

EVOLVE DIGITAL

Level 2



CAMBRIDGE
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Contents and learning outcomes

CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2010_02_09	AC-GA-F-8
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NOMBRE DE LA ASIGNATURA	INGLÉS DISTANCIA 2
CÓDIGO	
SEMESTRE	NA
PRERREQUISITOS	Nivel 2
CORREQUISITOS	NA
COORDINADOR Y/O JEFE DE ÁREA	Libia Consuelo Martinez Rivera
DOCENTE (S)	Edna Cardenas
CRÉDITOS ACADÉMICOS	NA
FECHA DE ELABORACIÓN/ACTUALIZACIÓN	8 de febrero2024

JUSTIFICACIÓN (RATIONALE)

Language offers the chance to know other cultures, to enhance 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)

To communicate effectively in a variety of social situations by developing a language that allows them to analyze hypotheses and test them, reflect on what they have observed, make connections between what they already know and the new information, based on Common European Framework of Reference for Languages (CEFR) To use language to communicate ideas, feelings, questions and solve problems; to discuss and make personal connections, listen, and develop concepts, ideas and vocabulary, and begin to see themselves as readers, writers, speakers and effective listeners.

COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

At the end of level A2, students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. relate events from your past, including your weekend activities and interesting stories. discuss your vacation plans and tell friends and colleagues about your vacation afterwards. evaluate coworkers' performance in the workplace. describe an accident or injury, get medical help from a doctor, and fill a form.

Option 1:Based on Evolve Digital contents

COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

LISTENING

At A2, learners are expected to be able to understand speech that is

- clearly and slowly articulated.
- concerns predictable everyday matters.

READING CORRESPONDENCE

Can understand a simple, personal letter, email, or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.

Can understand basic types of standard, routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.

Can understand short, simple personal letters.

Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).

IDENTIFYING CUES AND INFERRING

Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.

Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.

SPEAKING

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily, but would struggle with an extended conversation and

often need help with understanding. They can

- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- handle very short social exchanges and simple transactions.
- Mostly understand speech in a standard accent directed at them which is delivered slowly and clearly, provided they can ask for repetition or reformulation from time to time.

CONVERSATION

Can establish social contact: greetings and farewells; introductions; giving thanks.

Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.

Can participate in short conversations in routine contexts on topics of interest.

Can express how he/she feels in simple terms, and express thanks.

Can ask for a favor (e.g. to lend something), can offer a favor and can respond if someone asks him/her to do a favor for them.

Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though

he/she can be made to understand if the speaker will take the trouble.

Can use simple everyday polite forms of greeting and address.

Can chat in simple language with peers, colleagues, or members of a host family, asking questions and understanding

the answers relating
to most routine matters.

Can make and respond to invitations, suggestions and apologies.

Can express how he/she is feeling, using very basic stock expressions.

Can say what he/she likes and dislikes.

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	<ul style="list-style-type: none">understand enough to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated.
Reading	<ul style="list-style-type: none">understand short, simple texts on familiar matters of a concrete type which contain 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	<ul style="list-style-type: none">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.
Speaking	<ul style="list-style-type: none">give a simple description or presentation of people, living or working conditions, routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked by a list.
Writing	<ul style="list-style-type: none">write a series of simple phrases and sentences linked with simple connectors like "but" and "because".
Communicative Language Competence	<ul style="list-style-type: none">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 follow a conversation going on 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.

FIRST TERM (UNITS 7-8-9 _ LEVEL 2 Evolve igital 2B

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 7 Eat, drink, be happy	<ul style="list-style-type: none"> Talk about your favorite comfort food Describe your perfect food truck Explain what you want in a restaurant Write a comment about an online article Watch a video about food preferences and choices 	<ul style="list-style-type: none"> Quantifiers Verb patterns 	<ul style="list-style-type: none"> Naming food Describing food 	<ul style="list-style-type: none"> Saying /dʒ/ and /g/ sounds 	<ul style="list-style-type: none"> Explain what you want in a restaurant <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>I mean</i> to clarify what you want to say
Unit 8 Trips	<ul style="list-style-type: none"> Discuss what to do in your town Talk about a trip you went on Give advice and make suggestions Write advice on living in another country Watch a video about different vacations Watch a video about a visit from a family members 	<ul style="list-style-type: none"> <i>if</i> and <i>when</i> Giving reasons using <i>to</i> and <i>for</i> 	<ul style="list-style-type: none"> Traveling Using transportation 	<ul style="list-style-type: none"> Saying long and short vowel sounds Listening for intonation 	<ul style="list-style-type: none"> Give advice and make suggestions <p>Real-world strategy</p> <ul style="list-style-type: none"> Use echo questions
Unit 9 Looking good	<ul style="list-style-type: none"> Compare stores and what they sell Talk about people in photos Ask for and give opinions Write a paragraph describing a photo Watch a video about roommates having problems 	<ul style="list-style-type: none"> Comparative adjectives Superlative adjectives 	<ul style="list-style-type: none"> Naming accessories Describing appearance 	<ul style="list-style-type: none"> Saying the /s/ vowel sound 	<ul style="list-style-type: none"> Ask for and give opinions <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>I guess</i>

Listening	Reading	Writing	Video	Final task
	<p>Impossible foods</p> <ul style="list-style-type: none"> An article about the Impossible Burger Identifying positive and negative arguments 	<ul style="list-style-type: none"> Giving an opinion 	<p>Drama – Episode 7</p> <ul style="list-style-type: none"> Reinforces the theme and language from the unit 	<ul style="list-style-type: none"> Record a description of your favorite comfort food Write a description of a design for a food truck Role play a conversation with speech recognition: explaining what you want in a restaurant Write an online comment expressing your opinion about plant-based food Talk about the last party you went to Record a message about a plan for a special meal
<p>Leaving home</p> <ul style="list-style-type: none"> A podcast about living in another country Listening for gist and supporting details 		<ul style="list-style-type: none"> Identifying function Offering advice in an online comment 	<p>Documentary – “Vacation time”</p> <p>Drama – Episode 8</p> <ul style="list-style-type: none"> Reinforce the theme and language from the unit 	<ul style="list-style-type: none"> Write about the things a visitor can do in your town Record a story about a long trip you took in the past Talk about different types of vacations Role play a conversation with speech recognition: giving advice for things to do in your town Write a comment giving advice for living in a different country Talk about a place you like to go on vacation Talk about a special trip
	<p>Image is everything</p> <ul style="list-style-type: none"> An article about advertising Identifying main ideas and details in an article 	<ul style="list-style-type: none"> An advertising contest Using correct punctuation 	<p>Drama – Episode 9</p> <ul style="list-style-type: none"> Reinforces the theme and language from the unit 	<ul style="list-style-type: none"> Write about the clothes you wear for different occasions and your personal style Record a description of a photo of you when you were younger Role play a conversation with speech recognition: giving opinions in a clothes store Write an entry for an advertising competition Write about an advertisement that you remember Talk about the clothes and accessories that you wear in different situations

SECOND TERM (UNITS 10-11-12)_ LEVEL 2 Evolve Digital 2B

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 9 Looking good	<ul style="list-style-type: none">■ Compare stores and what they sell■ Talk about people in photos■ Ask for and give opinions■ Write a paragraph describing a photo■ Watch a video about roommates having problems	<ul style="list-style-type: none">■ Comparative adjectives■ Superlative adjectives	<ul style="list-style-type: none">■ Naming accessories■ Describing appearance	<ul style="list-style-type: none">■ Saying the /ə/ vowel sound	<ul style="list-style-type: none">■ Ask for and give opinions Real-world strategy <ul style="list-style-type: none">■ Use <i>I guess</i>
Unit 10 Risky business	<ul style="list-style-type: none">■ Talk about different jobs and their possible dangers■ Make predictions about your future■ Describe a medical problem and ask for help■ Write an email to your future self■ Watch a video about dangerous jobs■ Watch a video about helping a friend with a medical problem	<ul style="list-style-type: none">■ <i>have to</i>■ Making predictions with <i>will, may, and might</i>	<ul style="list-style-type: none">■ Naming jobs■ Describing health problems	<ul style="list-style-type: none">■ Saying final consonant sounds	<ul style="list-style-type: none">■ Describe a medical problem and ask for help Real-world strategy <ul style="list-style-type: none">■ Say <i>It's like / It feels like</i>
Unit 11 Me, online	<ul style="list-style-type: none">■ Talk about experiences and achievements■ Talk about your online activities■ Make and respond to requests■ Read information in the form of infographics■ Watch a video where two people talk about making a vlog	<ul style="list-style-type: none">■ Present perfect for experiences■ Present perfect and simple past	<ul style="list-style-type: none">■ Internet phrases■ Verbs for online activities	<ul style="list-style-type: none">■ Saying final /m/ and /n/ sounds	<ul style="list-style-type: none">■ Make and respond to requests Real-world strategy <ul style="list-style-type: none">■ Ask for memory help
Unit 12 Outdoors	<ul style="list-style-type: none">■ Talk about the weather■ Describe places, people, and things■ Ask for and give directions■ Write simple instructions■ Watch a video about extreme weather■ Watch a video about friends dealing with a bad storm	<ul style="list-style-type: none">■ <i>be like</i>■ Relative pronouns: <i>who, which, that</i>	<ul style="list-style-type: none">■ Describing weather■ Describing landscapes and cityscapes	<ul style="list-style-type: none">■ Saying /w/ at the beginning of a word■ Listening for t when it sounds like d	<ul style="list-style-type: none">■ Ask for directions; give directions Real-world strategy <ul style="list-style-type: none">■ Correct yourself

Listening	Reading	Writing	Video	Final task
<ul style="list-style-type: none"> A conversation about a future experience 	Face your fears <ul style="list-style-type: none"> Messages to the "future you" Identifying main ideas and details in an article 	<ul style="list-style-type: none"> Using <i>anyway</i> and <i>by the way</i> to connect ideas 	Documentary – "Risks on the job" Drama – Episode 10 <ul style="list-style-type: none"> Reinforce the theme and language from the unit 	<ul style="list-style-type: none"> Write about a job and the risks connected to it Record a prediction for your life in the next five years Write a description of two jobs and compare their risks Role play a conversation with speech recognition: asking for help and describing symptoms Write a letter or email message to your future self Talk about a show that is on TV or the internet Talk about what happens when you feel stressed
<ul style="list-style-type: none"> A conversation about making a survey 	Selfies <ul style="list-style-type: none"> Interpreting information in an infographic 	<ul style="list-style-type: none"> Comments on information in a text Reacting to information 	Drama – Episode 11 <ul style="list-style-type: none"> Reinforces the theme and language from the unit 	<ul style="list-style-type: none"> Talk about experiences in your life Write about your online habits Role play a conversation with speech recognition: making and responding to requests Write comments about an infographic Talk about your favorite YouTuber and their videos Record audio for a vlog post about a city
Guerrilla gardening <ul style="list-style-type: none"> An interview with a guerrilla gardener Identifying sequence words 		<ul style="list-style-type: none"> Using sequence words to write simple instructions 	Documentary – "Extreme weather" Drama – Episode 12 <ul style="list-style-type: none"> Reinforce the theme and language from the unit 	<ul style="list-style-type: none"> Talk about the weather where you live Write about a place that is special to you Talk about extreme weather Role play a conversation with speech recognition: giving direction and correcting yourself Write a set of instructions for how to do something Talk about tourism in your country Talk about how the weather affects you

SISTEMA DE EVALUACIÓN

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 a 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 %

- 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

www.cambridgeims.or *EVOLVE DIGITAL*

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/>

Dictionaries:

www.manythings.org,

www.wordreferen

ce.com

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

<https://www.linguee.es/>

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.

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