

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 1 de 10

NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN TEENS 6
CÓDIGO	2223
SEMESTRE	NA
PRERREQUISITOS	TEENS 5
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

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.



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 2 de 10

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	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Express certainty, probability and doubt ➤ Express regret and forgiveness. ➤ Write a review based on statistical information. ➤ Write an informal letter or email for an audience ➤ Ask for advice. ➤ Make a conversation ➤ Describe an experience ➤ Express likes and dislikes ➤ Express wishes and regrets ➤ Giving advice and making recommendations. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Modals: Advice, permission, obligation, ability, and possibility (Should, must, have to, ought to, had better, couldn't have, could/may/might have, must have). ➤ Requests and suggestions ➤ Make, let, help and allow. ➤ The passive 	<p>Intercultural</p> <p>Communicative task Stage 1:</p> <p>1. Writing process product (Semi-formal e-mail): Students learn to build a kind of e-mail called: semi-formal mail. They receive an e-mail from an important radio station which invites them to be a new member of the radio team. For this, they are informed about the instructions and all the main details to take into account for the writing task.</p> <p>2. Oral process product: (audio recording): Students must do a 5-minute audio talk recording where they (playing the role as a radio</p>

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 3 de 10

	<ul style="list-style-type: none"> ➤ Quantifiers and pronouns ➤ Conditionals (zero, first, second and third) <p>Lexical</p> <ul style="list-style-type: none"> ➤ People and relationships. ➤ Adjectives to describe personality. ➤ Maths. ➤ Geometry. ➤ Thinking skills. ➤ Homes and furniture. ➤ Adjectives: -un,-in. <p>Cultural Title: Music breaks us free from differences! Objective: Understand how we can share “positive” similarities and differences between other cultures and our own culture by knowing some important information from Colombian and foreigner musicians.</p>	<p>announcer) are going to present an intercultural radio programme called: Music break us free from differences, as was described on the e-mail sent by the radio station mentioned on previous lines.</p>
Second Term (Segundo Corte)		
Gold Experience B1+ units	Contents	Activities
10-11-12	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Write a paragraph developing an argument ➤ Write a formal letter ➤ Write a website post ➤ Express and react to opinions ➤ Interact with other people in a conversation ➤ Ask polite questions for clarification ➤ Give advice. ➤ Make a guess about a present and/or future situation. ➤ Express regret and forgiveness. ➤ Give and accept feedback. ➤ Participate in a discussion ➤ Express hopes, wishes and promises. ➤ Make a speech. ➤ Exchange information. <p>Grammar</p> <ul style="list-style-type: none"> ➤ -ing forms and infinitives ➤ Have/get something done ➤ Reported speech. 	<p>Intercultural Communicative task Stage 2:</p> <p>1. An opinion essay: In light of all the information gathered throughout the project, students write a 200-word opinion essay, guided by the following question: “Why music can break us free from differences between different cultures?”</p> <p>2. Oral process product: students prepare an oral presentation supporting their ideas expressed in the previously written essay, presenting some of the key</p>

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 4 de 10

	<ul style="list-style-type: none"> ➤ Reporting verbs ➤ Reporting orders and requests ➤ Should for expectations ➤ Question tags <p>Lexical</p> <ul style="list-style-type: none"> ➤ Science. ➤ Experiments. ➤ Creative arts. ➤ Live entertainment. ➤ Values. ➤ Creative arts. ➤ Live entertainment. ➤ Values. ➤ Negative adjectives: -un,-in,-il, -im, -ir, -dis. <p>Cultural</p>	<p>points they developed in their article. It must last for 5 minutes.</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, 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.
- 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.

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.



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 5 de 10

<p>From Theory to Practice. Second Edition. 1996.</p> <ul style="list-style-type: none"> • 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



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 6 de 10

Intercultural Project 2019

Subject: Anglophone Language and Culture - Teens 5

Title: Music breaks us free from differences!

Objective: Understand how we can share “positive” similarities and differences between other cultures and our own culture by knowing some important information from Colombian and foreigner musicians.

Description

The project consists of trying to focus our attention on the positive aspects of other cultures and our own culture in terms of music trying to be aware that there are other ways to know each other by talking about us and others from a positive point of view and without judging to anybody. Also, it let us know about how through music we can break us free from those “negative” differences people sometimes are focusing on their talks and daily comments. To do that, the following steps are proposed:

Stage 1

1.-Collecting and selecting the corresponding information:

Students choose their 2 favorite singers (a Colombian and a foreigner singer) and the corresponding information related to each of them (biography, musical genre, topics in their songs, etc). Then, they put it into a comparative chart, following the examples and instructions have been given previously to them by the teacher.

2.-Organizing ideas (mind maps): Through this step students organize their ideas for better comprehension of the information collected.

Products stage 1:

a) Writing process product (Semi-formal e-mail): Students learn to build a kind of e-mail called: semi-formal mail. They receive an e-mail from an important radio station which invites them to be a new member of the radio team. For this, they are informed about the instructions and all the main details to take into account for the writing task.

Example of the e-mail students receive:

Dear teen listeners from around the world!



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 7 de 10

As you know in our radio we have always thought that music is the universal language which can break us free from differences, so that's why on this opportunity we are looking for a Radio announcer for our new radio program which will be called: Music break us free from differences!. The question is: Would you like to be part of our team? We think you could be the one to do it and have the chance to grow as a human being as well as a professional. But, what do you have to do? Well, it is not difficult, you just have to show how much do you know about the music world by making an e-mail-letter taking into account the following instructions:

- 1) Write an e-mail-letter in 200 words. (in 4 paragraphs)
- 2) The subject (“Asunto”) has to be titled as: **Music breaks us free from differences!**
- 3) Write an e-mail where you can show how much do you know about music by:
 - *Using a formal greeting*
 - *Referring back to the mail you have received.*
 - a) Paragraph 1: Giving a short introduction about why it is important an intercultural radio programme like this and explaining the information is going to be presented in the following paragraphs and the order of it.
 - b) Paragraph 2: starting to develop your first main topic idea.
(Example: the singers' biography.)
 - c) Paragraph 3: developing the 2nd main topic idea.
(Example: the similarities between them: a)(genre) or b)(topics played in their songs)
 - d) Paragraph 4: Summarizing and giving a general conclusion.

**Use an appropriate ending.*
**Close your letter with a polite remark.*

We hope you do your best in writing us following the instructions and have this great experience with us. And remember!
 You could be our next radio announcer, Please don't miss it!

Best regards,
COOL TEENS RADIO

As it could be perceived the writing text must have the mentioned structure and be developed at least 2 main themes.

*The following are some useful resources students may use to develop this task and also there are some writing tools are used every Saturday in class during the writing assessment:



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 8 de 10

-On the book:53-65-77-89-100-113-125-136-149/(from page 161 to 165)

-Web sites:

<http://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-B2-writin>

<https://writeandimprove.com/>

<https://www.linguee.es/espanol-ingles/search?source=auto&query=premio>

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

<https://www.aprendemas.com/co/blog/idiomas-y-comunicacion/mejora-tu-writing-con-estas-10-herramientas-online-gratuitas-72451>

Note: every Saturday class students have the opportunity to build the writing draft and be assessed by the teacher in order to be checked and improved. Also, the teacher gives some basic and useful writing tools for a better experience in the writing process until the final draft be given to the teacher.

b) Oral process product: (audio recording): Students must do a 5-minute audio talk recording where they (playing the role as a radio announcer) are going to present an intercultural radio programme called: Music break us free from differences, as was described on the e-mail sent by the radio station mentioned on previous lines. In this short radio programme, the students present some of the key points they developed in their response mail but on this occasion as a radio announcer. They have to present their audio recordings to be listened for all classmates and graded by the teacher. Students are allowed to use audiovisual materials to support their audio talk recordings.

Stage 2

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

1. Think and reflect on the following associated questions: Why is it important to talk about myself or other people from a positive point of view? Could music can help us to do that? Why do you think music can break us free from differences between different cultures?



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 9 de 10

2. Find new sources of information about it. Collect new information. Select the information that will support your opinions in the essay.

3. Start to reflect and organize ideas to structure the opinion essay.

Products stage 2:

a) Writing process product: An opinion essay: In light of all the information gathered throughout the project, students write a 200-word opinion essay, guided by the following question: Why music can break us free from differences between different cultures?

*The essay should have the following structure and develop at least 2 broad opinions:

- Title:(the title could be selected by the student but it has to have relation with the guided questions: a)Why is it important to talk about myself or other people from a positive point of view? b)Could music can help us to do that? Why music can break us free from differences between different cultures?)

-Introduction paragraph:

-First paragraph: Opinion 1 and at least 1-2 reasons for your opinion.

-Second paragraph: Opinion 2 and at least 1-2 reasons for your opinion.

-Conclusion Paragraph: Brief summary of the content of the essay

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

Example of opinion essay and some tips:

<https://www.murphycentre.ca/trudy/English3201/HandoutWritingtheOpinionEssay.htm>

Video on opinion essays:

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

b) Oral process product: students prepare an oral presentation supporting their ideas expressed in the previously written essay, presenting some of the key points they developed in their article. It must last for 5 minutes. Students are allowed to use audiovisual materials to support their presentations. However, if they use slides, they may only include pictures.

Assessment:

Following the curricular principles of DEIN, an assessment will combine formative and assessment procedures.

Formative assessment will take place during all the project development.

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 10 de 10

Every Saturday the teacher gives a specific time 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.