

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN KIDS 3
CÓDIGO	2222
SEMESTRE	NA
PRERREQUISITOS	KIDS 2
CORREQUISITOS	NA
COORDINADOR Y/O JEFE DE ÁREA	Libia Consuelo Martínez Rivera
DOCENTE (S)	María del Pilar Lagos Torres
CRÉDITOS ACADÉMICOS	NA
FECHA DE ELABORACIÓN/ ACTUALIZACIÓN	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

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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 3 units	Contents	Activities
1-2-3-4-5	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Accept someone else's suggestion. ➤ Make offers and requests. ➤ Design a "Keep it clean" poster. ➤ Make a "Creative Job" presentation. ➤ Write about how often you do things at home (chores) ➤ Talk about what people do and where they work. ➤ Ask and answer about how often people do things. ➤ Talk about chores and pocket money. ➤ Exchange opinions and come to a decision. ➤ Make a climate poster. ➤ Write about past emotions. (In this picture, I was at the zoo, I was scared) 	<p>Intercultural Communicative task</p> <p>Stage 1:</p> <p>1. A paper including:</p> <p>*Ten sentences about your investigation, describing the weather in Colombia and the other country.</p> <p>*Ten sentences about your investigation, describing typical dishes in Colombia and the other country.</p> <p>You can include pictures or drawings to</p>

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	<ul style="list-style-type: none"> ➤ Talk about situations in the past using was/were ➤ <p>Grammar</p> <ul style="list-style-type: none"> ➤ Present simple: ➤ What does she do? ➤ Have to / Don't have to ➤ Adverbs of frequency: <i>I always make my bed.</i> ➤ I don't like/love/hate sleeping. ➤ was/ were ➤ Modal CAN ➤ <p>Lexical</p> <ul style="list-style-type: none"> ➤ Daily routines ➤ Times ➤ Jobs ➤ Places ➤ Chores ➤ Animals ➤ Habitats <p>Cultural Title: Weather And Food: We Are Privileged! Objective: Identify, learn about and compare different kinds of weather and food in different countries.</p>	<p>complement the written part.</p> <p>2. Oral Presentation: You should prepare a four-minute talk about what you wrote on the page. You are allowed to use audiovisual materials to support your talk.</p>
Second Term (Segundo Corte)		
Big English Plus 3 units	Contents	Activities
6-7-8-9	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Describe how things looks, feel, taste, smell, or sound. ➤ Talk about the weather today and in the past. ➤ Give advice. ➤ Remind people to take things. ➤ Make a poster about the food in a country other than your own. ➤ Write a postcard about your past vacations. ➤ Ask and answer questions about food. ➤ Oral presentation about healthy and unhealthy habits. ➤ Talk about actions in the past and places to visit. 	<p>Intercultural Communicative task Stage 2:</p>

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<p>Grammar</p> <ul style="list-style-type: none">➤ What's the weather like?➤ How does it taste/smell/sound?➤ There is/are➤ How much / How many➤ Past Simple:➤ Yes / no Questions: <i>Did you go to the gym yesterday?</i>➤ Short answers: <i>Yes, I did.</i>➤ WH Questions: <i>What did you do</i> <p>Lexical</p> <ul style="list-style-type: none">➤ Clothes➤ Weather adjectives➤ Verb senses➤ Food➤ Healthy living➤ Time phrases➤ Action verbs in past➤ School trips: Places➤ Sports <p>Cultural</p>	
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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.

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

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<ul style="list-style-type: none">• 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 3. Pearson Education Limited. 2nd edition. 2015

MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)
1. <i>Glosario:</i>
2. www.manythings.org , www.wordreference.com
3. <i>Preguntas de repaso</i> http://www.bbc.co.uk/learningenglish/ , http://www.bbc.com/mundo/aprenda_ingles
4. <i>Material Multimedia</i> 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. <i>Enlaces en la red</i> https://learnenglishkids.britishcouncil.org/es www.ego4U.com www.englishclub.com
6. <i>Curso virtual</i> https://www.pearson.com/english/myenglishlab.html

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Intercultural project 2019-1

Subject: Anglophone Language and Culture – Kids 3

TITLE: WEATHER AND FOOD: WE ARE PRIVILEGED!

OBJECTIVE: Identify, learn about and compare different kinds of weather and food in different countries.

DESCRIPTION: This project explores and describes the kinds of weather in our country (glacial, cold, paramo, tropical, warm, mild) , comparing them with the weather in other countries (the seasons). It also explores and compares the food we eat (variety of fruits, typical dishes) with that one in other countries, as a result of the weather.

STAGE 1.

1. Search in Internet for the different types of weather in Colombia.
2. Search for the kinds of food we eat in Colombia, in the different regions.
3. Choose 1 (different) Anglophone country you would like to explore for its weather and food habits.

PRODUCTS STAGE 1.

- a) A page including: Ten sentences about your investigation, describing the weather in Colombia and the other country.
Ten sentences about your investigation, describing typical dishes in Colombia and the other country.
You can include pictures or drawings to complement the written part.
- b) Oral Presentation: You should prepare a four-minute talk about what you wrote on the page. You are allowed to use audiovisual materials to support your talk.

STAGE 2.

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

1. Select only one of the themes (food or weather) of the Anglophone culture you have already discussed.
2. Collect new information.
3. Plan a cartoon with this information.

PRODUCTS STAGE 2.

- a) Create a cartoon (minimum 6 pictures or stages) with short sentences in which you use some of the information gathered.
- b) Present the cartoon to your classmates on cardboard, or you can dramatize it.

ASSESSMENT:

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Following the curricular principles of DEIN, assessment will combine formative and assessment procedures. Formative assessment will take place at specific moments (at least 2). 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. The students will be evaluated on:

Written part: Vocabulary, sentence structure, spelling, and task completion.

Oral part: Vocabulary, use of language, pronunciation and task completion.