

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 1 de 6

NOMBRE DE LA ASIGNATURA	Anglophone language and culture II (English 2)
CÓDIGO	
SEMESTRE	NA
PRERREQUISITOS	Anglophone language and culture I (English 1)
CORREQUISITOS	NA
COORDINADOR Y/O JEFE DE ÁREA	Libia Martínez
DOCENTE (S)	
CRÉDITOS ACADÉMICOS	NA
FECHA DE ELABORACIÓN/ ACTUALIZACIÓN	2019-II

JUSTIFICACIÓN (RATIONALE)

This English course is designed for students at Universidad Militar Nueva Granada who have passed the subject Anglophone Language and Culture I (English 1). In this course, students are provided with the linguistic resources and the learning opportunities they need to successfully advance in their majors (A1-A2 level) and future careers. Here, students will start to use English fluently in familiar everyday situations. Moreover, since learning a language goes beyond the pure linguistic knowledge, this course aims to help students understand and appreciate cultural diversity.

OBJETIVO GENERAL (GENERAL OBJECTIVE)

Develop intercultural communicative competences in English at the level of a beginner speaker, who is able to successfully interact and negotiate meaning regarding simple, every day and familiar topics.

COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

Understand and use English in social interactions regarding familiar topics such as their immediate environment, background, family, local geography, employment. At this stage, students will be able to identify and raise understanding of different cultural practices particularly around these matters.

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 2 de 6

COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

At the end of this course, students will be able to:

1. Offer clear descriptions and express their viewpoints about a range of simple and familiar topics and issues.
2. appreciate cultural diversity and recognize different worldviews about specific cultural practices regarding daily life, work routines, traveling, eating habits, leisure and entertainment, and the like.

CONTENIDO (CONTENTS)

First Term (Primer Corte)		
World-English 1	Contents	Activities
From Units 1- 6	<p>Communicative</p> <ul style="list-style-type: none"> Asking for and giving personal information Describing different occupations Describing positive and negative parts of occupations Talking about a typical day Talking about free time Describing a special celebration or festival Describing daily life in different communities Asking for and giving personal travel information Giving travel advice Sharing special travel tips with others Describing activities happening now Comparing everyday and present-time activities Talking about favorite sports Discussing adventures Describing a discovery <p>Grammar</p>	<ul style="list-style-type: none"> Assignments proposed by the teacher Work on the companion website Written exam 1 <p>Intercultural project: Exploring historical landmarks</p> <p>Objective: Identify, explore and compare historical relevance of landmarks around the world</p> <p>Outcomes stage 1: A travel magazine article. Oral presentation</p>



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

	<ul style="list-style-type: none"> • Review of Present tense: <i>Be</i> • Review: Simple present tense • Prepositions of time • Adverbs of frequency • Imperatives and should for advice • Count and non-count nouns: some and any, how much and how many with quantifiers: lots of, a few, a little • Present continuous tense • Stative verbs • Simple past tense • Simple past tense of to be <p>Lexical</p> <ul style="list-style-type: none"> • Occupations • Countries • Nationalities • Descriptive adjectives • Daily activities • Celebrations and festivals • Travel preparations and stages • Ordinal numbers • Travel documents and money • Food groups • Diets • Team sports and individual sports • Travel activities • Emphatic adjectives <p>Cultural</p> <ul style="list-style-type: none"> • Eating habits • Holiday preferences • Daily routines • Occupations and jobs across cultures 	
Second Term (Segundo Corte)		

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 4 de 6

World-English 1	Contents	Activities
Units 7-12	<p>Communicative:</p> <ul style="list-style-type: none"> • Talking about personal communication • Exchanging contact information • Describing characteristics and qualities • Comparing different types of communication • Talking about plans • Discussing long and short term plans • Making weather predictions • Discussing the future • Making comparisons • Explaining preferences • Talking about clothing materials • Evaluating quality and value • Giving advice on healthy habits • Discussing lifestyles • Talk about personal accomplishments • Discussing humanity's greatest achievements • Talking about managing your money <p>Grammar</p> <ul style="list-style-type: none"> • Verbs with direct and indirect objects • Irregular past tense • Sensory verbs • Future tense: be going to • Will for predictions and immediate decisions • Comparatives • Superlatives • Modals (could, ought to, should, must); have to • Questions with how 	<ul style="list-style-type: none"> • Assignments proposed by the teacher • Work on companion website • Written exam 2 <p>Intercultural project:</p> <p>The best place to go on vacation</p> <p>Outcomes stage 2:</p> <ul style="list-style-type: none"> • Brochure/opinion article • Oral presentation



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
	Revisión No. 3	Página 5 de 6

	<ul style="list-style-type: none"> • Present perfect tense • Present perfect tense vs. simple past tense • Real conditionals (also called the first conditional) <p>Lexical</p> <ul style="list-style-type: none"> • Communication • Electronics • The senses • Short- and long-term plans • Weather conditions • Weather-specific clothing • Clothing materials • Healthy and unhealthy habits • Compound adjectives • Chores • Personal accomplishments • Personal finance • Animals • Animal habitats <p>Cultural</p> <ul style="list-style-type: none"> • Cultural views on money and happiness • Weather and clothing across cultures • Lifestyles 	
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SISTEMA DE EVALUACIÓN (EVALUATION SYSTEM)

At DEIN assessment is viewed as an ongoing process of advancing and keeping track of the progress made in acquiring a second language. Thus, assessment is done both formatively and summatively. Qualitative assessment seeks to support students by providing constant feedback about their performance in course activities or in activities that are part of preparing the intercultural project. In this online course, formative assessment will mainly be provided during class sessions based on

UNIVERSIDAD MILITAR NUEVA GRANADA



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

students' performance in learning tasks proposed for this course. On the other hand, summative assessment will take place in accordance with the general guidelines adopted by the UMNG, thus: there are two terms in which the following evaluation activities will be considered:

Project stage 1	10%
Assignments, term 1	7,5%
Written exam 1	20%
Project stage 2	15%
Assignments, term 2	7,5%
Written exam 2	30%
Online work terms 1 & 2	10%

References

- Tarver, B. & Martin, C. (2015). *World-English 2. USA*: Cengage learning.
- Sargeant, H. (2007). *Basic English Grammar: For English Language Learners*. Saddleback.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*.
- Oshima, A., & Hoyge, A. (2006). *Writing academic english*. Pearson Longman.

MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)

Useful websites

<http://www.mansioningles.com/>

<https://www.esl-lab.com/>

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

<https://www.curso-ingles.com/>

<http://www.wilderdom.com/games/MulticulturalExperientialActivities.html>