

# UNIVERSIDAD MILITAR NUEVA GRANADA



<b>CONTENIDO PROGRAMÁTICO</b>	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 1 de 8

<b>NOMBRE DE LA ASIGNATURA</b>	<b>INGLÉS EXTENSIÓN KIDS 1</b>
<b>CÓDIGO</b>	2222
<b>SEMESTRE</b>	NA
<b>PRERREQUISITOS</b>	NA
<b>CORREQUISITOS</b>	NA
<b>COORDINADOR Y/O JEFE DE ÁREA</b>	Libia Consuelo Martínez Rivera
<b>DOCENTE (S)</b>	María del Pilar Lagos Torres
<b>CRÉDITOS ACADÉMICOS</b>	NA
<b>FECHA DE ELABORACIÓN/ ACTUALIZACIÓN</b>	02/05/2019

## JUSTIFICACIÓN (RATIONALE)

The 115 Colombian General Law of Education in its article 21, literal B. considers necessary to increase and promote the individual needs of the students to acquiring and/or learn the subjects that will serve as a complement for a general formation, which conduct them to behave in an adequate way into the society.

In the same way, the article 22, literal L pretends to facilitate the students the comprehension and developing of abilities to express in a Second Language.

The UMNG (Universidad Militar Nueva Granada) has a highly qualified staff of teachers, who can offer English courses to different kinds of scholar population.

## 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 as a way 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)

The basic competences of this course are directly focused on the communicative competence. In this way, the basic competences embrace the syllabus design, as presented at the very beginning, for students to achieve a good development of activities in which they can perform the knowledge acquired through tasks and classroom activities.

Formative evaluations and tasks play a very important role as a part of the process and finally, the

# UNIVERSIDAD MILITAR NUEVA GRANADA



<b>CONTENIDO PROGRAMÁTICO</b>	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 2 de 8

summative evaluation at the course. These elements highly demand a permanent tutorial to learners by the teacher's part. It implies the Syllabus design and topics, goals design, tutorial, tasks planning and a constant feedback to students.

## COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

*Competences are proposed not only for students, but also for the teacher.*

*The basic competences of this course are directly focused on the communicative competence: These are:*

1. *Linguistic Competence*
2. *Socio-linguistic Competence*
3. *Pragmatic Competence*
4. *Communicative Competence*

*In this way, the basic competences embrace the syllabus design, as presented at the very beginning, for students to achieve a good development of activities in which they can perform the knowledge acquired through tasks and classroom activities.*

*Formative evaluations and tasks play a very important role as a part of the process and finally, the summative evaluation at the end of the course. These elements highly demand a permanent tutorial to learners by the teacher's part. It implies the Syllabus design and topics, goals design, tutorial, tasks planning and a constant and immediate feedback to students.*

## CONTENIDO (CONTENTS)

First Term (Primer Corte )		
Big English Plus 1 units	Contents	Activities
1 - 2 - 3 - 4 - 5	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>➤ Talk about something that belongs to you or someone else.</li> <li>➤ Understand and give basic commands.</li> <li>➤ Write a description of a person.</li> <li>➤ Make a funny family tree</li> <li>➤ Ask and answer about colors.</li> <li>➤ Identify and talk about classroom items.</li> <li>➤ Identify and practice the <b>p, j, t, th</b> sounds.</li> <li>➤ Ask and answer about other people's possessions.</li> <li>➤ Ask and talk about family members.</li> <li>➤ Ask for information.</li> <li>➤ Make a house shapes poster.</li> <li>➤ Ask and talk about the positions of the objects in the house.</li> </ul>	<p><b>Intercultural Communicative task Stage 1:</b></p> <p><b>1. Compare and contrast posters:</b> With the information gathered, writing some short paragraphs for the Multicultural Fair. Comparing and contrasting the meanings that people have built around the themes they have</p>

El uso no autorizado así como la reproducción total o parcial de su contenido por cualquier persona o entidad, estará en contra de los derechos de autor.



<b>CONTENIDO PROGRAMÁTICO</b>	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 3 de 8

	<ul style="list-style-type: none"> <li>➤ Distinguish and practice the <i>r, l, h, b</i> and <i>v</i> sounds.</li> <li>➤ Ask and answer about home activities.</li> <li>➤ Describe what people are wearing.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>➤ Present simple (be), (have)</li> <li>➤ <i>Do you have any (brothers or sisters)?</i></li> <li>➤ <i>Yes, I do. No, I don't</i></li> <li>➤ Questions with what, how many and who</li> <li>➤ Indefinite article <i>a – an</i></li> <li>➤ Demonstratives: This – that - these – those</li> <li>➤ School rules: Stand up! Raise your hand!</li> <li>➤ Present progressive (wearing)</li> <li>➤ What are you wearing?</li> <li>➤ Plural nouns</li> </ul> <p><b>Lexical:</b></p> <ul style="list-style-type: none"> <li>➤ Numbers 1-20</li> <li>➤ The alphabet</li> <li>➤ Colors</li> <li>➤ Shapes</li> <li>➤ School supplies</li> <li>➤ Toys</li> <li>➤ Family members</li> <li>➤ Parts of the body</li> <li>➤ Rooms in a house</li> <li>➤ Types of houses</li> <li>➤ Home activities</li> <li>➤ Clothing items</li> </ul> <p><b>Cultural</b> Subject: Language and intercultural experience. Title: Everyone smiles in the same language</p> <p>Objective: Interpret, contrast and discuss different cultures and countries through the use of the language using our identity as a beginning.</p>	<p>chosen, with equivalent situations in our local culture.</p> <p><b>2. Oral Presentation:</b> You should prepare a 4-5 minute talk, presenting some of the key points you developed in each poster. You are allowed to use audio-visual materials to support your talk. However, if you are using posters, you may only include pictures.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Second Term Segundo Corte)</b>		
<b>Big English Plus 1 units</b>	<b>Contents</b>	<b>Activities</b>

# UNIVERSIDAD MILITAR NUEVA GRANADA



<b>CONTENIDO PROGRAMÁTICO</b>	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 4 de 8

6-7-8-9	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>➤ Talk about what animals are doing.</li> <li>➤ Say how to be nice to animals.</li> <li>➤ Write a short description of your ideal pet.</li> <li>➤ Talk about likes and dislikes.</li> <li>➤ Create your own alien and write its description.</li> <li>➤ Write about your food (menu) in a week.</li> <li>➤ Write a weekly fitness program.</li> <li>➤ Make a toy poster.</li> <li>➤ Ask and answer about quantity.</li> <li>➤ Describe monsters and aliens' physical features.</li> <li>➤ Talk about your own and others' abilities.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>➤ Possessive adjectives</li> <li>➤ Present progressive: (be doing)</li> <li>➤ Present simple (have/ has)</li> <li>➤ <i>It has (four legs)</i></li> <li>➤ <i>It doesn't have any (arms)</i></li> <li>➤ <i>She has (two eyes)</i></li> <li>➤ <i>How many (legs) does she have?</i></li> <li>➤ <i>She doesn't have any (legs)</i></li> <li>➤ Prepositions: on, in, under</li> <li>➤ Questions: where is/ where are?</li> <li>➤ There is/are and there isn't/ there aren't</li> <li>➤ Likes and dislikes.</li> </ul> <p><b>Lexical:</b></p> <ul style="list-style-type: none"> <li>➤ Farm animals and pets</li> <li>➤ Food</li> <li>➤ Toys and games</li> <li>➤ Furniture</li> <li>➤ Days of the week</li> <li>➤ Sports: action verbs</li> </ul> <p><b>Cultural:</b></p>	<p><b>Intercultural Communicative task Stage 2:</b></p> <p><b>Multicultural fair.</b></p> <p>The presentation will include the posters already finished, pasted on a tri-fold board (made of cardboard) to display the information at the Fair.</p>
---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## SISTEMA DE EVALUACIÓN (EVALUATION SYSTEM)

The evaluation criteria for this course is mainly based on the development of the topics according to the activities and resources that are presented to learners (dictionary, student book, workbook, website, flash cards, technological resources and materials, etc.)  
Students will be constantly evaluated in oral and written way.

El uso no autorizado así como la reproducción total o parcial de su contenido por cualquier persona o entidad, estará en contra de los derechos de autor.



<b>CONTENIDO PROGRAMÁTICO</b>	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 5 de 8

### BIBLIOGRAFÍA (REFERENCES)

- Approaches and Methods in Language Teaching / Jack C. Richards and Theodore S. Rogers- Third edition. 2014
- Coghil, 1989. Cited by Kay Stables in his article Journal of technology Education. Vol 8, n° 2. Spring, 1997.
- 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
- Ley General de Educación. Ley 115. Congreso de la República. Feb.1994 Longman Edition. U.K. "Making it happen". Interaction in the Second Language Classroom. From Theory to Practice. Second Edition. 1996.
- Nunan David. "Language Teaching Methodology (A text book for teachers)" Macquaire University. USA. 1991.
- Techniques and principles in Language Teaching. Oxford University Press. OUP. 2002.
- Big English Plus 1. Pearson Education Limited. 2nd edition. 2015

### MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)

1. *Glosario:*
2. [www.manythings.org](http://www.manythings.org), [www.wordreference.com](http://www.wordreference.com)
3. *Preguntas de repaso*  
<http://www.bbc.co.uk/learningenglish/>, [http://www.bbc.com/mundo/aprenda\\_ingles](http://www.bbc.com/mundo/aprenda_ingles)
4. *Material Multimedia*  
<http://www.edufichas.com/actividades/idiomas/ingles/>  
<https://www.google.com.co/search?q=actividades+de+ingles+para+niños+de+preescolar&sa=X&rlz=1C1CHBD>
5. *Enlaces en la red*  
<https://learnenglishkids.britishcouncil.org/es>  
[www.ego4U.com](http://www.ego4U.com)  
[www.englishclub.com](http://www.englishclub.com)
6. *Curso virtual*  
<https://www.pearson.com/english/myenglishlab.html>



<b>CONTENIDO PROGRAMÁTICO</b>	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 6 de 8

## Intercultural Project 2019-1

**Subject:** Anglophone Language and Culture – Kids 1

**Title:** Language and intercultural experience: Everyone smiles in the same language

**Objective:** Interpret, contrast and discuss different cultures and countries through the use of the language using our identity as a beginning.

**Description:**

In this Around the World Project; students explore different cultures from other countries selected by them, providing insights into how people all over the world have similarities and differences, so they will take them and compare with the ones they have in their country.( Colombia), taking out their own conclusions.

In many parts of the world, there are areas where there is only one racial or ethnic group. This tends to leave the children of that area culturally deprived or unaware of how other cultures live. So we show students other interesting cultures through this project without travelling.

Can you help us bring a smile to their lives? Work in our project!

### Stage 1

This project consists in approaching our culture to explore the English-speaking cultures of our interest. To do that, the following steps are proposed:

1. Look for a country and research its culture. Or, the teacher can give a list of countries from which to choose.
2. Investigate how children live from all over the world. Their families, their customs, their clothes and how do they celebrate the special dates. --- They will use different sources such as internet, books, movies, and people who live/have visited the country, and online tools to find the required information.
3. Identify cultural customs such as Food, clothing, transportation and shelter/housing. Religion, holidays, music, dance, art, funny games and parties, to relate them to their country of origin taking into account the climates.
4. Working in a group to prepare a presentation demonstrating what information they have found that distinguishes that culture or country. At this point, the students should start to take systematic note of the information found.

### Products Stage 1.

Compare and contrast posters: With the information gathered, writing some short paragraphs for the Multicultural Fair. Comparing and contrasting the meanings that people have built around the themes they have chosen, with equivalent situations in our local culture.

#### A. POSTERS

The posters must have the following structure.

1. The name of the chosen country



<b>CONTENIDO PROGRAMÁTICO</b>	<b>Fecha Emisión:</b> 2018/02/09	<b>AC-GA-F-8</b>
	<b>Revisión No.</b> 3	<b>Página 7 de 8</b>

2. First poster: The demographics, topography of the country and basic history. (Compare and contrast cultural features of the first themes chosen).
3. Second poster: Some of the celebrations of the culture, which may include religion, families, dances, holidays, toys, clothing, food, etc. (Compare and contrast cultural features).  
Third poster: The languages, transportation systems, and resources of the country. (Compare and contrast cultural features). Students may include other things that they learn and find of interest.

## **B. ORAL PRESENTATION.**

You should prepare a 4-5 minute talk, presenting some of the key points you developed in each poster. You are allowed to use audiovisual materials to support your talk. However, if you are using posters, you may only include pictures.

### **STAGE 2**

Following on from the information gathered and discussed in the first stage of the project, now you should:

1. Select the best cultural theme of the different countries you saw in the class.
2. Plan how to make a 4-5 minute video sharing the information, it can be with your parents help. (You can do it at home.)
3. Present and explain your presentation at the Multicultural Fair.
4. Conclusion: What makes Colombians unique? Use your own ideas.

### **PRODUCT STAGE 2**

Multicultural fair.

The presentation will include the posters already finished, pasted on a tri-fold board (made of cardboard) to display the information at the Fair.

Follow these suggestions:

1. Colorful pictures (can be hand made from photos), creativity.
2. Accuracy of information and display of research resources.
3. The information for speeches will come from the research papers.
4. Each group should bring in a traditional food to share with the class.

# UNIVERSIDAD MILITAR NUEVA GRANADA



<b>CONTENIDO PROGRAMÁTICO</b>	<b>Fecha Emisión:</b> 2018/02/09	<b>AC-GA-F-8</b>
	<b>Revisión No.</b> 3	<b>Página 8 de 8</b>

**Assessment:**

Following the curricular principles of DEIN, assessment will combine formative and assessment procedures. Formative assessment will take place at specific moments (once a week), each teacher establishes to keep track of the process to develop the project. This is a moment for offering recommendations, further guidance and solving doubts. The written and oral products of each stage will be assessed summatively. This process will be supported by general pre-established assessment criteria students are given beforehand.

<https://www.brighthubeducation.com/teaching-middle-school/2542-tips-on-teaching-different-cultures-multicultural-projects-and-fairs/>