

EVOLVE DIGITAL

Level 3



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT



Contents and learning outcomes

CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018-10-05	AC-GA-F-8
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NOMBRE DE LA ASIGNATURA	INGLÉS DISTANCIA 3
CÓDIGO	
SEMESTRE	NA
PRERREQUISITOS	Nivel 2
CORREQUISITOS	NA
COORDINADOR Y/O JEFE DE ÁREA	Libia Martinez Rivera
DOCENTE (S)	Edna Cardenas
CRÉDITOS ACADÉMICOS	NA
FECHA DE ELABORACIÓN/ACTUALIZACIÓN	8 de febrero 2024

JUSTIFICACIÓN (RATIONALE)

Language offers the chance to know other cultures, to enhance the personal growth and to integrate into the society. Besides, through language learning and its use, in this course, it is possible to discover information, develop critical thinking skills, and improve the way to express ideas and feelings. Thus, the course develops the competences needed to meet the demands of further educational life. The course offers the necessary tools for the students to achieve an A2 level based on CEFR.

Besides, the course might enhance the students' ability to appreciate the different social identities from others' complexities to their own individualities. It also tries to promote some attitudes such as honesty, respect, tolerance, feelings and enthusiasm in order to see foreign cultures from different perspectives.

OBJETIVO GENERAL (GENERAL OBJECTIVE)

The level 3 aims at helping learners to achieve an overall English language proficiency leading to beginner independent user of language defined as low B1 level on the Common European Framework of Reference for Languages, developing conversational skills, expressing ideas, and helping learners deal with problems and situations where they meet unpredictable language.

COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

At the end of this level the student will be able to understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts.

The students can cope with most of the situations that might arise on a trip to areas where the language is used to produce simple, coherent texts about topics with which they are familiar or in which they have a personal interest also describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans.

Option 1: Based on Evolve Digital contents**COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)**

Skill	Learners will be able to:
Listening	<ul style="list-style-type: none">• understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.• understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. including short narratives.
Reading	<ul style="list-style-type: none">• read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
Reception Strategies	<ul style="list-style-type: none">• intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.• initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.
Speaking	<ul style="list-style-type: none">• reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.• communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.• exchange, check, and confirm information, deal with less routine situations and explain why something is a problem.• express thoughts on more abstract, cultural topics such as movies, books, music, etc.• exploit a wide range of simple language to deal with most situations likely to arise whilst traveling.• enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
Writing	<ul style="list-style-type: none">• write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.• convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.• write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
Communicative Language Competence	<ul style="list-style-type: none">• collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating, and responding to suggestions, asking whether people agree, and proposing alternative approaches.• convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.• introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise, experience, and views.• convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.

Option 2: Based on CEFR

COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

1. LISTENING:

- Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- Can generally identify the topic of discussion around her that is conducted slowly and clearly.

2. READING:

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.
- Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
- Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events

3. SPOKEN INTERACTION:

- can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.

4. WRITTEN PRODUCTION:

- Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
- Can write very short, basic descriptions of events, past activities, and personal experiences.
- Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.

CONTENIDOS

FIRST TERM (UNITS 1-2-3)

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 1 Who we are	<ul style="list-style-type: none"> Talk about people's personalities Ask and answer questions about people Make introductions and get to know people Write an email to get to know someone Watch a video about what kind of job is right for you 	<ul style="list-style-type: none"> Information questions Indirect questions 	<ul style="list-style-type: none"> Describing personality Giving personal information 	<ul style="list-style-type: none"> Stressing new information 	<ul style="list-style-type: none"> Make introductions; say how you know someone; end a conversation <p>Real-world strategy</p> <ul style="list-style-type: none"> Meet someone you've heard about
Unit 2 So much stuff	<ul style="list-style-type: none"> Talk about things you've had for a while Talk about things you own Watch a video about things people collect Switch from one topic to another Write an ad for something you want Watch a video about two new roommates 	<ul style="list-style-type: none"> Present perfect with <i>ever, never, for, and since</i> Present perfect with <i>already</i> and <i>yet</i> 	<ul style="list-style-type: none"> Describing possessions Tech features 	<ul style="list-style-type: none"> Saying /t/ at the start of words Listening for /w/ sounds 	<ul style="list-style-type: none"> Introduce new topics; change the subject; stay on track <p>Real-world strategy</p> <ul style="list-style-type: none"> Use short questions to show interest
Unit 3 Smart moves	<ul style="list-style-type: none"> Ask and answer questions about your city Talk about how to get from one place to another Ask for and give directions in a building Write a personal statement for a job application Watch a video about things to do in different cities 	<ul style="list-style-type: none"> Articles Modals for advice 	<ul style="list-style-type: none"> City features Public transportation 	<ul style="list-style-type: none"> Saying consonant clusters at the start of a word 	<ul style="list-style-type: none"> Ask for directions; give directions <p>Real-world strategy</p> <ul style="list-style-type: none"> Repeat details to show you understand

Listening	Reading	Writing	Video	Final task
	<p>We're family!</p> <ul style="list-style-type: none"> An email to a cousin in a different country Reading for gist and details 	<ul style="list-style-type: none"> Using paragraphs Writing an email 	<p>Documentary - "What's the right job for you?"</p> <ul style="list-style-type: none"> Reinforces the theme and language from the unit 	<ul style="list-style-type: none"> Write answers to information questions to describe yourself Record yourself asking indirect questions for personal information Talk about your ideal job Role play a conversation with speech recognition: meeting someone you've heard about Write an informal email to a relative in another country Talk about someone you admire and respect
<p>It's useless, right?</p> <ul style="list-style-type: none"> A podcast interview with a collector Listening for examples and reasons 		<ul style="list-style-type: none"> Using <i>one</i> and <i>ones</i> to avoid repeating a subject Writing an online ad 	<p>Documentary - "Collections, old and new."</p> <p>Drama – Episode 1</p> <ul style="list-style-type: none"> Reinforce the theme and language from the unit 	<ul style="list-style-type: none"> Talk about some things you own that you've had for a long time Record a description of the tech features of something you own Talk about your own collection Role play a conversation with speech recognition: keeping a conversation on track and showing interest Write an online ad for something that you want to buy Talk about things you always take with you when you leave home Talk about an experience of living with someone
	<p>Maybe you can help</p> <ul style="list-style-type: none"> Ads for volunteer jobs Reading for gist and detail 	<ul style="list-style-type: none"> Checking your writing for accuracy Writing a personal statement 	<p>Documentary - "One day in..."</p> <ul style="list-style-type: none"> Reinforces the theme and language from the unit 	<ul style="list-style-type: none"> Write about a place you know well and describe some of the features Record yourself giving travel advice to a friend Talk about things to do and see in your town or city in one day Role play a conversation with speech recognition: asking for direction in a building Write your personal statement for a volunteer job Talk about a place in your town or city where people go to spend free time


SECOND (UNITS 4-5-6)

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	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 4 Think first	<ul style="list-style-type: none"> Describe opinions and reactions Make plans for a trip Watch a video about making vacation plans Offer and respond to reassurance Write an email describing plans for an event Watch a video about a day where things didn't go as planned 	<ul style="list-style-type: none"> <i>be going to</i> and <i>will</i> for predictions <i>will</i> for sudden decisions; present continuous for future plans 	<ul style="list-style-type: none"> Describing opinions and reactions Making decisions and plans 	<ul style="list-style-type: none"> Saying /p/ at the start of a word Listening for linked sounds – final /n/ 	<ul style="list-style-type: none"> Offer reassurance; respond to reassurance <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>at least</i> to point out the good side of a situation
Unit 5 And then ...	<ul style="list-style-type: none"> Talk about lost and found things Talk about needing and giving help Talk about surprising situations Write a short story Watch a video about things people have lost and found 	<ul style="list-style-type: none"> Simple past Past continuous and simple past 	<ul style="list-style-type: none"> Losing and finding things Needing and giving help 	<ul style="list-style-type: none"> Showing surprise 	<ul style="list-style-type: none"> Give surprising news; react with surprise <p>Real-world strategy</p> <ul style="list-style-type: none"> Repeat words to express surprise
Unit 6 Impact	<ul style="list-style-type: none"> Talk about urban problems Talk about problems and solutions Watch a video about making your city greener Express concern and relief in different situations Write a post giving your point of view Watch a video about the pros and cons of a job 	<ul style="list-style-type: none"> Quantifiers Present and future real conditionals 	<ul style="list-style-type: none"> Urban problems Adverbs of manner 	<ul style="list-style-type: none"> Unstressed vowels at the end of a word Listening for weak words 	<ul style="list-style-type: none"> Express concern; express relief <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>though</i> to give a contrasting idea

Listening	Reading	Writing	Video	Final task
Business and pleasure <ul style="list-style-type: none"> Teachers discussing plans for a fun event for students Listening for examples and details 		<ul style="list-style-type: none"> An email organizing an event Using linking words to show order 	Documentary – "Making plans." Drama – Episode 2 <ul style="list-style-type: none"> Reinforce the theme and language from the unit 	<ul style="list-style-type: none"> Talk about your plans for next year Write an informal email to a friend about a trip you're taking together Talk about vacation plans Role play a conversation with speech recognition: offering reassurance Write an email about a planned event Talk about an adventure you're planning. Talk about a day you have had in the past which didn't go as planned
	Storytelling <ul style="list-style-type: none"> An article about how to tell a good story Scanning and summarizing a text 	<ul style="list-style-type: none"> A short story Using storytelling expressions 	Documentary – "Lost and found." <ul style="list-style-type: none"> Reinforces the theme and language from the unit 	<ul style="list-style-type: none"> Speak about something you lost Write about a past experience Talk about something you found that someone lost Role play a conversation with speech recognition: reacting to surprising news Write a story about something unexpected or surprising that happened to you Give a short presentation about the last thing that made you laugh
Beating the traffic <ul style="list-style-type: none"> A podcast about drone deliveries Listening for gist and specific information 		<ul style="list-style-type: none"> A comment about a podcast A post giving your point of view 	Documentary – "Green in the city." Drama – Episode 3 <ul style="list-style-type: none"> Reinforce the theme and language from the unit 	<ul style="list-style-type: none"> Speak about an urban problem Write about urban problems and solutions Talk about plans for a green space in your city Role play a conversation with speech recognition: expressing concern and relief Write a comment giving your opinion about self-driving cars Talk about ways that cities can be "greener" and more environmentally friendly Talk about the pros and cons of a job

The evaluation criteria for this course are mainly based on the development of the topics according to the activities and resources that are presented to learners. Students will be constantly evaluated in oral and written way.



CORTES Y COMPONENTES

El Programa de Inglés Distancia está dividido en dos cortes académicos y 5 componentes 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

Sesión introductoria

Proyecto de curso

Libro virtual

Examen final

Compromiso gr

BIBLIOGRAFÍA

- Approaches and Methods in Language Teaching / Jack C. Richards and Theodore S. Rogers- Third edition. 2014
- Estándares básicos de competencias en Lenguas Extranjeras: Inglés. Guía n° 22. Documentos. Biblioteca. M.E.N. Colombia.
- Kay Stables and Richard Kimbell. Technology Education Research. Goldsmiths College, University of London. New Cross. London SE 14 6NW.1991
- Techniques and principles in Language Teaching. Oxford University Press. OUP. 2002.
- <http://ebcl.eu.com/wp-content/uploads/2012/04/CEFR-coded-A1-A2-descriptors.pdf>

MATERIAL COMPLEMENTARIO DE APRENDIZAJE PARA ESTUDIANTES

Curso Touchstone: www.cambridgeilms.org

Aula virtual Moodle: <http://virtual2.umng.edu.co>

Videos:

LOOM: <https://www.youtube.com/watch?v=kP-9fwF0p60&feature=youtu.be&t=163>

SCREENCAST: <https://screencast-o-matic.com> Tutorial: <https://www.youtube.com/watch?v=LqG6NQC8PM&t=1s>

Actividades de práctica:

www.ego4U.com

www.englishclub.com

<http://www.edufichas.com/actividades/idiomas/ingles/>

www.manythings.org,
www.wordreference.com
<https://dictionary.cambridge.org/es/>
<https://www.linguee.es/>

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.

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