

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN TEENS 4
CÓDIGO	2223
SEMESTRE	NA
PRERREQUISITOS	TEENS 3
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



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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 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
7-8-9	Communicative: <ul style="list-style-type: none"> ➤ Talk about imaginary situations and give advice. ➤ Write a review of a film, an album or an event. ➤ Write a blog entry ➤ Make and respond to suggestions. ➤ Tell short stories and anecdotes. ➤ Persuade people to do something ➤ Ask for and express an opinion ➤ Write an article about a school news story Grammar <ul style="list-style-type: none"> ➤ Second conditional ➤ Subject and object questions ➤ Defining relative clauses ➤ Must, have to, had to, will have to ➤ Reported speech ➤ Used to 	Intercultural Communicative task Stage 1: a) Writing process product (Blog entry): Drawing on the information gathered, as well as your own experiential knowledge, write a 120-word <u>blog entry</u> about some anecdotes you or someone you know have lived when travelling to another country. b) Oral process product (Conversation): You should prepare a 5 minute conversation, presenting some of the key points you

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	Lexical <ul style="list-style-type: none"> ➤ Entertainment. ➤ Collocations. ➤ Theatre nouns. ➤ Travel nouns and verbs. ➤ Nouns and verbs that are similar. ➤ Hobbies and interests. ➤ Activities and the equipment needed. Cultural Title: "When in Rome, do as Romans do" Objective: Explore those weird, funny, embarrassing and unbelievable events that happen every day around the world, and recognize cultural identity of different countries by reflecting upon their key features in relation to other cultures.	developed in your blog. Work with a partner. Take in turns to tell each other about the anecdote you wrote about in the blog. When you are listening, show your partner that you are interested. Don't interrupt, but ask lots of questions and let your partner know what you think. You are allowed to use audiovisual materials to support your talk.
Second Term (Segundo Corte)		
Gold Experience B1 units	Contents	Activities
10-11-12	Communicative: <ul style="list-style-type: none"> ➤ Write a formal letter (An application letter) ➤ Talk about different topics ➤ Take turns in a discussion ➤ Persuade people to do something ➤ Ask for and express an opinion ➤ Write a description of a place. ➤ Write a short story ➤ Give and react to compliments ➤ Talk about different topics ➤ Take turns in a discussion Grammar <ul style="list-style-type: none"> ➤ Indirect questions ➤ Gerund (Verb + -ing) or Infinitive (Verb + to) ➤ Present simple passive ➤ Past simple passive ➤ Modals: Could/should ➤ Past perfect simple ➤ Have/get something done Lexical <ul style="list-style-type: none"> ➤ Skills for work. ➤ Negative prefixes. ➤ Reporting verbs. ➤ Hobbies and interests. 	Intercultural Communicative task Stage 2: a) Writing process product (News Article): In light of all the information gathered throughout the project, write a 300-word news article about some weird, funny or embarrassing stories you can find around the world. b) Oral process product (Video): an original creation of the students about the issues they have explored in-depth, using the format of a TV news or magazine as reference.



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	<ul style="list-style-type: none"> ➤ Skills for work. ➤ Natural world. ➤ Adjectives to describe experiences. ➤ Phrasal verbs. ➤ Reporting verbs. 	
	Cultural	

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.
- Estándares Básicos de competencias en lenguas extranjeras: inglés. Serie Guías No 22. Bogotá: MEN, 2006.
- 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.
- Gold Experience B1.Pearson Education Limited. 2014



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

Intercultural project 2019

Subject: Anglophone language and culture - Teens 4

Title: “When in Rome, do as Romans do”

Objective: Explore those weird, funny, embarrassing and unbelievable events that happen every day around the world, and recognize cultural identity of different countries by reflecting upon their key features in relation to other cultures.

Description

This project builds from those unusual situations found in the internet every day in different places. Colombia is a vivid country where you can find all kind of stories, but it is not the only one. The project consists of exploring what’s going on in other countries of our interest and how do foreign people face those situations. To do that, the following steps are proposed:

Stage 1

1. Become familiar with the anecdotes some people have lived when travelling to another country through the analysis of the song “*An Englishman in New York*” This is a well-known song by this famous pop singer, Sting, that can be very useful if you are planning to deal with different culture and daily issues according to culture.
<https://www.youtube.com/watch?v=d27gTrPPAyk>



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2. Then read the following text and plan a class discussion: “*Travel dreams vs travel nightmares*” Which trip is similar to/different from one of your holidays?
3. Watch and analyze the video “*Embarrassing Tourist Mistakes You Make In Different Countries*” <https://www.youtube.com/watch?v=jKNKLBAcvLE>. The analysis could focus on the aspects that students will need to complete the productive tasks: the cultural practices, possible unusual situations, comparisons with students’ culture.
4. Investigate and examine cultural practices in different countries. You are advised to use different sources of information such as internet, books, movies, and people who live/have visited the country. At this point, you should start to take systematic note of the information found.

Products stage 1:

- a) **A blog:** Drawing on the information gathered, as well as your own experiential knowledge, write a 120-word blog entry about some anecdotes you or someone you know have lived when travelling to another country. The blog should follow these steps:

Plan:

- Decide who you are writing for (people your own age, older/younger readers, etc.)
- Think about what you are going to write about (something that happened on a journey/on holiday/ on a school trip, etc.).
- Write a friendly style.
- Ask your reader questions, and invite them to comment.

Write:

- Start your blog with a question that interests your reader. “*Have you ever missed your train/arrived late at the airport/got stuck in a traffic jam?*”
- Say what happened to you and when. “*Last summer, I went to London to do a language course. One day I...*”
- Describe how you felt. “*It was so embarrassing.*” “*It was brilliant/fantastic/awful.*”
- Give your tip for a good holiday.
“*What’ my top tip? Take your camera/take your own food. /Don’t arrive late!*”



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“The best thing to do is take your camera/ take your own food/arrive early.”

The following are some useful resources you may use to develop this task:

- ✓ Useful tips on writing a blog:

<https://smartblogger.com/how-to-write-a-blog-post/>

- ✓ Video on how to write an anecdote:

<https://www.youtube.com/watch?v=-pC1jsoD0ns>

https://www.youtube.com/watch?v=G_1A4gQE4m8

- b) **Conversation:** You should prepare a 5 minute conversation, presenting some of the key points you developed in your blog. Work with a partner. Take in turns to tell each other about the anecdote you wrote about in the blog. When you are listening, show your partner that you are interested. Don't interrupt, but ask lots of questions and let your partner know what you think. You are allowed to use audiovisual materials to support your talk. The following is a useful resource you may use to develop this task:

<https://www.youtube.com/watch?v=FDyJSCT6IeM>

Stage 2

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

1. Select some of the cultural themes of other countries culture you have already discussed. (Manners, Etiquette rules, greetings, etc.)
2. Find new sources of information about it. Collect new information.
3. Read the article “*Supernova superstar*” (p.80) and analyze the article structure.
4. Plan how to make a 5-8 minute video reporting those funny or embarrassing situations you might face when visiting new places. You must follow a similar format as “*Top Dumbest New Stories Compilation*”

<https://www.youtube.com/watch?v=Xop-I70dUhA>



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Products stage 2:

- a) **News Article:** In light of all the information gathered throughout the project, write a 300-word news article about some weird, funny or embarrassing stories you can find around the world.

The article should follow these steps:

Plan:

- Decide who or what you are going to write about.
- Find out interesting information about that person/activity/situation.
- Make notes and organise your ideas.

Write:

- Start your article with a question that attracts your reader. e.g. *“Have you heard about a hobby called Extreme Ironing?”*
- Introduce the person/activity you are writing about. e.g. *Extreme Ironing is a hobby that people do in strange places.*
- Give the main information about that person/activity/situation. e.g. *“It’s a hobby that you can do anywhere. It doesn’t cost anything.”*
- Finish with your opinion about this person or activity. e.g. *“Extreme ironing is great because it’s very funny.”*

The following are some useful resources you may use to develop this task:

- ✓ Tips of how to write a news article:

<https://www.makemynewspaper.com/how-to-write-a-school-news-article>

<https://www.wikihow.com/Write-an-Article-for-Your-School-Newspaper>

- b) **Video:** an original creation of the students about the issues they have explored in-depth, using the format of a TV news or magazine as reference.

These are some useful videos you may use to develop this task:

Strange Customs Around The World That Are Still Happening In 2019

https://www.youtube.com/watch?v=4a_Gimqd6X4

Strange rules at schools around the world

<https://www.youtube.com/watch?v=v8ioQkbd3bE>

Assessment:

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.



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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), 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.

REFERENCES

Texts for teachers:

<https://busyteacher.org/10667-an-englishman-in-new-york.html> (Song Worksheet: An Englishman in New York by Sting)

Manners around the world:

https://www.youtube.com/watch?v=D_hBK8Ni4yQ (Greeting Etiquette from around the World)

<https://www.youtube.com/watch?v=BjN7Sp-DwQ> (12 Unexpected Etiquette Rules from Around the World)

Texts:

<https://www.wisebread.com/12-lessons-in-manners-from-around-the-world> (12 Lessons in Manners From Around the World)

<https://www.zendesk.com/resources/manners-around-the-world/> (Manners around the world)