

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN TEENS 5
CÓDIGO	2223
SEMESTRE	NA
PRERREQUISITOS	TEENS 4
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

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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
1-2-3	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Give warnings and prohibitions. ➤ Edit and proofread a text. ➤ Organize information in informal emails and letters. ➤ Link ideas in a story. ➤ Start, change, and end topics in a conversation. ➤ Contradict facts and opinions. ➤ Exchange personal information ➤ Talk about past experiences. ➤ Express wishes. ➤ Make suggestions and recommendations. ➤ Write an informal email. ➤ Compare photos <p>Grammar</p> <ul style="list-style-type: none"> ➤ Imperatives ➤ Present tenses review. ➤ Past tenses review. 	<p>Intercultural Communicative task Stage 1:</p> <p>1. Brochure (a trip to...)</p> <p>You should design a brochure about the country you chose and its main features.</p> <p>2. Oral presentation: You must prepare a 5-10 minute presentation of the topics presented in your brochure.</p>



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	<ul style="list-style-type: none"> ➤ Used to ➤ Articles: <i>A / the</i> ➤ Reflexive pronouns ➤ Possessive pronouns ➤ Present Perfect: simple and continuous ➤ Verbs with direct and indirect objects <p>Lexical</p> <ul style="list-style-type: none"> ➤ Prepositions. ➤ Work. ➤ Adjectives to describe clothes. ➤ Technology. ➤ Inventions. ➤ Word formation. ➤ Action words. ➤ Adverbs and adverbial phrases. <p>Cultural Title: A trip around the world's main cultures Objective: To dig into the main cultural features of certain countries around the world in order to rise students' awareness on other's values and worldviews.</p>	
Second Term (Segundo Corte)		
Gold Experience B1+ units	Contents	Activities
4-5-6	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Write an essay: Use persuasive language. Use linking words. Use paragraphs and topic sentences. ➤ Check and correct understanding. ➤ Agree or disagree with an opinion. ➤ Ask questions and confirm ideas. ➤ Make a guess about a present and/or future situation. ➤ Give and accept feedback. ➤ Write a report. ➤ Write an argumentative essay. ➤ Make a speech. ➤ Exchange information. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Relative clauses: defining and non-defining ➤ Reduced relative clauses ➤ The future 	<p>Intercultural Communicative task Stage 2:</p> <p>1. An opinion essay: You must write an essay, giving your opinion about the following statement and taking in consideration all the information you collected in the previous stage.</p> <p>2. Interviews and speaking report (video): to have some speaking practice, you will create a survey through which you will gather other students' opinions about the</p>



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	<ul style="list-style-type: none"> ➤ So/such ➤ Too/enough ➤ Past perfect ➤ Adverbs comparison ➤ Comparatives and superlatives <p>Lexical</p> <ul style="list-style-type: none"> ➤ Money. ➤ Learning skills. ➤ Time expressions. ➤ Word formation. ➤ The environment. ➤ Food and water. ➤ Words to describe places and experiences. ➤ Phrasal verbs. ➤ Collocations. ➤ Actions and reactions. ➤ Parts of the body. ➤ Strong adjectives. <p>Cultural</p>	<p>main cultural aspects of the country you chose.</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.
- 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.



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- 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

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



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Intercultural project 2019-1

Subject: Anglophone Language and Culture- Teens 5

Title: A trip around the world's main cultures

Objective: To dig into the main cultural features of certain countries around the world in order to rise students' awareness on other's values and worldviews.

Description

This project is intended to help students improve their writing and speaking skills through the analysis and revision of the main features that characterize different countries around the world. Furthermore, it is expected that learners build a critical view on them using English as a foreign language, as a way to accomplish the objective mentioned above.

Stage 1

1. Form groups of four students.
2. Choose a country of common interest, in which English is spoken as a second or native language.
3. Look for different information about the country you chose (Food, historical events and features, currency, relationships, religion, education among others). Be ready to socialize your research in group next class.
4. Socialize the information you found. Then, write about the country you chose taking into consideration all the information gathered. NOTE: it is necessary that you write your ideas and notes using your own words; copying and pasting the information from the internet is not allowed since it's plagiarism. Below, you will find some useful sites to do your work.

<https://www.wordreference.com/>

<https://www.collinsdictionary.com/es/diccionario/ingles>

<https://www.linguee.es/>

<http://learnenglishteens.britishcouncil.org/>

<https://learnenglish.britishcouncil.org/>



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Products stage 1:

a) **Brochure (a trip to...)**

You should design a brochure about the country you chose and its main features. To do so, you need to:

- ✓ Deliver three different drafts to the teacher to be corrected.
- ✓ Design the brochure. The following links show some useful ways to create brochures:

https://www.canva.com/es_co/crear/brochure/

<https://spark.adobe.com/make/brochure-maker/>

- ✓ Be ready to present your brochure on April 6th.

- ✓ Oral presentation: You must prepare a 5-10 minute presentation of your brochure for April 6th. For this presentation you need to:
 - A) Include relevant ideas only
 - B) Use any software you prefer (power point/ prezi/ powtoon etc)
 - C) Reflect on the following questions:
 - A) Why did you chose that country?
 - B) What did you learn the most while doing the research and designing the brochure?
 - C) What are the similar or different things between the country you chose and Colombia?
 - D) Which country do you prefer? Why?

Stage 2

In the stage 2, you are expected to talk about the aspects that you consider relevant when visiting the country you chose.

Products stage 2:

- a) An opinion essay: You must write an essay, giving your opinion about the following statement and taking in consideration all the information you collected in the previous stage.

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To have a good experience in (the country you chose) is necessary to speak English and know about all its cultural aspects

Express your opinion following this structure:

- ✓ Title
- ✓ Introduction: (Present a thesis / opinion)
- ✓ Three paragraphs: (Support your opinion: give 3 arguments at least)
- ✓ Conclusion: (Give a summary of the ideas presented in the essay):

b) Interviews and speaking report (video): to have some speaking practice, you will create a survey through which you will gather other students' opinions about the main cultural aspects of the country you chose. To make it, you must:

- ✓ Form groups of 3 or 4 students.
- ✓ Create the survey in class
- ✓ Create a creative plot, which will be useful to interact when making the video.
- ✓ Deliver the plot for revision
- ✓ Use the corresponding devices to do the task
- ✓ Make the video during the breaks (9:30 / 10 am) on Saturdays.

Assessment:

Following the curricular principles of DEIN, assessment will combine formative and assessment procedures. The students will have the opportunity to be assessed and corrected throughout the semester so they can improve their work. In addition, there will be a place for peer revision, in order to encourage the students to get to know their partners' work. Finally, the two stages will be evaluated using the criteria proposed by the language center.