

**EVOLVE DIGITAL**

**Level 5**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT



**Contents and learning  
outcomes**

# CONTENIDO PROGRAMÁTICO

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3

Página 1 de 7

NOMBRE DE LA ASIGNATURA	INGLÉS DISTANCIA 5
CÓDIGO	
SEMESTRE	NA
PRERREQUISITOS	Nivel 4
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 febrero 2024

## 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 a B1 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.

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 this level, students will be capable of the following skills:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe aspects about experiences and events, dreams, hopes and ambitions.

### Option 1: Based on Evolve Digital contents

## COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

### Listening

- 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.
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.
- follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.

### Reading

- read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.

### Reception Strategies

- 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

- 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 films, books, music, etc.
- exploit a wide range of simple language to deal with most situations likely to arise while 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).
- give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.
- highlight the personal significance of events and experiences, account for and sustain views clearly, by providing relevant explanations and arguments.

### Writing

- 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

- 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.

## COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

### 1. LISTENING:

- Can understand the main topics of standard speech on regular matters which are found in work, in family and personal situations, leisure, interviews, blogs, etc.
- Can understand the main point of many interviews, testimonies, TV and radio news and videos on current affairs and topics of personal or professional interests, when the delivery is relatively slow and clear.

### 2. READING:

- Can understand texts that consist mainly of high frequency everyday, job-related and current affairs language.
- Can understand the description and explanations of events, feelings, wishes, projects, stories, complaints in different types of texts such as articles, letters, stories and news.
- Can read articles, news, reports and stories concerned with contemporary problems in which the writers adopt particular viewpoints and attitudes.

### 3. SPOKEN INTERACTION:

- Can enter unprepared into conversation on topics that are familiar, of personal interest, of everyday life and current events.
- Can interact with a degree of fluency and spontaneity that makes regular interaction possible.
- Can take an active part in discussion in familiar contexts such as class activities in which the topics of conversations are education, community projects, past events, purchases and media.
- Can connect phrases in a simple way in order to describe complaints, social initiatives, social and personal projects and changes and briefly give reasons and explanations for opinions.

### 4. WRITTEN PRODUCTION:

- Can write a simple connected text, such as a paragraph, on topics which are familiar or of personal interest using connectors of sequence, illustration, contrast, cause and effect and addition.
- Can write personal and formal letters describing experiences or impressions and making complaints.

FIRST TERM (UNITS 1-2-3)

# EVOLVE DIGITAL LEVEL 4 CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 1 And we're off!	<ul style="list-style-type: none"> <li>Talk about personal achievements</li> <li>Talk about qualities that employers look for</li> <li>Make and respond to introductions</li> <li>Write a comment on a blog post</li> <li>Watch a video about job recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Tense review (simple and continuous)</li> <li>Dynamic and stative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Describing accomplishments</li> <li>Describing key qualities</li> </ul>	<ul style="list-style-type: none"> <li>Saying the letter y</li> </ul>	<ul style="list-style-type: none"> <li>Meet someone for the first time, introduce someone to a coworker or friend</li> <li><b>Real-world strategy</b></li> <li>Respond to an introduction</li> </ul>
Unit 2 The future of food	<ul style="list-style-type: none"> <li>Talk about trends</li> <li>Talk about preparing food</li> <li>Watch a video about green cities</li> <li>Make, accept, and refuse offers in social situations</li> <li>Write about the results of a survey</li> <li>Watch a video about a cooking show</li> </ul>	<ul style="list-style-type: none"> <li>Real conditionals</li> <li>Clauses with <i>after</i>, <i>until</i>, <i>when</i></li> </ul>	<ul style="list-style-type: none"> <li>Describing trends</li> <li>Preparing food</li> </ul>	<ul style="list-style-type: none"> <li>Saying the vowel sounds /aɪ/, /i/, and /eɪ/</li> <li>Listening for deleted /t/ sounds</li> </ul>	<ul style="list-style-type: none"> <li>Make, accept, and refuse offers in social situations</li> <li><b>Real-world strategy</b></li> <li>Acknowledge an acceptance</li> </ul>
Unit 3 What's it worth?	<ul style="list-style-type: none"> <li>Talk about time and money</li> <li>Talk about prices and value</li> <li>Apologize and explain what's happened</li> <li>Write a short product review</li> <li>Watch a video about public infrastructure in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li><i>too</i> and <i>enough</i></li> <li>Modifying comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Talking about time and money</li> <li>Talking about prices and value</li> </ul>	<ul style="list-style-type: none"> <li>Saying /s/ at the beginning of a word</li> </ul>	<ul style="list-style-type: none"> <li>Apologize and explain what happened</li> <li><b>Real-world strategy</b></li> <li>Respond to an apology</li> </ul>
Unit 4 Going global	<ul style="list-style-type: none"> <li>Speculate about a photo</li> <li>Talk about viral stories</li> <li>Exchange and discuss opinions</li> <li>Write a response to a post about local businesses</li> <li>Watch a video about the climate emergency</li> <li>Watch a video about a new invention</li> </ul>	<ul style="list-style-type: none"> <li>Modals of speculation</li> <li>Subject and object relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Talking about advertising</li> <li>Talking about people in the media</li> </ul>	<ul style="list-style-type: none"> <li>Saying the vowel sounds /ɔ/ and /ɑ/</li> <li>Listening for text organization</li> </ul>	<ul style="list-style-type: none"> <li>Exchange and discuss opinions</li> <li><b>Real-world strategy</b></li> <li>Make opinions more emphatic</li> </ul>

Listening	Reading	Writing	Video	Final task
	<b>Flipping your job interview</b> <ul style="list-style-type: none"> <li>An article on interview skills</li> <li>Reading for gist; inferring meaning</li> </ul>	<ul style="list-style-type: none"> <li>A comment on an article</li> <li>Showing agreement, disagreement, and appreciation</li> </ul>	<b>Documentary - "Fit for the job"</b> <ul style="list-style-type: none"> <li>Reinforces the theme and language from the unit</li> </ul>	<ul style="list-style-type: none"> <li>Write five interesting things about you</li> <li>Talk about the key qualities of a job</li> <li>Write about the most important soft skills for people entering the workforce today**</li> <li>Role play a conversation with speech recognition: meeting new coworkers for the first time</li> <li>Write a comment on the article "Flipping your job interview"</li> <li>Talk about and review a guided tour you have been on</li> </ul>
<b>Cool food</b> <ul style="list-style-type: none"> <li>A conversation between friends about attitudes to food</li> <li>Listening for gist and supporting details</li> </ul>		<ul style="list-style-type: none"> <li>The results of a survey about eating habits</li> <li>Using phrases for presenting survey results</li> </ul>	<b>Documentary - "Green Cities"</b> <b>Drama – Episode 1</b> <ul style="list-style-type: none"> <li>Reinforce the theme and language from the unit</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a current food trend in your town</li> <li>Record a description of a dish you like and explain how to prepare it</li> <li>Write about how urban farming could improve the food system in your area</li> <li>Role play a conversation with speech recognition: accepting and refusing offers</li> <li>Write a report summarizing survey results</li> <li>Talk about your favorite restaurant</li> <li>Talk about a type of food that was popular in the past but not now</li> </ul>
	<b>Buyer beware!</b> <ul style="list-style-type: none"> <li>Forum posts about online shopping experiences</li> <li>Read for detail</li> </ul>	<ul style="list-style-type: none"> <li>Product reviews</li> <li>Expressing opinions about product features</li> </ul>	<b>Documentary - "Save now, pay later"</b> <ul style="list-style-type: none"> <li>Reinforces the theme and language from the unit</li> </ul>	<ul style="list-style-type: none"> <li>Record your thoughts about time, money, and quality of life</li> <li>Talk about your favorite coffee shop, café, or restaurant</li> <li>Write about a time you invested in something too late and ended up wasting time and money</li> <li>Role play a conversation with speech recognition: breaking bad news</li> <li>Write a review for a product you bought recently</li> <li>Talk about what went well for you today, and anything that didn't</li> </ul>

## SECOND TERM (UNITS 4-5-6)

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 4 Going global	<ul style="list-style-type: none"><li>■ Speculate about a photo</li><li>■ Talk about viral stories</li><li>■ Exchange and discuss opinions</li><li>■ Write a response to a post about local businesses</li><li>■ Watch a video about the climate emergency</li><li>■ Watch a video about a new invention</li></ul>	<ul style="list-style-type: none"><li>■ Modals of speculation</li><li>■ Subject and object relative clauses</li></ul>	<ul style="list-style-type: none"><li>■ Talking about advertising</li><li>■ Talking about people in the media</li></ul>	<ul style="list-style-type: none"><li>■ Saying the vowel sounds /ɔ/ and /ɑ/</li><li>■ Listening for text organization</li></ul>	<ul style="list-style-type: none"><li>■ Exchange and discuss opinions</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>■ Make opinions more emphatic</li></ul>
Unit 5 True stories	<ul style="list-style-type: none"><li>■ Talk about different types of stories</li><li>■ Talk about plans and changes to plans in the past</li><li>■ React to problems and disappointing news</li><li>■ Write a formal apology</li><li>■ Watch a video about human interest stories</li></ul>	<ul style="list-style-type: none"><li>■ Past perfect</li><li>■ <i>was/were going to; was/were supposed to</i></li></ul>	<ul style="list-style-type: none"><li>■ Describing stories</li><li>■ Making and breaking plans</li></ul>	<ul style="list-style-type: none"><li>■ Saying consonants at the end of words</li></ul>	<ul style="list-style-type: none"><li>■ React to problems and disappointing news</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>■ Accept bad news</li></ul>
Unit 6 Community action	<ul style="list-style-type: none"><li>■ Discuss charity and volunteer work</li><li>■ Discuss acts of kindness in your community</li><li>■ Watch a video about a charity event</li><li>■ Learn ways to offer, refuse, and accept help</li><li>■ Write a report about a community project</li><li>■ Watch a video about a website for a community center</li></ul>	<ul style="list-style-type: none"><li>■ Present and past passive</li><li>■ Passive with modals</li></ul>	<ul style="list-style-type: none"><li>■ Discussing good works</li><li>■ Describing good deeds</li></ul>	<ul style="list-style-type: none"><li>■ Saying /b/ or /v/ in the middle of a word</li><li>■ Listening for /j/ between words</li></ul>	<ul style="list-style-type: none"><li>■ Offer, accept, and refuse help with something</li></ul> <b>Real-world strategy</b> <ul style="list-style-type: none"><li>■ Imposing on somebody</li></ul>

<b>Building a brand</b> <ul style="list-style-type: none"><li>■ A news report about a local company that went global</li><li>■ Listening for gist and detail</li></ul>		<ul style="list-style-type: none"><li>■ A social media post</li><li>■ Writing about reasons and consequences</li></ul>	<b>Documentary - “Saving the world, one hour at a time”</b> <b>Drama – Episode 2</b> <ul style="list-style-type: none"><li>■ Reinforce the theme and language from the unit</li></ul>	<ul style="list-style-type: none"><li>■ Write about how a photo could be used to advertise different products</li><li>■ Talk about online celebrities generally, and one of your favorites</li><li>■ Talk about a campaign you're familiar with</li><li>■ Role play a conversation with speech recognition: exchanging and discussing opinions</li><li>■ Write about new and old businesses in your community and the changes they have caused</li><li>■ Talk about an ad you like</li><li>■ Write a short outline for an advertising campaign</li></ul>
	<b>The perfect apology</b> <ul style="list-style-type: none"><li>■ An article about corporate apologies</li><li>■ Interpreting attitude; understanding meaning from context</li></ul>	<ul style="list-style-type: none"><li>■ An corporate apology</li><li>■ Avoiding repetition</li></ul>	<b>Documentary - “Walking and talking”</b> <ul style="list-style-type: none"><li>■ Reinforces the theme and language from the unit</li></ul>	<ul style="list-style-type: none"><li>■ Write about a person whose life would make an interesting book or movie</li><li>■ Talk about a time when your plans changed or something went wrong</li><li>■ Write about a true story or a memorable experience</li><li>■ Role play a conversation with speech recognition: reacting to a problem</li><li>■ Write a corporate apology on behalf of your employer</li><li>■ Talk about how you met one of your friends</li></ul>
<b>Painting safer streets</b> <ul style="list-style-type: none"><li>■ A podcast about a community art project</li><li>■ Listening for gist, detail, and attitude</li></ul>		<ul style="list-style-type: none"><li>■ A report on a community project</li><li>■ Reporting other people's opinions</li></ul>	<b>Documentary - “Can do!”</b> <b>Drama – Episode 3</b> <ul style="list-style-type: none"><li>■ Reinforce the theme and language from the unit</li></ul>	<ul style="list-style-type: none"><li>■ Write a description of an organization that does good works</li><li>■ Record your answers to questions about helping others</li><li>■ Record a description of an event or organization that does good works in your town</li><li>■ Role play a conversation with speech recognition: offering and accepting help</li><li>■ Write a short article about a community or city project</li><li>■ Talk about a community project</li><li>■ Write an email offering to help a friend</li></ul>



## 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 an oral and written way.



## 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 %

*Compromiso granadino con la excelencia*

## 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

### MATERIAL COMPLEMENTARIO DE APRENDIZAJE PARA ESTUDIANTES

AMERICAN LANGUAGE HUB LEVEL 4 DIGITAL STUDENT'S BOOK WITH STUDENT'S APP AND DIGITAL WORKBOOK



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](http://www.ego4u.com)  
[www.englishclub.com](http://www.englishclub.com)

[www.englishclub.com](http://www.englishclub.com)  
<http://www.edufishes.com/actividades/idiomas/ingles/>

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

Dictionaries:  
[www.manythings.org](http://www.manythings.org)

[www.manythings.org](http://www.manythings.org),  
[www.wordreference.com](http://www.wordreference.com)

[www.wordreference.com](http://www.wordreference.com)  
<https://dictionary.cambridge.org/es/>  
<https://www.linguee.es/>

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

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

Determine la competencia del docente catador a ocasional basándose en la educación, formación o experiencia apropiadas.

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.*

## CONTROL DE CAMBIOS

[illegible]

