

# **EVOLVE DIGITAL**

## **Level 4**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT



# **Contents and learning outcomes**

# CONTENIDO PROGRAMÁTICO

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Página 1 de 7

NOMBRE DE LA ASIGNATURA	INGLÉS DISTANCIA 4
CÓDIGO	
SEMESTRE	NA
PRERREQUISITOS	Nivel 3
CORREQUISITOS	NA
COORDINADOR Y/O JEFE DE ÁREA	Libia Consuelo Martinez Rivera
DOCENTE (S)	Edna Cardenas
CRÉDITOS ACADÉMICOS	NA
FECHA DE ELABORACIÓN/ ACTUALIZACIÓN	Febrero 8 de 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 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 4 aims at helping learners to achieve an overall English language proficiency leading to beginner independent users 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.

### 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.

### 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 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

- 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.

## Option 2 Based on CEFR

### COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

#### 1. Listening

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

#### 2. Reading

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc
- Can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters

#### 3. Spoken Interaction

- Can deal with most situations likely to arise whilst traveling in an area where the language is spoken.
- Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- Can present clear, detailed descriptions on a wide range of subjects related to my field of interest
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

#### 4. Written production

- Can produce simple connected text on topics, which are familiar, or of personal interest
- Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- Can write letters highlighting the personal significance of events and experiences.
- Can write clear, detailed text on a wide range of subjects related to my interests.
- Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

FIRST TERM (UNITS 7-8-9)

	Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
Unit 7 Entertain us	<ul style="list-style-type: none"> <li>Discuss your changing tastes in music</li> <li>Talk about TV shows and movies</li> <li>Refuse invitations and respond to refusals</li> <li>Write a movie review</li> <li>Watch a video comparing movies now and in the past</li> </ul>	<ul style="list-style-type: none"> <li><i>used to</i></li> <li>Comparisons with <i>(not) as ... as</i></li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>TV shows and movies</li> </ul>	<ul style="list-style-type: none"> <li>Saying /m/ in /m/</li> </ul>	<ul style="list-style-type: none"> <li>Refuse invitations; respond to a refusal</li> <li><b>Real-world strategy</b></li> <li>Soften comments</li> </ul>
Unit 8 Getting there	<ul style="list-style-type: none"> <li>Talk about what you've been doing</li> <li>Talk about progress</li> <li>Watch a video about a hobby</li> <li>Catch up with people's news</li> <li>Write a post about managing your time</li> <li>Write a post about managing your time</li> <li>Watch a video about creating a YouTube channel</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect continuous</li> <li>Present perfect vs. present perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>Describing experiences</li> <li>Describing progress</li> </ul>	<ul style="list-style-type: none"> <li>Saying /a/ and /æ/ vowel sounds</li> <li>Listening for weak forms of <i>didn't</i></li> </ul>	<ul style="list-style-type: none"> <li>Say how long it's been; ask about someone's news; answer</li> <li><b>Real-world strategy</b></li> <li>Use <i>that would be</i> to comment on something</li> </ul>
Unit 9 Make it work	<ul style="list-style-type: none"> <li>Talk about college subjects</li> <li>Discuss rules for working and studying at home</li> <li>Watch a video about college life</li> <li>Express confidence and lack of confidence</li> <li>Write the main part of a résumé</li> </ul>	<ul style="list-style-type: none"> <li>Modals of necessity: <i>have to, need to, must</i></li> <li>Modals of prohibition and permission</li> </ul>	<ul style="list-style-type: none"> <li>College subjects</li> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Grouping words</li> </ul>	<ul style="list-style-type: none"> <li>Express confidence; express lack of confidence</li> <li><b>Real-world strategy</b></li> <li>Focus on reasons</li> </ul>



Listening	Reading	Writing	Video	Final task
<b>Not just customers – fans</b> <ul style="list-style-type: none"> <li>A podcast about customers as fans</li> <li>Listening for gist; identifying speakers</li> </ul>		<ul style="list-style-type: none"> <li>Online customer feedback about products</li> <li>Using <i>however</i> and <i>although</i> to contrast ideas</li> </ul>	<b>Documentary – "Tricks of the ad world."</b> <b>Drama – Episode 5</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 paragraph about cotton, glass, plastic, or wood</li> <li>Talk about four or five of your possessions</li> <li>Talk about a popular ad you've seen recently</li> <li>Role play a conversation with speech recognition: questioning and approving of someone's choice</li> <li>Write feedback about a product</li> <li>Talk about why you buy certain things again and again</li> <li>Talk about something that you would like to make at home</li> </ul>
	<b>Outside the comfort zone</b> <ul style="list-style-type: none"> <li>Articles about benefits of leaving your comfort zone</li> <li>Identifying point of view</li> </ul>	<ul style="list-style-type: none"> <li>A personal story about pushing yourself</li> <li>Comparing facts and ideas</li> </ul>	<b>Documentary – "Testing your physical limits."</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 time in the past when something went well for you, a friend, or a family member</li> <li>Talk about where you would live if you had the opportunity to live anywhere</li> <li>Talk about a physical challenge that you're planning to do in the future</li> <li>Role play a conversation with speech recognition: asking for agreement and agreeing</li> <li>Write a personal story about a time you stepped out of your comfort zone or overcame a fear</li> <li>Talk about what makes people successful</li> </ul>
<b>Lessons learned?</b> An expert presentation about life lessons <ul style="list-style-type: none"> <li>Predicting, listening for main ideas and definitions</li> </ul>		<ul style="list-style-type: none"> <li>An anecdote</li> <li>Using time expressions</li> <li>Using expressions with similar meanings</li> </ul>	<b>Documentary – "I learned my lesson!"</b> <b>Drama – Episode 6</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 small accident you or someone you know had</li> <li>Write some sentences about something a friend or family member did recently</li> <li>Talk about a mistake that you made recently, and what you learned from that mistake</li> <li>Role play a conversation with speech recognition: guessing others' feelings</li> <li>Write an anecdote about a lesson you learned in life</li> <li>Talk about a skill or activity you would like to try</li> <li>Talk about your dream job</li> </ul>

## SECOND TERM (UNITS 10-11-12)

Learning objectives	Grammar	Vocabulary	Pronunciation	Functional language
<b>Unit 10</b> <b>Why we buy</b> <ul style="list-style-type: none"> <li>Say what things are made of</li> <li>Talk about where things come from</li> <li>Watch a video about tricks of the ad world</li> <li>Question or approve of someone's choices</li> <li>Write feedback about company products</li> <li>Watch a video about making something</li> </ul>	<ul style="list-style-type: none"> <li>Simple present passive</li> <li>Simple past passive</li> </ul>	<ul style="list-style-type: none"> <li>Describing materials</li> <li>Production and distribution</li> </ul>	<ul style="list-style-type: none"> <li>Saying /u/, /aʊ/, and /ʊ/ vowel sounds</li> <li>Listening for comparative stress</li> </ul>	<ul style="list-style-type: none"> <li>Question someone's choices; approve someone's choices</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Change your mind</li> </ul>
<b>Unit 11</b> <b>Pushing yourself</b> <ul style="list-style-type: none"> <li>Talk about how to succeed</li> <li>Talk about imaginary situations</li> <li>Watch a video about testing your physical limits</li> <li>Give opinions and ask for agreement</li> <li>Write a personal story</li> </ul>	<ul style="list-style-type: none"> <li>Phrasal verbs</li> <li>Present and future unreal conditionals</li> </ul>	<ul style="list-style-type: none"> <li>Succeeding</li> <li>Opportunities and risks</li> </ul>	<ul style="list-style-type: none"> <li>Saying /f/ and /dʒ/ sounds</li> </ul>	<ul style="list-style-type: none"> <li>Ask for agreement; agree</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>Soften an opinion</li> </ul>
<b>Unit 12</b> <b>Life's little lessons</b> <ul style="list-style-type: none"> <li>Talk about accidents</li> <li>Talk about extreme experiences</li> <li>Watch a video about learning from mistakes</li> <li>Describe and ask about feelings</li> <li>Write an anecdote about a life lesson</li> <li>Watch a video about people's dream jobs</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite pronouns</li> <li>Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Describing accidents</li> <li>Describing extremes</li> </ul>	<ul style="list-style-type: none"> <li>Saying -ed at the end of a word</li> <li>Listening for 'll</li> </ul>	<ul style="list-style-type: none"> <li>Describe your feelings; ask about or guess others' feelings</li> </ul> <b>Real-world strategy</b> <ul style="list-style-type: none"> <li>End a story</li> </ul>
Listening	Reading	Writing	Video	Final task
<b>Not just customers – fans</b> <ul style="list-style-type: none"> <li>A podcast about customers as fans</li> <li>Listening for gist; identifying speakers</li> </ul>		<ul style="list-style-type: none"> <li>Online customer feedback about products</li> <li>Using <i>however</i> and <i>although</i> to contrast ideas</li> </ul>	<b>Documentary – "Tricks of the ad world."</b> <b>Drama – Episode 5</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 paragraph about cotton, glass, plastic, or wood</li> <li>Talk about four or five of your possessions</li> <li>Talk about a popular ad you've seen recently</li> <li>Role play a conversation with speech recognition: questioning and approving of someone's choice</li> <li>Write feedback about a product</li> <li>Talk about why you buy certain things again and again</li> <li>Talk about something that you would like to make at home</li> </ul>
	<b>Outside the comfort zone</b> <ul style="list-style-type: none"> <li>Articles about benefits of leaving your comfort zone</li> <li>Identifying point of view</li> </ul>	<ul style="list-style-type: none"> <li>A personal story about pushing yourself</li> <li>Comparing facts and ideas</li> </ul>	<b>Documentary – "Testing your physical limits."</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 time in the past when something went well for you, a friend, or a family member</li> <li>Talk about where you would live if you had the opportunity to live anywhere</li> <li>Talk about a physical challenge that you're planning to do in the future</li> <li>Role play a conversation with speech recognition: asking for agreement and agreeing</li> <li>Write a personal story about a time you stepped out of your comfort zone or overcame a fear</li> <li>Talk about what makes people successful</li> </ul>
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## 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 a Distancia está dividido en dos cortes académicos y 5 componentes distribuidos de la siguiente manera:**

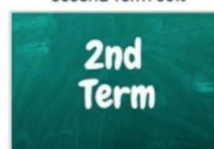


First Term 50%



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 %

*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

*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](http://www.ego4U.com)

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

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

Dictionaries:

[www.manvthings.org](http://www.manvthings.org)

[www.wordreference.com](http://www.wordreference.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.*

## CONTROL DE CAMBIOS

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