



### Course Syllabus

<b>Course:</b> Integrated English II	<b>Requisite:</b> LM-1001
<b>Sigla:</b> LM-1002	<b>Co-requisites:</b> None
<b>Credits:</b> 8	<b>Cycle:</b> I-2018
<b>Course investment hours:</b> 24 hours: 13 hours (10 hours / in-class work and 3 hours / lab sessions) 11 hours / out-of-class work	<b>Professor:</b> Lic. Jorge Segura Rodríguez e-mail: <a href="mailto:pirotico-182@hotmail.com">pirotico-182@hotmail.com</a> MSc. Randall Esteban Blanco Navarro e-mail: <a href="mailto:randalesteban@yahoo.com">randalesteban@yahoo.com</a>
<b>Class Schedule:</b> <u>Prof. Jorge Segura Rodriguez</u> Tuesday: 17:00-20:00 (classroom 15) Thursday: 08:00-11:00 (classroom 25) <u>Prof. Randal Esteban Blanco Navarro</u> Monday: 09:00-12:00 (classroom 25) Wednesday: 08:00-12:00 (classroom 25)	<b>Office hours:</b> <u>Prof. Jorge Segura Rodriguez</u> Tuesday: 15:00-16:00 Wednesday: 13:00-16:00/ 17:00-20:30 <u>Prof. Randall Esteban Blanco Navarro</u> Monday: 13:00-14:00 Tuesday: 08:00-12:00

#### I. Description

LM-1002 Integrated English II is a course designed for students enrolled in the B.A. in English and B.A. in English Teaching. LM-1002 is a one-semester course prepared for learners who have already taken LM-1001 Integrated English I and have acquired the necessary language skills to recognize English grammatical structures at an intermediate level. Grammar contents pose a higher level of difficulty compared to those studied in LM-1001. The course promotes the integration of the four macro skills (listening, speaking, reading, and writing) as well as the language components (e.g. pronunciation, vocabulary and grammar). To accomplish such integration, communication strategies will be used holistically with an academic approach. This course emphasizes the study of content related to several topics. It pays particular attention to the development of language skills that will serve as the basis for second-year courses during the first semester.



## II. Specific Objectives

At the end of the course, students will be able to accomplish the following objectives at an intermediate level of English:

1. Improve their listening skills through high intermediate listening activities such as listening to lectures.
2. Express their opinions in conversations about academic and current issues.
3. Read longer and more difficult texts using different reading strategies.
4. Write paragraphs that show an appropriate level of sentence difficulty.
5. Discuss cultural issues about different countries.
6. Analyze information critically in oral and written form.
7. Use specific vocabulary and grammatical structures to discuss the topics studied in class.
8. Acquire techniques to develop their writing skills (arguments, opinions vs. facts, chronological order, cause-effect, differences and similarities).
9. Identify and correct mistakes in oral and written communication

## III. Contents

### A. Content lexical-thematic chapters

Unit 1: Sociology: Are first impressions accurate? How do you make a good first impression?	Unit 5: Behavioral Science: What risks are good to take? Psychology: Why do people take risks?
Unit 2: Nutritional Science: What is more important, taste or nutrition? What makes food taste good?	Unit 6: Philosophy: Are we responsible for the world we live in? Why do people help each other?
Unit 3: Psychology: Is change good or bad? Information Technology: How has technology affected our lives?	Unit 7: Economics: Can money buy happiness? How can a small amount of money make a big difference?
Unit 4: Marketing: How can advertisers change our behavior? Does advertising help or harm us?	

### B. Grammatical Content

Verb tenses: Simple past and present perfect Real conditionals present and future Auxiliary verbs, do, be, have	Shifts between present and past Past perfect
Adjectives Quantifiers with count/non-count nouns	Gerunds and infinitives Phrasal verbs
Parallel structures Tag questions	Complex sentences Types of sentences
Compound sentences Modals expressing attitude	



#### IV. Methodology

LM-1002 Integrated English II is team-taught, which means that two instructors teach the course. These instructors will be facilitators in the class; therefore, active student participation is the basis for all activities. Instructors will also prepare different activities in order to promote the discussion of current issues. Several individual, pair and group work techniques will be used, for instance, dialogues, decision-making and problem-solution activities. Listening skills will be developed through lecture comprehension activities. Students will also watch videos and, if necessary, participate in listening activities in the computer laboratory. Students must participate actively in class discussions so that they can improve their speaking skills. Readings will help students increase their vocabulary and reinforce their reading strategies, so that later they will be able to express and support their ideas in writing. In order to prepare for oral exams, students should practice with their classmates out of class. Theory (for example, teachers' explanations, grammatical structures, vocabulary and some phonetic aspects) will help students improve their speaking and writing skills to express their ideas in English properly.

#### V. Evaluation

	<b>Comprensión Auditiva/ Conversación.</b>	<b>Gramática, Lectura y Escritura</b>	<b>Total</b>
<b>Dos Exámenes Orales</b>	15%		15%
<b>Dos Exámenes Escritos</b>		20%	20%
<b>Dos Exámenes Escucha</b>	15%		15%
<b>Written assignments (5) and in-class paragraphs (3). 1.25% each one</b>		10%	10%
<b>Quices (Incluye diálogos improvisados, escucha, gramática,</b>	20% (10 quices)	20% (6 quices)	40%
<b>Total</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>



### Consideraciones de la Evaluación:

1. Cada examen oral se hará con dos docentes cuando **NO** exista constancia material del mismo. Los exámenes se grabarán. Si los y las estudiantes no quieren que la prueba se realice en presencia de un tribunal deberán hacer la solicitud de forma escrita al director de la unidad académica. Lo anterior según se encuentra estipulado en el **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 20 De las normas de evaluación.**

Dicho artículo indica:

**ARTÍCULO 20:** Las pruebas parciales o finales orales, que no dejen constancia material deben efectuarse en presencia de un tribunal de profesores de la disciplina por evaluar.

Únicamente se puede prescindir de la conformación de un tribunal, evaluador u observador, con el consentimiento, por escrito, de todos los estudiantes matriculados en el grupo, decisión que debe ser comunicada por escrito al director de la unidad académica (p.17).

Por la naturaleza del curso los quices no serán necesariamente anunciados con anterioridad. En cuanto a la aplicación de quices orales o escritos sorpresa (*pop quizzes*), recuerden que el **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO V De administración de los cursos**, indica que:

**ARTÍCULO 15.** Cuando las normas de evaluación de un curso incluyan pruebas cortas ("quizes", llamadas orales) que por su naturaleza, no puedan ser anunciadas al estudiante, en cumplimiento del plazo establecido en el Artículo 18 de este Reglamento, el profesor estará obligado a especificar esta situación al entregar el programa.

2. **NO** se recibirán asignaciones de forma tardía. Además, los quices **NO** se repiten. Sin embargo, se puede considerar algún caso especial en el cual exista una justificación de acuerdo con el **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 24 De las normas de evaluación.** Dicho artículo indica:

**ARTÍCULO 24.** Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

3. En este curso no hay posibilidad de eximirse de los exámenes finales.

**Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.**



## VI. Bibliography

Craven, M. & Sherman, K. D. (2015). Q: Skills for Success 3: Listening & Speaking: Student Book. New York: Oxford University Press.

Ward, C.S. & Gramer, M. F. (2015). Q: Skills for Success3: Reading and Writing 3: Student Book. New York: Oxford University Press.

## VII. Additional resources

1. Grammar booklet
2. Audio
3. A bilingual English / Spanish dictionary
4. Software (laboratory sessions)

Supplementary material prepared by each instructor

## VIII. Timetable

Week	Date	Contents	Activities
Week 1	March 12 <sup>th</sup> -16 <sup>th</sup>	<b>Unit 1: Sociology</b>  <b>Grammar topics:</b> Review Verb Tenses Real conditionals Auxiliary verbs, do, be, have	Introducción del curso Entrega y lectura del programa de curso Actividades introductorias
Week 2	March 19 <sup>th</sup> -23 <sup>rd</sup>	<b>Unit 1: Sociology</b>  <b>Unit 2: Nutritional Science</b>  <b>Grammar topic:</b> Infinitives and gerunds	<b>In-class paragraph #1</b>
	March 26 <sup>th</sup> -30 <sup>rd</sup>	<b>Easter</b>	
Week 3	April 2 <sup>nd</sup> -6 <sup>th</sup>	<b>Unit 2: Nutritional Science</b>  <b>Grammar topics:</b> Subject verb agreement Quantifiers / Count, Non-count nouns	<b>Quiz 1 (speaking)</b> <b>Quiz 1 (Grammar / Reading).</b>



Week 4	April 9 <sup>th</sup> -13 <sup>th</sup>	<b>Unit 3: Psychology</b>  <b>Grammar topics:</b> Simple past and present perfect Parallel structure	<b>Quiz 2 (listening)</b>  <b>Written assignment #1</b>
Week 5	April 16 <sup>th</sup> -20 <sup>th</sup>	<b>Unit 3: Psychology</b>	<b>Quiz 2 (Grammar / Reading)</b> <b>In-class paragraph #2</b>
Week 6	April 23 <sup>rd</sup> -27 <sup>th</sup>	<b>Unit 4: Marketing</b>  <b>Grammar topics:</b> Past perfect Shifts between past and present	<b>Semana Universitaria</b>
Week 7	April 30 <sup>th</sup> - May 4 <sup>th</sup>	<b>Unit 4: Marketing</b>	<b>Quiz 4 (speaking)</b> <b>Quiz 3 (Grammar / Reading). Written assignment #2</b>
Week 8	May 7 <sup>th</sup> -11 <sup>th</sup>	<b>Exams</b> <b>Units 1-4</b>  <b>May 7<sup>th</sup>:</b> Speaking <b>May 8<sup>th</sup>:</b> Reading/Writing <b>May 9<sup>th</sup>:</b> Listening <b>May 10<sup>th</sup>:</b> Grammar	
Week 9	May 14 <sup>th</sup> -18 <sup>th</sup>	<b>Unit 5: Behavioral Science</b> <b>Grammar topic:</b> Tag questions	<b>In-class paragraph #3</b>
Week 10	May 21 <sup>st</sup> -25 <sup>th</sup>	<b>Unit 5: Behavioral Science</b>	<b>Quiz 5 (listening)</b>  <b>Quiz 4 (Grammar / Reading).</b>
Week 11	May 28 <sup>th</sup> -31 <sup>st</sup>	<b>Unit 6: Philosophy</b> <b>Grammar topic:</b> <b>Compound sentences</b>	<b>Quiz 6 (Speaking)</b> <b>Written assignment #3</b>



Week 12	June 4 <sup>th</sup> -8 <sup>th</sup>	<b>Unit 6:</b> Philosophy <b>Unit 7:</b> Economics <b>Grammar topics:</b> Separable and inseparable phrasal verbs	<b>Quiz 7 (listening)</b> <b>Quiz 5 (Grammar / Reading)</b>
Week 13	June 11 <sup>th</sup> -15 <sup>th</sup>	<b>Unit 7:</b> Economics <b>Grammar topic:</b> Separable and inseparable phrasal verbs	<b>Quiz 8 (speaking)</b>  <b>Written assignment #4</b>
Week 14	June 18 <sup>th</sup> -22 <sup>nd</sup>	<b>Unit 8:</b> Behavioral Science <b>Grammar topic:</b> Passive voice	<b>Quiz 6 (Grammar / Reading)</b> <b>Quiz 9 (speaking)</b>
Week 15	June 25 <sup>th</sup> -29 <sup>th</sup>	<b>Unit 8:</b> Behavioral Science <b>Grammar topic:</b> Passive voice	<b>Quiz 10 (listening)</b> <b>Written assignment #5</b>
Week 16	July 2 <sup>nd</sup> -6 <sup>th</sup>	<b>Exams</b> <b>Units</b> <b>July 2<sup>nd</sup>:</b> Speaking <b>July 3<sup>rd</sup>:</b> Reading/Writing <b>July 4<sup>th</sup>:</b> Listening <b>July 5<sup>th</sup>:</b> Grammar	
	July 9 <sup>th</sup> -13 <sup>th</sup>	<b>Final Grades</b>	
July 16 <sup>th</sup> -20 <sup>th</sup>	<b>Examen de Ampliación</b> Unidades 1-8 (libro de texto y ambos folletos de gramática) Los días, horas y aulas para cada examen serán avisados por los profesores cuando se entreguen los resultados finales del curso.		



**IX. Rubrics**

***EVALUATION FORM***  
**LM-1002 INTEGRATED ENGLISH II**

School of Modern Languages  
 Prof. Lic. Jorge Segura Rodríguez  
 Written Report Rubric  
 Student's ID: \_\_\_\_\_  
 Assignment # \_\_\_\_\_

Final Grade

Date: \_\_\_\_\_



	Excellent 5	Very good	Average	Poor	Unacceptable	Points gotten
Content Quality (20 points)	Wide range of relevant ideas to express points of view. (20-16)	Good inclusion of ideas to express points of view. (16-13)	Adequate inclusion of ideas to express points of view. (12-9)	Inclusion of vague ideas to express points of view. (8-5)	Frequent Inclusion of irrelevant ideas to express points of view. (4-1)	
Organization and sentence structure (20 points)	Use of high quality organizational techniques to connect ideas in sentences to express insights. (20-17)	Good use organizational techniques to connect ideas in sentences to express insights. (16-13)	Adequate use of techniques to connect ideas in sentences to express insights. (12-9)	Sentences are poorly organized to express ideas in the text. (8-5)	Total struggle to organize sentences in a text to express ideas. (4-1)	
Grammar (20 points)	-Impeccable use of grammar rules. 1-3 mistakes (20-17)	Good use of grammar rules. 4-8 mistakes (16-13)	Appropriate use of grammar rules. 9-14 mistakes (12-9)	Limited use of grammar rules 15-20 mistakes (8-5)	Inadequate use of grammar rules +20 mistakes (4-1)	
Vocabulary (15 points)	Wide range and impeccable use words to express ideas. (20-17)	Good range and proper use words to express ideas. (16-13)	Acceptable range and use of words to express ideas. (12-9)	Limited range and poor use of words to express ideas. (8-5)	Inadequate range and use of words to express ideas. (4-1)	
Mechanics (20 points)	-Impeccable use of spelling, punctuation, margins, capitalization and spaces. (15-13)	-Good use of spelling, punctuation, margins, capitalization and spaces. (12-10)	-Appropriate use of spelling, punctuation, margins, capitalization and spaces. (9-7)	-Limited use of spelling, punctuation, margins, capitalization and spaces. (6-4)	-Inadequate use of spelling, punctuation, margins, capitalization and spaces. (3-1)	
Completeness. (5 points)	(5)	(4)	(3)	(2)	(1)	

**Total Points Gotten:** \_\_\_\_\_

**Note:** To read comments and feedback from the teacher, take a look at the back page.





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Universidad de Costa Rica  
 Recinto de Golfito  
 Ecotourism Major/ Course: LM-1002 Integrated  
 English II Professor: MSc. Randal E. Blanco Navarro

**Rubric to Assess Oral Quizzes**

**Total Percentage: 2%**      **Total points: 50**

Student's name: \_\_\_\_\_ Oral Quiz N° \_\_\_\_\_ Points gotten: \_\_\_\_\_ Score: \_\_\_\_\_ Percentage gotten: \_\_\_\_\_

<b>Structure</b> <b>10%</b>  _____%	<b>Excellent 10%</b> Student shows excellent command of structures necessary to develop the task appropriately. Complex structures are used accurately. Completely understandable for a native speaker.	<b>Very good 8%</b> Student shows some limitations with structures which do not interfere with communication. Some complex structures are used in a good way. Most of it understandable for a native speaker.	<b>Average 5%</b> Student shows occasional errors with grammatical structures which somehow prevent communication from taking place.	<b>Poor 3%</b> Student shows frequent errors with basic structures which interfere with communication.	<b>Very poor 1%</b> Student shows deficient command of basic structures which make communication almost impossible. Student does not speak enough as to be evaluated
<b>Pronunciation</b> <b>10%</b>  _____%	<b>Excellent 10%</b> Student shows accurate use of pronunciation and intonation patterns, vowel and consonant sounds are articulated correctly. Completely understandable for a native speaker.	<b>Very good 8%</b> Student shows some deviations in pronunciation and intonation patterns. Vowel and consonant sounds are articulated with some limitations. Most of it understandable for a native speaker.	<b>Average 5%</b> Student shows occasional errors in pronunciation and intonation patterns. Some mispronunciation of vowel and consonant sounds which somehow prevent communication from taking place.	<b>Poor 3%</b> Student shows frequent errors in pronunciation and intonation patterns. Pronunciation of vowel and consonant sounds are pronounced with lots of difficulty which make communicating and understanding the message difficult.	<b>Very poor 1%</b> Student shows deficient command of pronunciation and intonation patterns, vowel and consonant sounds are wrongly articulated which make communication almost impossible. Student does not speak enough as to be evaluated



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<b>Vocabulary</b> <b>10%</b>  ____%	<b>Excellent 10%</b> Student shows appropriate use of vocabulary related to the topic. Varied and wide range of ideas to reinforce the task development.	<b>Very good 8%</b> Student most of the times shows adequate use of vocabulary related to the topic. Somehow supports task development with varied ideas.	<b>Average 5%</b> Student shows average use of vocabulary related to the topic. Needs to use more supporting ideas for task development.	<b>Poor 3%</b> Student shows poor usage of vocabulary related to the topic. Lack of vocabulary makes communication a bit difficult.	<b>Very poor 1%</b> Student shows very limited variety of vocabulary and expressions related to the topic. This does not enable communication to take place. Student does not speak enough as to be evaluated
<b>Fluency 10%</b>  ____%	<b>Excellent 10%</b> Student shows natural and continuous speech. Almost native like with no hesitation at all.	<b>Very good 8%</b> Student shows generally continuous and natural speech with some sporadic unnatural pauses and hesitation, which do not prevent communication to take place.	<b>Average 5%</b> Student shows moderately acceptable, continuous and natural speech with unnatural stumbling, but manages to rephrases and continue.	<b>Poor 3%</b> Student shows long unnatural pauses, a lot of hesitation and unfinished utterances, which make communication and understanding very difficult.	<b>Very poor 1%</b> Student shows very frequent stumbling, hesitation and unnatural pauses. A lot of utterances left unfinished. Extremely difficult to comprehend. Student does not speak enough as to be evaluated
<b>Content 10%</b>  ____%	<b>Excellent 10%</b> Speaks with authority on a variety of aspects related to topic and is able to develop an expanded theme. Includes and develops sufficient and relevant information Excellent development of ideas to support the task. The required task is carried out according to instructions. Ideas show sufficient coherence.	<b>Very good 8%</b> Speaks with some authority on most aspects related to topic and is generally able to develop an expanded theme. Includes sufficient and somewhat relevant information. Acceptable development of ideas to support the task. The required task is essentially carried out. Ideas are coherent.	<b>Average 5%</b> Speaks with limited authority on a few of aspects related to topic and is partially able to develop an expanded theme. Includes limited and somewhat irrelevant information. Average development of ideas to support the task. The required task is partially carried out. Ideas show some coherence.	<b>Poor 3%</b> Speaks with very limited authority on very few aspects related to topic and is barely able to develop an expanded theme. Includes very limited and irrelevant information. Poor development of ideas to support task. Should develop ideas a bit more.	<b>Very poor 1%</b> Speaks with no authority on any aspect related to topic and is unable to develop an expanded theme. Includes no sufficient or relevant information. Almost no development of ideas to support the task. Student does not speak enough as to be evaluated

**Formula: Total point X 100 /50: FINAL SCORE**



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Universidad de Costa Rica / Recinto de Golfito

Course: LM-1002 Integrated English II

Professor: MSc. Randal E. Blanco Navarro

Oral Test N° \_\_\_\_\_

**Rubric to Evaluate Oral Tests**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Percentage: 7, 5 % Total points: 80 Grade: \_\_\_\_\_ %

	Unacceptable	Minimal	Average	Above average	Outstanding
<b>Grammar</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>20</b>
<b>20 points</b> ____pts	<b>Inappropriate</b> use and variety of grammatical structures. Shows no mastery of the structures studied. Shows <b>no</b> autonomy as a language user.	<b>Very limited</b> use and variety of grammatical structures; very frequent errors. Uses only simple structures. Shows <b>little</b> autonomy as a language user.	<b>Limited</b> use and variety of grammatical structures; frequent errors. Uses simple and only some complex structures. Shows <b>some</b> autonomy as a language user.	<b>Somewhat appropriate</b> use and variety of grammatical structures with occasional errors. Uses simple and complex structures appropriately. Shows <b>sufficient</b> autonomy.	<b>Appropriate</b> use and variety of grammatical structures with only occasional errors. Uses a wide range of simple and complex structures appropriately. Shows autonomy as a language user.
<b>Pronunciation</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>20</b>
<b>20 points</b> ____pts	Makes <b>a lot of</b> mistakes in pronunciation that <b>always</b> interfere with communication and <b>never</b> makes an effort to use accurate intonation and stress patterns to be understood. Shows <b>no</b> autonomy to pronounce accurately.	Makes <b>many</b> mistakes in pronunciation that <b>most of the time</b> interfere with communication and <b>rarely</b> makes an effort to use accurate intonation and stress patterns to be understood. Shows <b>little</b> autonomy to pronounce accurately.	Makes <b>several</b> mistakes in pronunciation that <b>sometimes</b> interfere with communication and <b>occasionally</b> makes an effort to use accurate intonation and stress patterns to be understood. Shows <b>some</b> autonomy to pronounce accurately.	Makes <b>some</b> mistakes in pronunciation that <b>rarely</b> interfere with communication and <b>most of the time</b> makes an effort to use accurate intonation and stress patterns to be understood. Shows <b>sufficient</b> autonomy to pronounce accurately.	Makes <b>barely noticeable</b> mistakes in pronunciation that <b>do not</b> interfere with communication, and <b>always</b> makes an effort to use accurate intonation and stress patterns to be understood. Shows autonomy to pronounce accurately.
<b>Command of the topic</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>20</b>
<b>20 points</b> ____pts	Ideas show <b>no</b> coherence. Student does not understand the questions; thus, is unable to talk about the topics under discussion. Comments about the topics are irrelevant and superficial.	Ideas show <b>little</b> coherence. Student had difficulty understanding the questions and topics under discussion. Most comments about the topics are irrelevant and superficial.	Ideas show <b>some</b> coherence. Student fairly grasped some of the questions and topics under discussion. Only a few comments pertain to the subject under discussion; there seems to be little effort in going deeper.	Ideas show <b>sufficient</b> coherence. Student was able to comprehend and respond to most of the questions and topics under discussion. Some good ideas about the subject matter, still not fully significant and complete. Some repetition or hesitation.	Ideas are <b>totally</b> coherent. Student was able to comprehend and respond to all of the questions and the topics under discussion with ease. Provides profound and accurate thoughts about the subject matter.
<b>Fluency</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
<b>10 points</b> ____pts	Speech is unnatural and discontinuous. <b>A lot of</b> unnatural pauses or interference in communication.	Speech is <b>generally</b> unnatural and discontinuous. <b>Many</b> unnatural pauses or interference in communication.	Speech is <b>partially</b> natural and continuous. <b>Some</b> unnatural pauses or interference in communication.	Speech is <b>sufficiently</b> natural and continuous. <b>Little</b> unnatural pauses or interference in communication.	Speech is natural and continuous. <b>No</b> unnatural pauses or interference in communication.



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Vocabulary	2	4	6	8	10
<b>10 points</b>  _____pts	<b>Inappropriate</b> use of vocabulary related to the topic. Vocabulary is <b>inaccurate</b> and shows no complexity. Shows <b>no</b> autonomy to use vocabulary and is highly dependent on written notes.	<b>Very limited</b> use of vocabulary related to the topic. Vocabulary is <b>generally inaccurate</b> and shows very limited complexity. Shows <b>little</b> autonomy to use vocabulary with much dependence on written notes.	<b>Limited</b> use of vocabulary related to the topic. Vocabulary is <b>partially accurate</b> and shows limited complexity. Shows <b>some</b> autonomy to use vocabulary with some dependence on written notes.	<b>Somewhat</b> appropriate use of vocabulary related to the topic. Vocabulary is <b>sufficiently accurate</b> and shows appropriate complexity. Shows <b>sufficient</b> autonomy to use vocabulary with little dependence on written notes.	<b>Appropriate</b> use of vocabulary related to the topic. Vocabulary is <b>accurate</b> and shows significant complexity. Shows autonomy to use vocabulary with no dependence on written notes.

*Formula: Gotten points X 80 /100: FINAL SCORE*

**Comments:**

<p><b><u>Grammar and vocabulary:</u></b></p>	<p><b><u>Pronunciation:</u></b></p>
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