be aware of body language use in other countries
  - Show appreciation for the natural wonders of the country

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>40</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Presentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total of Hours</strong></td>
<td>55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Reference


Program for Level 4

2. General Information of the Course

Course: Communicative ESP Course

Prerequisite: Level III

Professors: Oscar Sotelo and José Gabriel Polanco

Level: IV

Class hours: 40

Self – study hours: 15

Schedule: Saturdays 8:00 – 1:00

3. Description of the course

This is level 4 out of 4 levels of a communicative ESP course designed primarily for adolescents who want to study English as a foreign language with an emphasis on tour related areas. Level four is intended to make students communicate information related to tourism field with an A2 level of English according to the common European framework. In this level, they will be able to gain a communicative competence of the language functions when managing phone conversations, asking and answering questions about favorite animals and pets, local traditions and holidays, talking about aspects of culture, describing natural settings and talking about planning a career. Besides, they will get some basic linguistic elements of the language (grammar, vocabulary, pronunciation) related to the subject matters studied during the course. During the course, it will be carried out activities related to the development of the language communication which are going to be performed individually, in pairs and in groups. Finally, in this course, students will be assessed through oral activities such as interviews, oral projects, role-plays, etc., and as a final task, they will have an oral presentation project in which they will be able to apply what they will learn during the course.
4. Objectives of the course

General Objective

By the end of this course students will be able to communicate information related to tourism field with an A2 level of English according to the Common European Framework.

Specific Objectives

Students will be able to communicate orally relevant information related to tourist areas like waiter, receptionist, waiter-waitress, bartender, tour guide.
Students will be able to orally understand information related to tourist topics.
Students will be able to raise awareness about some cultural aspects when communicating with people.

5. Organization of units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Objectives</th>
<th>C/H</th>
<th>SS/H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hotels</td>
<td>reservations</td>
<td>By the end of this unit, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Speaking</strong></td>
<td>- Ask and answer questions about making reservations in a hotel</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Describing ways to make reservations in a hotel</td>
<td>- Give information about hotel schedule activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taking telephone messages</td>
<td>- Describe hotel amenities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving information about hotel amenities</td>
<td>- Manage phone conversations to give solutions to hotel guests problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dealing with a complaint of a guest in a hotel</td>
<td>- Use polite expressions to address people in telephone conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Listening</strong></td>
<td>- Show a sense of community when working in team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen an audio about a hotel reservation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hotel room amenities and services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make comparisons with as . . . as and not as . . . as Phrasal verbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Pronunciation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linking words with the same consonant sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Culture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use different polite expressions in telephone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eating out</td>
<td>By the end of this unit, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **II** | **Speaking**  
Recommending restaurants  
Talking about drinks and food  
Describing ways to prepare alcoholic beverages  
**Listening**  
Listening for specific information.  
**Vocabulary**  
Local food and drinks, restaurant expressions, ways to prepare different drinks, cocktails, etc.  
**Grammar**  
Comparative and superlatives  
**Pronunciation**  
Linking comparatives and superlatives  
**Culture**  
Famous food and drinks of different countries |  
- Give a recommendation of a restaurant  
- Use the comparative and superlative to talk about beverages  
- Listen for specific information in an audio about exotic drinks  
- Describe popular dishes and drinks from different countries  
- Show courtesy when talking to someone. |
|   | **III**  
**Holidays and Traditions**  
**Speaking**  
Taking about holidays and traditions  
Exchanging information about holidays  
**Listening**  
Listening for general information  
**Vocabulary**  
Types of holidays and celebrations: birthdays, weddings, local festivals, holy week, etc.  
Ways to celebrate a holiday, tradition.  
Things people do/use to celebrate special days.  
**Grammar**  
Future with “going to”  
Present continuous for |  
- Ask and answer questions about holidays and traditions of a country  
- Give tourists information about local traditions  
- Use the future with “going to” to talk about holidays and traditions  
- Listen for general information in an audio about a particular holiday.  
- Describe festivals and holidays that take place in a country and some others.  
- Show respect when people talk about their traditions. |
<table>
<thead>
<tr>
<th>Future Plans</th>
<th>Pronunciation</th>
<th>Reduction of going to/gonna/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture</strong></td>
<td>Pronunciation</td>
<td>By the end of this unit, students will be able to:</td>
</tr>
<tr>
<td>- Festivities and holidays in other countries: Christmas, birthday, national and international festivals.</td>
<td>- Reduction of going to/gonna/</td>
<td>- Describe orally natural disasters</td>
</tr>
<tr>
<td></td>
<td>- Use imperative and the first conditional to talk about natural disasters.</td>
<td>- Give suggestions for emergency</td>
</tr>
<tr>
<td></td>
<td>- Understand specific details of an audio related to a natural disaster.</td>
<td>- Use imperative and the first conditional to talk about natural disasters.</td>
</tr>
<tr>
<td></td>
<td>- Show a sense of community work when working in groups</td>
<td>- Understand specific details of an audio related to a natural disaster.</td>
</tr>
</tbody>
</table>

### IV Natural Disasters

**Speaking**
- Talking about natural disasters

**Listening**
- Understanding specific information

**Vocabulary**
- Severe weather and other natural disasters: tornado, eruption, hurricane, earthquake, etc.
- Emergency of preparations and supplies

**Grammar**
- Imperatives
- First conditional

**Pronunciation**
- Linking consonants and vowel

By the end of this unit, students will be able to:
- Describe orally natural disasters
- Give suggestions for emergency
- Use imperative and the first conditional to talk about natural disasters.
- Understand specific details of an audio related to a natural disaster.
- Show a sense of community work when working in groups

### V World Cultures

**Speaking**
- Talking about world cultures

**Listening**
- Listening to an audio about cultures of the world

**Vocabulary**
- Cultural items, icons, and events.
- Manners, customs, and culturally appropriate behavior

**Grammar**
- Must and must not

**Pronunciation**
- Must reduction

By the end of this unit, students will be able to:
- Talk about aspects of a culture.
- Talk about manners, customs, and culturally appropriate behavior.
- Use the modal must to talk about some world cultures.
- Listen to an audio about different cultures around the world.
- Show a sense of respect to other people's cultures.

### VI Beautiful World

**Speaking**
- Describing natural settings
  - Talking about animals and pets

**Listening**
- Listening for main ideas

By the end of this unit, students will be able to:
- Talk about natural settings and local animals
- Talk about environmental...
| Vocabulary | Environmental issues: Pollution, global warming, etc.  
| Pets  
| Savage animals |  
| Grammar | Too + adjective and infinitive  
| Should  
| Can and Can’t  
| Must |  
| Pronunciation | Stress toemphasizemeanung  
| Unstressed can /kən/ andcan’t /kænt/ |  
| Culture | Natural destinations of other countries |  
| VII Careers | Speaking | Talking about careers  
| Listening | Listening to an audio about a professional life |  
| Vocabulary | Expressions to describe a job search  
| Areas of work, professions, and jobs |  
| Grammar | The real conditional  
| Form, usage, common errors  
| Possessive pronouns / Whose |  
| Pronunciation | Fall and rise intonation culture |  
| Facial expressions: eye contact, showing anger, happiness, etc. |  
| By the end of this unit, students will be able to: |  
| Talk about planning a career.  
| Discuss different jobs people do  
| Talk about hopes and expectations for the future.  
| Use the real conditional to talk about future careers.  
| Listen to an audio about a professional life  
| Be aware of other countries facial expressions to convey meaning.  
| Show respect for people’s opinions |  
| Final Presentation |  
| Total of Hours |  
| 55 |
6. Reference


VIII. Conclusion

As a conclusion, along the whole processes for the elaboration of this curriculum proposal such as writing instruments to gather the information, selecting the proper theories that best fit for students’ wants and needs as well as designing the different programs proposed; we got exposed to new learning dimensions in this academic field such as:

- Learning different steps to follow when creating a language curriculum.
- Learning how to differentiate the needs, wants and lacks in a target group.
- Learning how to make decisions based on students’ needs.
- Learning new theory-principles of teaching methodologies.
- Learning experience to elaborate language programs.
- Learning new focuses to assess students objectively.
IX. Recommendations

In order to carry out successfully this curriculum proposal, it is recommended:

- To create a communicative English program oriented to tour related areas
- To include relevant content to student’s interest to keep motivation
- To include a variety of interactive activities that emphasize the development of oral communication
- To provide learners with the communicative competence of the English language
- To include topics related to tour related areas
- To include a teaching methodology which emphasizes the development of the listening and speaking skill
- To provide learner with an A2 level of English, according to the Common European Framework.
- To provide learners with material related to the subject matters they will be studying during the course.
- To follow, if possible, the ideas suggested in the program.
X. References


Appendix Section
Appendix 1

CUESTIONARIO PARA LOS ESTUDIANTES

Objectives:

Find out students’ perspectives and interests towards attending a communicative ESP course in tourism.

To identify students’ needs in English oral production.

Conteste las siguientes preguntas y coloque un check donde sea necesario.

SEXO

☐ Masculino ☐ Femenino

Edad ________

1. ¿Te gusta el inglés?
   ☐ Sí
   ☐ No

¿Por qué? ____________________________________________

2. ¿Has estudiado anteriormente inglés? Si es así, ¿En dónde? ¿Cuánto tiempo?

3. ¿Qué tipo de actividades te gustaría que se realizaran en un aula para aprender más este idioma? Marca con un check

☐ Lecturas ☐ Presentaciones orales
☐ Juegos ☐ Canciones
☐ Diálogos ☐ Otros

4. ¿En cuáles de las siguientes habilidades del inglés crees que tienes mayores dificultades? Coloca un check.

☐ Leer ☐ Escuchar
☐ Escribir ☐ Hablar
5. ¿Consideras que exista necesidad de comunicarse en inglés con los turistas que visitan este complejo turístico "Laguna de Apoyo"? Sí, no ¿Por qué?

6. ¿Has tenido la oportunidad de conversar en Inglés con extranjeros dentro del área turística de la Laguna de Apoyo en Inglés? De ser así ¿con qué frecuencia?

- Frecuentemente
- Algunas veces
- Raras veces
- Casi nunca

7. ¿Qué temas crees que son los más comunes en una conversación con extranjeros?

- Direcciones
- Información general del lugar (restaurantes, comida típica, precios, lugares para visitar)
- Historia del lugar
- Actividades recreativas.
- Otros

8. ¿Te gustaría formar parte de un curso comunicativo de inglés orientado al turismo con el fin de tener una mejor comunicación con extranjeros? Sí, no ¿Por qué?
Appendix 2

QUESTIONNER FOR THE TEACHER

Objective:

- Inquire about the effectiveness of the methodology that teachers use in the secondary school nearby of this community in order to adopt and adapt some of them.
- Get general information about the level of English students are supposed to reach once they finish their secondary studies and the competences teachers think should be developed during this ESP course.
- Find out teacher's opinion about the necessity of having an ESP communicative course in the community with a focus on tourism.

Questions

1. What types of methods do you consider are the most suitable to teach English?

2. What types of activities do you consider students like the most in the classroom when learning English?
   - □ Oral presentations
   - □ Role-plays
   - □ Information Gap activities

3. In which of the following areas do you think students have more difficulties?
   - □ Listening
   - □ Reading
   - □ Speaking
   - □ Writing
   - □ Other
   - □ Vocabulary
   - □ Pronunciation
   - □ Grammar
4. Would you consider that there is a big necessity for visitors to have people who speak English in this touristic area?

5. What level of English are students supposed to reach when they finish their secondary school? What can they do and cannot do at this level?

6. Could you describe briefly what type of English course students receive in this school?

7. What level of English do you think students have to reach to communicate efficiently with visitors in terms of tourism?

8. What type of topics do you think students should be taught during an ESP course in tourism?

9. What competences in English language would you suggest for students to develop the most?
Appendix 3
Questionnaire for Visitors

Objective:
To find out the limitations visitors have in English owing to the lack of bilingual people when visiting this tourist destination “Laguna de Apoyo”.

Questions:

Nationality: _______________________

1. According to your experience, have you ever had any communicative limitation to get a service in this touristic area “Laguna de Apoyo”?

2. Do you think that the tours should be carried out in Spanish or English? If yes or no. Why?

3. Do you consider that the amount of bilingual people in this area is enough to facilitate the communication with visitors?

4. What do you think about the idea of carrying out a project for teaching English to young people who live nearby this touristic area in order to boost their chances to get a local job which require English as waitress, waiters, receptionist, etc., and likewise offer a better communicative service to visitors?
<table>
<thead>
<tr>
<th>Outcome (General Goal)</th>
<th>Specific Objs</th>
<th>General Objs per Level</th>
<th>Specific Objs per Level</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>1. Students will be able to talk about a variety of simple topics related to their immediate surroundings and tour related areas: receptionists, waiters/waitress, bartender, and tour guide.</td>
<td>1. By the end of this course students will be able to exchange very basic personal information and daily situations with an A1 level of English according to the Common European Framework.</td>
<td>1. Students will be able to talk about very basic personal information and very basic daily situations.</td>
<td><strong>40 Hrs</strong></td>
</tr>
<tr>
<td></td>
<td>2. Students will be able to use some communication strategies in tour related areas: receptionists, waiters/waitress, bartender, and tour guide and their immediate environment in order to convey utterances efficiently.</td>
<td></td>
<td>2. Students will be able to orally understand very simple personal information and very simple everyday situations provided that people speak slowly and clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Students will develop some listening strategies to understand ideas and information of simple oral texts associated to tourist topics.</td>
<td></td>
<td>3. Students will be able to use orally a very basic repertoire of vocabulary about personal information, and everyday situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Students will be able to understand and use a variety of vocabulary to talk about their immediate environment and tour related areas: receptionist, waiter/waitress, bartender, and tour guides.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Students will demonstrate ecological and moral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
<td>1. By the end of this course students will be able to exchange basic information of their immediate environment and tour related area with an A1 level of English according to the common European framework.</td>
<td>1. Students will be able to describe verbally in simple terms people and tourist places.</td>
<td><strong>40 Hrs</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Students will be able to talk about very simple information regarding entertainment activities related to the area of tourism.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Students will be able to orally understand simple everyday topics and activities related to the area of tourism.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
<td>1. By the end of this course students will be able to convey simple information related to tourism area and their immediate surroundings with an A2 level of English according to the common European framework.</td>
<td>1. Students will be able to communicate simple information about routine tasks and their immediate tourist work context.</td>
<td><strong>40 Hrs</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Students will be able to orally understand daily short conversations about their immediate environment and tourist topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Students will be able to</td>
<td></td>
</tr>
</tbody>
</table>
| Level 4 | 1. By the end of this course students will be able to communicate information related to tourism field with an A2 level of English according to the common European framework. | 1. Students will be able to communicate orally relevant information related to tourist areas like waiter, receptionist, waiter-waitress, bartender, tour guide.  
2. Students will be able to orally understand information related to tourist topics.  
3. Students will be able to raise awareness about some cultural aspects when communicating with people. | 40 Hrs |
<table>
<thead>
<tr>
<th>Topics/ Units</th>
<th>Listening/Speaking</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Pronunciation</th>
</tr>
</thead>
</table>
| Greetings and Introduction | • Greeting and responding to greetings.  
• Spelling names.  
• Introducing yourself and others.  
• Exchanging personal information | • The Alphabet  
• Numbers 1-20  
• Expressions to say hello and good-bye  
• Most common countries and Nationalities.  
• Personal information: age, phone number, marital statues, etc. | • Subject Pronouns  
• Simple Present Tense of be: am/is/are  
– Affirmative statements  
– Negative statements  
• Questions: What? How old? Who? | • A and I Vowel sounds as in name and five |
| The Family | • Describing family relationships.  
• Asking and answering questions about family members in terms of relationships. | • Family members: father, mother, brother, sister, etc. | • Possessive adjectives: my, your, his, her, our, your, their.  
• Nouns: Singular and plural forms This/that; these/those.  
• Simple present tense: have  
• Any in questions and negatives | • The voiced th sound in this and that |
| Time and Jobs | • Asking for and telling the time.  
• Asking and answering about birthdays and other events.  
• Talking about your occupation.  
• Describing job functions | • Clock times  
• Days of the week  
• Months of the year.  
• Ordinal numbers  
• Some occupations like flight attendant, bartender, receptionist, etc. | • Present continuous: be (am/is/are) + verb – ing.  
– Affirmative and negative statements  
– Yes/No question  
• Prepositions of time: in, on, at.  
• Object pronouns like me, him, her, us, and them.  
• Articles: a and an | • Number stress  
• “Th” voiceless sound |
| Neighborhood | • Talking about locations of places in your neighborhood.  
• Asking for and giving addresses. | • Places in the neighborhood: police station, gas station, pharmacy, school, etc. | • Information question with be: When, What time, what day + (am/is/are).  
• Preposition of place: next to, between, behind, etc.  
• The definite article: The | • The pronunciation of the before consonant and vowel sound. |
| Daily Routines | • Talking about daily activities.  
• Describing what you do in your free time.  
• Talking about household chores. | • Daily activities at home like: get up, get dressed, study, watch TV, brush, etc.  
• Leisure activities like listen to music, read, take a nap, play soccer, etc.  
• Household chores: wash dishes, clean the yard, iron the clothes, mop the floor, take out the garbage, etc. | • Sequence words: first, then, after that, next, finally  
• Adverbs of frequency: always, usually, often, sometimes, rarely/seldom, never  
• How often?  
• Positions of frequency adverbs | • -s, z, /iz/ endings of verbs |
| House | • Talking about different furniture and appliances that each room has in a house.  
• Talking about the location of house objects.  
• Describing a house | • Parts of a house: living room, dining room, kitchen, roof, yard, door, window, bathroom, etc.  
• Home furnishings and appliances for different rooms: mirror, sink, shower, lamp, bed, chair, toilet, stove, etc. | • Simple present: information questions.  
• – Affirmative and negative statements  
• – Yes/No questions: Do / Does....?  
• Preposition of place: on, under, inside, etc. | • Stress on important words  
• Pronunciation of NG as in studying, cooking, etc. |
| | • Talking about recent past event.  
• Asking and answering questions | • Past activities like: weddings, birthdays, etc.  
• Past time | • The simple past tense of the verb to be | • The pronunciation of -d-t and – ed(simple past) |
### Table of Content Level 2

<table>
<thead>
<tr>
<th>Topics/Units</th>
<th>Listening/Speaking Functions</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Pronunciation</th>
</tr>
</thead>
</table>
| **Past Experience** | • Talking about your past experiences.  
• Describing past activities.  
• Talking about ongoing past actions | • Adjectives to describe past experiences: wonderful, amazing, exciting, etc.  
• More time expressions: yesterday, last week, last month, a week ago, a year ago, etc. | • The simple past tense: regular and irregular verbs.  
• Past progressive | • Simple past tense endings |
| **Around town** | • Asking and answering questions about places in a town  
• Giving directions  
• Offering help and ask for directions  
• Talking about favorite places in your town  
• Recommending places to visit in town. | • Places in town: craft market, airport, hospital, church, bank, cinema, hotel, etc.  
• Expressions for asking and giving directions like: turn left / right, go across the roundabout, go straight, etc. | • Is there? Are there?  
• Pronouns one and some  
• Offers and requests with Can and Could | • Word stress in compound nouns |
| **Travelli** | • Talking about things you need to do before a trip | • Things to take on different kinds of trips: sunscreen, | • Infinitives for reasons  
• Ways to give | • Reduction of “to” |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Subtopics</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving advice</td>
<td>Giving advice and making suggestions</td>
<td><em>water, etc.</em></td>
<td>advice and make suggestions: <em>should, ought to</em></td>
</tr>
<tr>
<td>making</td>
<td>Talking about travels and vacations</td>
<td><em>Interesting places to visit in a town like: cathedral, museum, park, etc.</em></td>
<td></td>
</tr>
<tr>
<td>travel</td>
<td>Complaining about travel problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertaining</td>
<td>Asking and answering questions about people’s interests and hobbies.</td>
<td><em>Interests and hobbies: play sports, go out, hang out, play instruments, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talking about your interests, hobbies, and music.</td>
<td><em>Types of music: Pop, Romantic, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talking about animals and favorite pets.</td>
<td><em>Name of animals.</em></td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking ahead</td>
<td>Talking about future arrangements</td>
<td><em>Future plans like: getting marriage, graduating, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talking about plans and organizing events</td>
<td><em>Weather expressions like: sunny, cloudy, windy, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talking about the weather.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Talking about food and eating habits</td>
<td><em>Foods and food groups</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making requests and offers</td>
<td><em>Adjectives to describe restaurants: expensive, cheap, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inviting someone to a meal</td>
<td><em>Inviting expressions: how about, do you want, would you like, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restaurants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing</td>
<td>Discussing what to eat</td>
<td><em>Menu items: Appetizers, desserts, beverage, etc.</em></td>
<td></td>
</tr>
<tr>
<td>what to eat</td>
<td>Ordering in a restaurant</td>
<td><em>Categories of food: seafood, milk products, spicy, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paying for a meal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussing different</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics/Units</td>
<td>Listening/Speaking Functions</td>
<td>Vocabulary</td>
<td>Grammar</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Famous People | * Talking about favorite celebrities  
* Describing people’s personalities and appearance | * Adjectives to describe people personality and appearance: Strong, Sociable, Creative, Positive, Bald, Optimistic, Active, Angry, Fair, Dark, Smart, Intelligent, Honest. | * Possessive adjectives  
* simple Present  
* simple past: *regular and irregular verbs* | * Distinguishing between ʤ and ʒ* |
| Shopping | * Talking about shopping  
* Making and responding to suggestions  
* Buying and asking for prices | * Money and currency  
* Electronic products  
* Handicrafts  
* Clothes | * Comparative  
* Too and enough  
* Intensifiers too, really, and very | * Rising intonation to clarify information* |
| Transportation | * Discussing travel plans  
* Asking and answering questions about means of transportation in city  
* Talking about places in a city and to how get there | * Means of transportation: *Car, bus, ship, carriage, etc.*  
* Common expressions: *By bus, by car, on foot etc. how much is the ticket? Where do I* | * Could and should  
* Be going to for the future  
* Have (got) to, Don’t have to for necessity* | * Constructions of “Going to”  
* Reduction of have to (hafta and hasta) and have got to (gotta).* |
| Hotels Services | get a bus to…?  
What time does it take to arrive at…? |  
| --- | --- | --- |
| • Talking about hotel facilities and services  
• Asking and giving suggestions about hotels in town | • Adjectives to describe hotels: Cheap, expensive, luxurious, etc.  
• Hotel facilities and services: pool, room service, double room, air conditioning, etc.  
• Hotel common expressions: Do you have any rooms available? I'd like a double room for three nights. Do you have any vacancies? Etc. | • Have to / need to for obligation  
• Should and had better for suggestions  
• Reduction of Had better (‘d better or better) and ought to /oughta/ |
| Exotic Food | • Asking and answering questions about food passions  
• Discussing different ways to cook and prepare food  
• Describing orally local dishes | • Food passions expressions: to be crazy about…., to be a big meat eater, to be a big coffee drinker, to be a chocolate addict, to be a mango lover.  
• Excuses for not eating something: to be allergy, to be not tolerant to sth, etc.  
• Food descriptions and recipe: vegetable and fruits.  
• Cooking verbs: Mix, boil, blend, | • Use to / used to  
• Negative yes / no questions  
• Offers and suggestions with Why don’t  
• Sound reduction: used to/usta/ |
<table>
<thead>
<tr>
<th>Topics/Units</th>
<th>Listening/Speaking Functions</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Pronunciation</th>
</tr>
</thead>
</table>
| Hotels reservations          | • Describing ways to make reservations in a hotel  
 • Taking telephone messages  
 • Giving information about hotel amenities  
 • Dealing with a complaint of a guest in a hotel | • Hotel room amenities and services | • Make comparisons with as . . . as and not as . . . as  
 • Phrasal verbs | • Linking words with the same consonant sound |
| Eating out                   | • Recommending restaurants  
 • Talking about drinks and food | • Local food and drinks, restaurant expressions, | • Comparative and Superlatives | • Linking comparatives and superlatives |

---

### The World
- Talking about sightseeing information
- Talking about countries you want to travel to
- Describing international foods, places, and people

### Wonder of the World
- Asking and answering questions about most famous human wonders
- Talking about human wonders in a city
- Describing natural wonders and features

- Buildings and structures: Monuments, cathedral, parks, etc.
- Natural features: volcanoes, lakes, landscapes, rivers, islands, etc.
- Superlatives
- Linking and deletion with superlatives

- First conditional
- Syllable stress

- Adjectives to describe food: Tasteless, spicy, salty, etc.
### Holidays and Traditions
- Describing ways to prepare alcoholic beverages
- Ways to prepare different drinks, cocktails, etc.
- Types of holidays and celebrations: 
  - Birthdays, weddings, local festivals, holly week, etc.
- Ways to celebrate a holiday, tradition.
- Things people do/use to celebrate special days.
- Future with “going to”
- Present continuous for future plans

### Natural Disasters
- Describing orally natural disasters
- Giving suggestions for emergency
- Severe weather and other natural disasters: 
  - Tornado, eruption, hurricane, earthquake, etc.
- Emergency of preparations and supplies
- Imperatives
- Second conditional

### World Cultures
- Talking about aspects of your culture
- Talking about manners, customs, and culturally appropriate behavior.
- Cultural items, icons, and events.
- Manners, customs, and culturally appropriate behavior
- Must and must not

### Other Features
- Must reduction
<table>
<thead>
<tr>
<th>Beautiful World</th>
<th>Career s</th>
</tr>
</thead>
</table>
| • Describing natural settings  
• Asking and answering questions about natural destinations  
• Discussing solutions to environmental issues  
• Talking about animals and pets | • Expressions to describe a job search  
• Areas of work, professions, and jobs |
| • Dangerous animals and insects  
• Environmental issues: Pollution, global warming, etc.  
• Pets, Savage animals | • The real conditional  
• Possessive pronouns / Whose |
| • Too + adjective and infinitive  
• Should  
• Can and Can’t  
• Must | • Stress to emphasize meaning  
• Unstressed can /kən/ and can’t /kænt/  
• Fall and rise intonation. |