

Evolve Digital 2A

LEVEL 1



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT



Contents and learning outcomes

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

NOMBRE DE LA ASIGNATURA	INGLÉS DISTANCIA 1
CÓDIGO	
SEMESTRE	NA
PRERREQUISITOS	NA
CORREQUISITOS	NA
COORDINADOR Y/O JEFE DE ÁREA	Libia Consuelo Martinez Rivera
DOCENTE (S)	Edna Cardenas
CRÉDITOS ACADÉMICOS	NA
FECHA DE ELABORACIÓN/ ACTUALIZACIÓN	Febrero /08 2024

JUSTIFICACIÓN (RATIONALE)

ICTs have revolutionised teaching and learning in various fields such as virtual education focused on learning English, which provides the possibility of accessing a large number of useful and fun resources, from anywhere and at any time, such as, for example, making use of multimedia resources, promote responsibility, student autonomy, self-discipline and improve their digital skills by establishing study routines and setting short and medium-term goals with the guidance of tutors, who monitor the learning process of students with oral and written evaluations, synchronous and asynchronous communication, seeking to develop the four basic English skills: reading, writing, listening and speaking, which will help to cross borders to know and understand other cultures.

OBJETIVO GENERAL (GENERAL OBJECTIVE)

Preparing students to communicate effectively in this language. Common European Framework of Reference for Languages (CEFR)

COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner.



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

1. Can use basic words in lexical sets.
2. Retrieve related words from memory.
3. Learning grammar and vocabulary through reading and listening to texts.
4. Writing skills and the features of a text type.
5. Reading a magazine article, a web page, or a journal.
6. Talk about yourself, describe a place, what's in your bag, family, jobs, and routines, talk on the phone, free time, likes, and dislikes, and important events.
7. Listen to interviews and answer comprehension questions.
8. Understand a conversation in a store, in a café, between two friends.
9. To use punctuation with speech.

Option 2: Based on CEFR

Evolve Level 2 covers level A2 of the CEFR. This chart describes the general degree of skill achieved by learners at this level.

COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

Skill	Learners will be able to:
Listening	understand enough to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated.
Reading	- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. - understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
Reception Strategies	initiate, maintain and close simple conversations, guessing some unknown words from the context (in simple, short texts and utterances) and asking for clarification or repetition; indicate when they are following.

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

Speaking

- give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.

Writing

- write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".

Communicative Language Competence

- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. They can manage simple, routine exchanges without undue effort. They can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. They can handle very short social exchanges but are rarely able to understand enough to keep conversation going of his/her own accord.
- play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. They can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.
- use simple words to ask someone to explain something. They can recognize when difficulties occur and indicate in simple language the apparent nature of a problem. They can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language.

CONTENIDO (CONTENTS)

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

First Term 1-2-3

EVOLVE DIGITAL LEVEL 2 CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 1 Connections	- Talk about the people in your life - Talk about possessions - Greet people and start a conversation - Introduce yourself in an email - Watch a video about family traditions	<i>be</i> (affirmative, negative, questions); possessive adjectives <i>Whose...?</i>; possessive pronouns; possessive 's	- People you know - Everyday things	Saying /l/ at the end of a word	- Greet someone for the first time; greet someone who you know; start conversations Real-world strategy - Show interest and surprise
Unit 2 Work and study	- Talk about what you do every day, on the weekend, etc. - Talk about your workspace - Explain communication problems - Write your opinion about a podcast - Watch a video about Tokyo and what you can do there - Watch a video about friends who are also coworkers	- Simple present for habits and routines (affirmative, negative, questions); adverbs of frequency <i>This / that one; these / those ones</i>	- Expressions with <i>do</i>, <i>have</i>, and <i>make</i> - Naming work and study items	- Saying /h/ at the beginning of a word - Listening for contractions	- Explain, check, and solve communication problems Real-world strategy - Ask for repetition
Unit 3 Let's move	- Talk about what you're doing at the moment - Talk about sports and exercise - Ask for information - Write short messages to a company - Watch a video about exercise habits	- Present continuous - Simple present and present continuous	- Sports - Exercising	- Saying /ʊ/ and /ɔ/ vowel sounds - Listening for linking sounds	- Ask for information Real-world strategy - Check information

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

Listening	Reading	Writing	Video	Final task
	Email introductions ■ Reading for main ideas and details	■ A formal email to someone you don't know ■ Using capital letters; introducing yourself in an email	Drama – Episode 1 ■ Reinforces the theme and language from the unit	■ Write about people in your life ■ Talk about everyday things and personal possessions that you carry in your bag ■ Role play a conversation with speech recognition: greeting someone for the first time ■ Write a formal email ■ Talk about your friends and family ■ Talk about someone you know
How to be successful ■ A podcast about the habits of successful people ■ Listening for gist and details		■ Comments on a podcast ■ Giving opinions, examples, and making comparisons	Documentary – “24 hours in Tokyo” Drama – Episode 2 ■ Reinforce the theme and language from the unit	■ Write about your activities around the house ■ Record yourself giving a tour of your work or study space ■ Write about a typical day in your town or city ■ Role play a conversation with speech recognition: talking about communication problems ■ Write a comment with your opinion about the podcast on the habits of successful people ■ Record a description of a typical week in your life ■ Record a short message about work and study in your life
Bike sharing ■ A podcast about cycling in Mexico City ■ Prediction; listening for detail		■ Short social media messages and attitude ■ Using conjunctions <i>and</i>, <i>but</i>, and <i>so</i>	Drama – Episode 3 ■ Reinforces the theme and language from the unit	■ Record a description of what someone is doing ■ Write about your favorite free-time activities ■ Role play a conversation with speech recognition: asking for and checking information ■ Write online comments about a bike-sharing program ■ Record a description of sports events in a video ■ Talk about a training program

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

SecondTerm units 4-5-6

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 4 Good times	- Talk about pop culture activities you are planning to do - Talk about gifts and who you give gifts to - Learn ways to make and respond to invitations - Write an online event announcement - Watch a video about festivals around the world - Watch a video about friends who are planning a party	- Present continuous for future plans (affirmative, negative, questions) - Object pronouns	- Describing pop culture - Naming gift items	- Saying /v/ in the middle of a word - Linked sounds	- Make and accept invitations; plan where and when to meet Real-world strategy - Make excuses
Unit 5 Firsts and lasts	- Talk about past events in your life - Ask questions about the past - Congratulate and sympathize with people - Write a comment agreeing or disagreeing with an online post - Watch a video about New York	- Simple past - Simple past negative and questions	- Describing opinions and feelings - Describing life events	Saying the stress in words	- Sympathize and congratulate Real-world strategy - Check your understanding
Unit 6 Buy now, pay later	- Plan a shopping trip - Talk about shopping habits - Learn ways to describe what you want in a store - Write a tip for saving money - Watch a video about the future of shopping malls - Watch a video about friends who learn the dangers of online shopping	<i>be going to</i> - Determiners (<i>no/none, some, many, most, all</i>)	- Using money - Shopping	- Stressing important words - Listening for weak words	- Explain a language problem; explain the function of an object Real-world strategy - Ask for words in English

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

Second term 4-5-6

Listening	Reading	Writing	Video	Final task
Waiting for something special - A news story about an interesting festival - Listening for details		- An event announcement - Adding information with <i>too, also, and as well</i>	Documentary – “Festivals around the world” Drama – Episode 4 Reinforce the theme and language from the unit	- Talk about a special event you’re going to in the near future - Write about choosing gifts - Write a social media post about your vacation plans - Role play a conversation with speech recognition: responding to an invitation - Write a comment agreeing or disagreeing with a social media post - Talk about which gifts you buy for different people - Speak about an event you are planning
	First impressions - Posts about experiences in a new place - Reading for main ideas; understanding perspective	Agreeing and disagreeing	Drama – Episode 5 Reinforces the theme and language from the unit	- Tell a story about a past event in your life, when you did something for the first time - Interview a person you know and write about their life events - Role play a conversation with speech recognition: congratulating and showing sympathy - Write a comment agreeing or disagreeing with a social media post - Talk about an important or special event in your past - Talk about a photo album
Money lessons Stories about money problems		- An article with suggestions for saving money - Using <i>one</i> and <i>them</i>	Documentary – “The end of the mall?” Drama – Episode 6 Reinforce the theme and language from the unit	- Talk about a Black Friday shopping plan - Write a description of your shopping habits and preferences - Talk about a mall of the future - Role play a conversation with speech recognition: asking for words in English - Write tips to save money in small ways - Talk about a future shopping trip



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

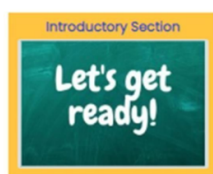
Página 1 de 6

SISTEMA DE EVALUACIÓN



CORTES Y COMPONENTES

El Programa de Inglés Distancia está dividido en dos cortes académicos y 5 componentes distribuidos de la siguiente manera:

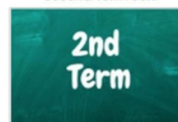


First Term 50%



Componentes y porcentajes Primer corte	
Sesión introductoria	
Evidencias	5 %
Video presentación	5 %
Test de sesión introductoria (normas y procedimientos)	5 %
Primer corte	
Proyecto del curso	10 %
Libro virtual	10 %
Prueba de avance	15 %

Second Term 50%



Componentes y porcentajes Segundo Corte	
Proyecto del curso	10 %
Libro virtual	15 %
Examen final	25 %

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

BIBLIOGRAFÍA

1. MURPHY, R Essential Grammar in Use (with Answers and CD ROM) CUP, 2003.
2. DOOLEY, J & EVANS, V. Grammarway 1, Express Publishing, 2004.
3. MITCHELL, H.Q. & PARKER, S. Live English Grammar Beginner mmPublications.
4. WALKER, E. & ELSWORTH, S. , Grammar Practice for Elementary Students.
5. RILEY, DAVID & HUGHES, JOHN, Practical Grammar Level 1, Heinle.
6. McARTHY, M. & O'DELL, F. English Vocabulary in Use (Elementary) CUP, 1999.
7. PYE, G. Vocabulary in Practice 1, Vocabulary in Practice 2, CUP, 2002.
8. GAIRNS, RUTH & REDMAN, STUART. Oxford Word Skills, OUP.

MATERIAL COMPLEMENTARIO DE APRENDIZAJE PARA ESTUDIANTES

Sitios web con ejercicios:

<http://englishexercises.org>

<http://inglesmundial.com>

<http://www.esl-lab.com/> <http://a4esl.org/>

Dictionaries:

<http://www.wordreference.com/> <http://www.thefreedictionary.com/>

<http://dictionary.cambridge.org/es/>

<http://oxforddictionaries.com/es/>

¿Qué es la autonomía del alumno y cómo se puede fomentar?

<http://itesli.org/Articles/Thanasoulas-Autonomy.html>

https://www.youtube.com/watch?v=4WTKAs_iSzs

<https://www.youtube.com/watch?v=FFqPzek8lvM>

Importancia del aprendizaje de una segunda lengua:

<https://www.youtube.com/watch?v=VORiouwKDJU>

<https://www.youtube.com/watch?v=MMmOLN5zBLy&t=18s>

<https://www.youtube.com/watch?v=RKK7wGAYP6k>

COMPETENCIA DEL DOCENTE

Determine la competencia del docente cátedra u ocasional basándose en la educación, formación o experiencia apropiadas.

Educación: Hace referencia a la educación formal en pregrado y/o posgrado. Ej. Título profesional en bellas artes y diseño, ciencias naturales y exactas, ciencias sociales, humanidades, derecho, comunicación periodismo y publicidad, ciencias militares y navales, ciencias agropecuarias, administración y afines, educación, arquitectura y urbanismo, ingeniería, salud, medicina, recreación y deportes, economía, contaduría y afines, psicología, enfermería.

Formación: Hace referencia a los conocimientos específicos.

Experiencia: Hace referencia al tiempo en el que se adquirieron conocimientos o habilidades.

Nota. Para los docentes Públicos de Carrera, el perfil se encuentra determinado en las convocatorias de las Facultades.

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO

Fecha Emisión:
2018/02/09

AC-GA-F-8

Revisión No. 3

Página 1 de 6

CONTROL DE CAMBIOS

CAMBIO REALIZADO	JUSTIFICACIÓN DEL CAMBIO	ACTA DE APROBACIÓN
contenidos	Se realizo el cambio debido al cambio de plataforma VIRTUAL	