

# UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN TEENS 3
CÓDIGO	2223
SEMESTRE	NA
PRERREQUISITOS	TEENS 2 o KIDS 6
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.

Taking into account what has been stated by the General Law of Education, and the resources the Universidad Militar counts with, there are actually The English Levels for Teens, from 1 to 6 with the purpose to provide young learners to be familiarized with English in order to use it as a tool for the present demanding society.

## OBJETIVO GENERAL (GENERAL OBJECTIVE)

To facilitate the knowledge of students about the second language (L2) and its operation (grammar, rules for use of linguistic signs, punctuation), the effective use of the language in real-life communicative situations, expand their knowledge of the world, explore their social skills and learn about the cultural aspects of the language which is acquired. In this way achieved project subjects placed in a social and cultural space in a given time with concrete communication and interaction needs in which English plays a central role, but whose use depends on the characteristics of the context.

## COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

Communicative competence involves know-how, which is updated in meaningful contexts and which is the ability to use knowledge about the language in different situations both inside and outside the academic life. It also covers the development of skills and knowledge related to the ethical, aesthetic, social and cultural dimensions of the language learned. Apart from the knowledge of an isolated

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code, possibilities are offered to learn about, understand and interpret reality.

## COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

According to the Ministry of National Education (MEN) communicative competence implies:

1. **Linguistic competence:** Refers to the knowledge of formal language as system resources and the ability to be used in the formulation of well-formed and meaningful messages.
2. **Pragmatic competence:** Refers to functional use of linguistic resources and comprises, firstly, a discursive competence, which is the+ ability to organize sentences in sequences to produce textual fragments. Secondly, it implies a functional competence, to learn, both linguistic forms and their functions, and the way they relate to each other in real communicative situations.
3. **Sociolinguistic competence:** Refers to the knowledge of the social and cultural conditions that are implicit in the use of language, as manners, others ordering relations between genders, generations, classes and social groups and idiomatic expressions.

## CONTENIDO (CONTENTS)

First Term (Primer Corte )		
Gold Experience B1 units	Contents	Activities
1-2-3	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>➤ Make suggestions.</li> <li>➤ Talk about your personal life.</li> <li>➤ Write about a past activity</li> <li>➤ Write your personal profile (Use linking words to contrast ideas)</li> <li>➤ Talk about personal information</li> <li>➤ Have a phone conversation</li> <li>➤ Express agreement or disagreement.</li> <li>➤ Help someone to express their ideas</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Present tenses review</li> <li>➤ State verbs</li> <li>➤ Time expressions</li> <li>➤ Past tenses review</li> <li>➤ The future</li> <li>➤ Indefinite pronouns: some-, any-, every-, no-</li> </ul> <p><b>Lexical</b></p> <ul style="list-style-type: none"> <li>➤ Food and drink.</li> <li>➤ Places.</li> </ul>	<p><b>Intercultural Communicative task</b></p> <p><b>Stage 1:</b></p> <p><b>1. Write a letter:</b> In this part of the process, students should write a letter where they should investigate all the aspects so they can talk about the differences and similarities between the celebrations and the traditions of Christmas in two different countries and the way people celebrate this holiday. During the class, students will have information about the vocabulary and more information about this holiday.</p>

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	<ul style="list-style-type: none"> <li>➤ Sports.</li> <li>➤ Personal information.</li> <li>➤ Adjective phrases.</li> <li>➤ Language and communication.</li> <li>➤ People and relationships.</li> <li>➤ Verbs</li> <li>➤ Collocations.</li> <li>➤ Entertainment.</li> <li>➤ Travel.</li> </ul> <p><b>Cultural</b>  <b>Title:</b> Christmas around the world  <b>Objective:</b> To encourage the students to know about the cultural aspects from other countries related to holydays specially Christmas and to understand the different aspects that talk about food, customs and the different ways Christmas is celebrated around different countries, to study traditions and a variety of stories that surround this festivity.</p>	<p><b>2. Oral presentation:</b> students must prepare a video that should last about 10 minutes, presenting some of the key aspects they developed in their text. Explaining how Christmas is celebrated in the country they have selected. They are allowed to use visual materials to support their talk, for example slides.</p>
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**Second Term (Segundo Corte )**

Gold Experience B1 units	Contents	Activities
4-5-6	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>➤ Write an email giving clear reasons for a decision.</li> <li>➤ Write a card making suggestions about holiday plans.</li> <li>➤ Make and respond to suggestions</li> <li>➤ Explain preferences and give reasons.</li>   <li>➤ Apologize and respond</li> <li>➤ Write an article (Use connectors to link similar ideas)</li> <li>➤ Write an email (dealing with a problem)</li> <li>➤ Give and react to compliments.</li> <li>➤ Describe pictures</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Comparison of adjectives</li> <li>➤ Too/enough</li> <li>➤ Present Perfect</li> <li>➤ Past simple and present perfect</li> <li>➤ Modals for ability, possibility and making a</li> </ul>	



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	<p style="margin-left: 20px;">guess</p> <ul style="list-style-type: none"> <li>➤ Zero conditional</li> <li>➤ First conditional with <i>if</i> and <i>unless</i></li> </ul> <p><b>Lexical</b></p> <ul style="list-style-type: none"> <li>➤ Technology at home.</li> <li>➤ Gadgets.</li> <li>➤ Phrasal verbs.</li> <li>➤ School and education.</li> <li>➤ Adjectives for describing objects.</li> <li>➤ Sports nouns and verbs.</li> <li>➤ Friendship and Feelings.</li> <li>➤ Adjectives ending in -ed / -ing.</li> <li>➤ Phrasal verbs</li> </ul> <p><b>Cultural</b></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, 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.
- Lineamientos curriculares: Idiomas extranjeros. Bogotá: MEN, 1999. Estándares Básicos de competencias en lenguas extranjeras: inglés. Serie Guías No 22. Bogotá: MEN, 2006.
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- 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)"

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<p>Macquaire University. USA. 1991.</p> <ul style="list-style-type: none"><li>• Techniques and principles in Language Teaching. Oxford University Press. OUP. 2002.</li><li>• Gold Experience B1. Pearson Education Limited. 2014</li></ul>
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<b>MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)</b>
1. <i>Glosario:</i> <a href="http://www.manythings.org">www.manythings.org</a> , <a href="http://www.wordreference.com">www.wordreference.com</a>
2. <i>Preguntas de repaso:</i> <a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a> , <a href="http://www.bbc.com/mundo/aprenda_ingles">http://www.bbc.com/mundo/aprenda_ingles</a>
3. <i>Material Multimedia:</i> <a href="http://www.edufichas.com/actividades/idiomas/ingles/">http://www.edufichas.com/actividades/idiomas/ingles/</a> <a href="https://www.google.com.co/search?q=actividades+de+ingles+para+niños+de+preescolar&amp;sa=X&amp;rlz=1C1CHBD">https://www.google.com.co/search?q=actividades+de+ingles+para+niños+de+preescolar&amp;sa=X&amp;rlz=1C1CHBD</a>
4. <i>Enlaces en la red:</i> <a href="https://learnenglishkids.britishcouncil.org/es">https://learnenglishkids.britishcouncil.org/es</a> <a href="http://www.ego4U.com">www.ego4U.com</a> <a href="http://www.englishclub.com">www.englishclub.com</a>
5. <i>Curso virtual</i> <a href="https://www.pearson.com/english/myenglishlab.html">https://www.pearson.com/english/myenglishlab.html</a>



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**Intercultural project 2019-1**

**Subject: Language and Culture- Teens 3**

**Title: Christmas Around The World**

**Objective:**

To encourage the students to know about the cultural aspects from other countries related to holydays specially Christmas and to understand the different aspects that talk about food, customs and the different ways Christmas is celebrated around different countries, to study traditions and a variety of stories that surround this festivity.

To acquire knowledge about general culture and make a comparison between how Christmas is celebrated around the world and to investigate the differences and similarities between the countries and be able to get familiar with the cultural practices, food music and the different ways people celebrate Christmas.

**Description**

The design of this projects attempts to encourage the students to practice the grammar as well as all the competences required in the European frame, to increase the skills in the writing, reading and listening comprehension by using videos and researching about the topic on internet or any other source, this way, the student will be able to understand the different celebrations around the world, the idea is to select some countries from the different continents and make a research using the tools available for the students and this way get to know a cultural aspect from these selected countries.

These are the steps proposed:

**Stage 1**

Stage 1. Class will be divided in groups (2-students) They have to look, analyze and choose, one of the first two topics (Christmas around the world) Follow the following steps:

In this stage, the students will be divided in groups of 2 students they have to choose and analyze how Christmas is celebrated in 2 different countries according to their traditions and religion and then, they will make a comparison between the countries selected when it comes to food, decoration and other traditional customs they make during the Christmas season.

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They must be careful with the spelling and the grammar of every sentence and they should write one paragraph using the vocabulary related to the topic and also using the materials given in class.

<b>STEPS</b>	<b>CHRISTMAS TRADITIONS AROUND THE WORLD</b>	<b>TRADITIONAL CHRISTMAS AND MUSIC FOODS AROUND THE WORLD</b>
<p>1. Read information from the sources and Start taking notes of key aspects</p>	<p>Suggested source:  <a href="https://www.whychristmas.com/cultures/usa.shtml">https://www.whychristmas.com/cultures/usa.shtml</a>   <a href="https://www.whychristmas.com/cultures/">https://www.whychristmas.com/cultures/</a>   <a href="https://www.kids-world-travel-guide.com/christmas-around-the-world.html">https://www.kids-world-travel-guide.com/christmas-around-the-world.html</a></p> <p>Key aspects: Stocking, nativity scene ,Christmas tree, Christmas carols , Santa claus.</p>	<p>BOOK pp 26 &amp; 27</p> <p style="text-align: center;"><a href="https://www.whychristmas.com/cultures/usa.shtml">https://www.whychristmas.com/cultures/usa.shtml</a></p> <p><a href="https://www.whychristmas.com/cultures/">https://www.whychristmas.com/cultures/</a></p> <p>Key aspects: beliefs about the Christmas traditions and the different customs involved in this holiday</p>
<p>2. Watch the following suggested videos to enrich your knowledge. And try to stablish some comparisons between the celebration of Christmas in both countries selected</p>		<p><a href="https://www.youtube.com/watch?v=US8jtz1eOuQ">https://www.youtube.com/watch?v=US8jtz1eOuQ</a></p> <p><a href="https://www.youtube.com/watch?v=JtMN2XuSc7M">https://www.youtube.com/watch?v=JtMN2XuSc7M</a></p> <p><a href="https://www.youtube.com/watch?v=OINkMgtZ_Po">https://www.youtube.com/watch?v=OINkMgtZ_Po</a></p>

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3. Establish similarities and differences with our culture	Create a letter where you can compare the differences and similarities between the celebration of Christmas in the different countries how people celebrate this holyday and what is the history of Christmas according to them	Create a one paragraph letter with good grammar and spelling where you can compare the cultural aspects and mention the traditions an celebrations of Christmas in each country.
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**Products stage 1:**

- a) Write a letter: In this part of the process, students should write a letter where they should investigate all the aspects so they can talk about the differences and similarities between the celebrations and the traditions of Christmas in two different countries and the way people celebrate this holiday. During the class, students will have information about the vocabulary and more information about this holiday.
- b) Oral presentation: students must prepare a video that should last about 10 minutes, presenting some of the key aspects they developed in their text. Explaining how Christmas is celebrated in the country they have selected. They are allowed to use visual materials to support their talk, for example slides.
- c) The student should make a 10-minute video where they can talk about the different celebration and different foods about Christmas in the country they have chosen and highlight the different characteristic from each celebration.

**STAGE 2**

For this second stage, we are studying two possibilities:





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1. To make the students prepare different easy recipes with their parent's help so they can explore the different Christmas dishes from those countries chosen by the students themselves so they can get familiar with the culture and the festivities celebrated in those countries. Also, they can explore the different traditions and myths around this festivity according to their religion and their beliefs.
2. The goal is that students keep working in their own topics, and the idea is for them to focus on the gastronomy and Christmas traditions in different parts of the world, as well.
3. The activity involves making a video in which they prepare a dessert or a Christmas dish easy to prepare, of course they are going to need their parents help.

In the video, they need to prepare the recipe step by step mentioning the ingredients, telling and explaining how to prepare them and what kind of utensils they should use.

Also, they should bring a sample to the class and speak about that dish. By this time, the student should use the most common verbs used when preparing a recipe such as cut, cook, bake and chop among others. The purpose is for them to learn the appropriate verbs and expressions to follow a recipe, also, together with sequence vocabulary such as "first, second, third, and then, after that and finally" and food vocabulary like "vegetables, fruits, soups, salads" and so on.