

BLOQUE I	Getting Around: Local and State Tourism	TIEMPO ASIGNADO: 12 horas/3 semanas
PROPÓSITOS		
<ul style="list-style-type: none"> • Describe tourist points in the state and city. • Give suggestions and recommendations to a tourist. • Give directions to a tourist. • Plan a tour around the city and state. 		
SABERES REQUERIDOS PARA EL LOGRO DE LOS PROPÓSITOS		
DECLARATIVOS	PROCEDIMENTALES	ACTITUDINALES
<ul style="list-style-type: none"> • Identify vocabulary related to tourism. • Develop sentences using modals for recommendation. • Describe tourist points in the state and city. • Demonstrate knowledge about prepositions of place. 	<ul style="list-style-type: none"> • Investigate about tourist places in the state and city. • Present tourist points in the state and city. • Give a guided tour describing attractions. • Develop an information brochure. • Give suggestions and recommendations to a tourist. • Give directions to a tourist about the best tourist points in the city and state. 	<ul style="list-style-type: none"> • Pay attention to the information presented in the target language. • Collaborate efficiently in pairs and groups. • Respect the opinions presented in class. • Maintain a good attitude towards public speech.
INDICADORES DE DESEMPEÑO PARA LOGRAR LAS UNIDADES DE COMPETENCIA		EVIDENCIAS DE APRENDIZAJE SUGERIDAS
<ul style="list-style-type: none"> • Describe the state and city attractions. • Design an information brochure. • Suggest tourist attractions. • Demonstrate knowledge about prepositions of place. 		<ul style="list-style-type: none"> • List vocabulary related to tourism. • Produce written and oral sentences using descriptions. • Elaborate an information brochure. • Discriminate oral and written descriptions about tourist points in the state and city. • Present tourist points to the class • Understand ideas presented in tourist articles. • Apply knowledge about prepositions of place.

BLOQUE II	Making Tourist Recommendations	TIEMPO ASIGNADO: 12 horas/3 semanas
PROPÓSITOS		
<ul style="list-style-type: none"> • Develop sentences about city using adverbs and adjectives. • Recommend places for vacation using “can” and “should” • Produce sentences using conjunctions. • Develop skills in reading comprehension. • Develop skills in reading for specific information. 		
SABERES REQUERIDOS PARA EL LOGRO DE LOS PROPÓSITOS		
DECLARATIVOS	PROCEDIMENTALES	ACTITUDINALES
<ul style="list-style-type: none"> • Identify vocabulary to describe places. • Distinguish adverbs before adjectives. • Infer the grammar in contextualized conversations using adjectives and adverbs. • Discriminate the use of the modals “should” and “can” for recommendations as well as its negative forms. 	<ul style="list-style-type: none"> • Express sentences in conversations using adverbs before adjectives. • Participate in conversations using can and should. • Participate in conversations using adverbs before adjectives. • Make examples of the use of modals should and can. • Write an article using adverbs before adjectives. 	<ul style="list-style-type: none"> • Pay attention to the information presented in the target language. • Collaborate efficiently in pairs and groups. • Respect classmates’ opinions.
INDICADORES DE DESEMPEÑO PARA LOGRAR LAS UNIDADES DE COMPETENCIA		EVIDENCIAS DE APRENDIZAJE SUGERIDAS
<ul style="list-style-type: none"> • Distinguish vocabulary related to description of places. • Describe the city, as well as others in the state. • Connect vocabulary and grammar related to description of places and recommendations in order to produce oral texts. • Interpret oral texts with vocabulary and grammar related to descriptions and recommendations of places. 		<ul style="list-style-type: none"> • Describe (written and spoken) characteristics of places using the target language. • Make sentences about places that they have visited: integrating vocabulary and modals used for recommendations. • Interpret descriptions of places through questions of listening comprehension. • Produce a written guide of recommendations of the city.

- Write an article about his favorite place describing and giving recommendations.
- Understand the main ideas in articles related to description of places, as well as predicting skills and reading for specific information.

BLOQUE III	PROVIDING CUSTOMER SERVICE AT A RESTAURANT (food establishments)	TIEMPO ASIGNADO: 20 horas/5 semanas
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PROPÓSITOS

- Use appropriate greeting expressions in specific customer/service provider communicative situations.
- Engage in casual conversations with customers related to weather, the city, travel experience, etc.
- Use common expressions, questions, and responses to take food or beverage orders from customers in oral form.
- Describe and compare dishes and beverages in written and oral form.

SABERES REQUERIDOS PARA EL LOGRO DE LOS PROPÓSITOS

DECLARATIVOS	PROCEDIMENTALES	ACTITUDINALES
<ul style="list-style-type: none"> • Distinguish the use of formal and informal greeting expressions. • Reinforce statements and common questions in the simple present tense in casual conversation. • Distinguish the use of modal verbs to formulate questions to take orders. • Identify common expressions used by the customer e.g. <i>Could I have..? Can I get the check please? I'll have..., I'd like...</i> • Respond appropriately to customers' requests with common expressions. 	<ul style="list-style-type: none"> • Use common greeting and introduction expressions in a customer/service provider situation. • Use and recognize common expressions to initiate small talk regarding the weather, the city, or customer travel experience in the city. • Use and recognize common expressions to offer and take food/beverage orders. • Ask questions to clarify customer requests. • Practice the ascending and descending intonation in questions. • Practice the use of vocabulary related to food and beverages to describe and make comparisons. • Summarize food order orally. 	<ul style="list-style-type: none"> • Work collaboratively with peers in group or pair assignments. • Complete tasks demonstrating interest and enthusiasm. • Influence his or her peers by maintaining a positive attitude at all times. • Demonstrate tolerance towards cultural differences between our country and English speaking countries. • Recognize the legitimacy of the different English language variations.

<ul style="list-style-type: none"> • Reinforce the use of the simple present verb <i>to be</i> in providing directions; describing dishes and beverages. • Use different adjectives to describe foods and beverages. • Distinguish the use of comparative and superlative structures in the simple present tense to describe dishes and beverages. • Identify food and dishware vocabulary to describe dishes and beverages. • Distinguish countable/uncountable nouns to talk about food, dishes, and beverages. 		
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INDICADORES DE DESEMPEÑO PARA LOGRAR LAS UNIDADES DE COMPETENCIA	EVIDENCIAS DE APRENDIZAJE SUGERIDAS
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<ul style="list-style-type: none"> • Identify formal and informal greetings and courtesy expressions • Simulate real-life dialogues using appropriate greetings and courtesy expressions. • Identify information related to taking orders from customers using basic reading and listening comprehension strategies. • Simulate real-life dialogues using appropriate vocabulary to describe food. • Identify information related to the comparison of dishes, desserts, and beverages using authentic material. • Describe and compare dishes, desserts, and beverages orally and in written form. • Carry our small conversations related to the city, the weather, or current events using simple present or simple past tense. • Identify information related to the city, the weather, or current events using basic reading and listening comprehension strategies in authentic material. 	<ul style="list-style-type: none"> • Use formal greetings and courtesy expressions through real-life dialogue simulations. • Write small reviews of dishes or beverages, and advertisement brochures, and menus. • Fill out food order forms. • Describe and compare dishes in oral form through presentations or role plays; ideally, present to other English speakers to make the task more meaningful. • Summarize orders orally or in written form through the use of special computer software used by food establishments. • Perform research (books, magazines, or internet) about international dishes. Finds recipes with ingredients and descriptions.
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BLOQUE IV	DEALING WITH CHALLENGING SITUATIONS WITH CUSTOMERS	TIEMPO ASIGNADO: 20 horas/5 semanas
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PROPÓSITOS

- Deal orally with common customer complaints, requests, and incidents related to the food or the check.
- Use of polite expressions to diffuse angry customers.
- Explain the customer’s check in oral form.

SABERES REQUERIDOS PARA EL LOGRO DE LOS PROPÓSITOS

DECLARATIVOS	PROCEDIMENTALES	ACTITUDINALES
<ul style="list-style-type: none"> • Distinguish between polite and impolite expressions to respond to customers’ complaints. • Distinguish between informal and formal polite expressions to diffuse a challenging situation with an angry customer e.g. <i>I apologize for the inconvenience..., I’ll be more than happy to replace, etc.</i> • Reinforce the use of the simple present and simple past to describe problems e.g. <i>The order is not ready. The coffee was cold., etc.</i> • Distinguish the use of modals of request and advice e.g. <i>can, could, would, should, etc.</i> • Reinforce the use of cardinal and ordinal numbers to explain prices and the total of check. • Identify vocabulary related to money, size, and units of measurement e.g. <i>dollar, coins, penny, pounds, grams, ounces, height, length, etc.</i> 	<ul style="list-style-type: none"> • Ask questions to clarify customer requests. • Use common expressions to apologize by giving an excuse, admitting a mistake, making an offer, and/or making a promise. • Use common expressions to explain the ticket, describe dishes, or issues related to the establishment. • Practice the pronunciation of confusing cardinal and ordinal numbers (fifteen-fifty, sixteen-sixty, etc) and the fricative sounds /θ/ and /ð/ “th” (third, fourth, three, etc.). 	<ul style="list-style-type: none"> • Demonstrate tolerance towards cultural differences between our country and English speaking countries. • Solve/offer appropriate solutions to problems. • Demonstrate empathy to other people’s problems. • Understand and show tolerance to cultural differences in difficult situations such as customer complaints. • Work collaboratively with peers in group or pair assignments. • Complete tasks demonstrating interest and enthusiasm. • Influence his or her peers by maintaining a positive attitude at all times.

INDICADORES DE DESEMPEÑO PARA LOGRAR LAS UNIDADES DE COMPETENCIA	EVIDENCIAS DE APRENDIZAJE SUGERIDAS
<ul style="list-style-type: none"> • Identify problems and solutions related to customer service in food establishments in authentic material such as videos, magazines, newspapers, books, audios, or non-authentic such as role-plays performed by other learners. • Simulate real-life dialogues in which he or she identifies the problem and offers a solution by formulating appropriate questions, identifying and using common expressions to satisfy the customer request or complaint. • Simulate real-life dialogues using appropriate vocabulary and expressions to diffuse a challenging situation with a customer. 	<ul style="list-style-type: none"> • Perform dialogue simulations related to requests or complaints from customers. • Summarizes an order orally explaining dish prices, taxes, tips, etc. • Research information in books, magazines, newspapers or Internet related to customer complaints in order to create a handbook of possible problems and solutions (how to deal with them in English). • Create a dialogue of a possible difficult situation with a customer, video tape it or present it orally in class for the rest to provide feedback and share different possible solutions. End it by acting out a possible solution. • Complete a chart with different weight, length, mass, currency conversions e.g. <i>grams to ounces, dollars to pesos, etc.</i>

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