

UNIVERSIDAD MILITAR NUEVA GRANADA



CONTENIDO PROGRAMÁTICO	Fecha Emisión: 2018/02/09	AC-GA-F-8
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NOMBRE DE LA ASIGNATURA	Anglophone language and culture III (English 3)
CÓDIGO	
SEMESTRE	NA
PRERREQUISITOS	Anglophone language and culture II (English 2)
CORREQUISITOS	NA
COORDINADOR Y/O JEFE DE ÁREA	Libia Martínez
DOCENTE (S)	
CRÉDITOS ACADÉMICOS	NA
FECHA DE ELABORACIÓN/ ACTUALIZACIÓN	2019-II

JUSTIFICACIÓN (RATIONALE)

Language offers the chance to know other cultures, to enhance the personal growth and to integrate into the society. That's how through language learning and use, in this course it will be possible to discover information, to develop thinking, and to express ideas and feelings not only in relation to local cultural practices but of a variety of sociocultural contexts. In general, The course offers the necessary tools for the students to achieve an A2 level of proficiency, according to the CEFR.

OBJETIVO GENERAL (GENERAL OBJECTIVE)

To provide the required tools in order to develop communicative competences of an independent speaker, who is able to hold short conversations about familiar issues in a variety of social contexts.

COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

Understand and use English to describe experiences, events, dreams, hopes as well as ambitions and briefly give reasons and explanations for opinions and plans. At this stage, students will be able to express their insights regarding a variety of lifestyles and worldviews.

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COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

1. Consolidate the contents of previous levels, having a transition from elementary to intermediate level of proficiency in English.
2. Enhance the development of linguistic competences and performance in different communicative skills
3. Advance in the development of cultural awareness, which facilitates learners' interactions in a variety of sociocultural contexts.

CONTENIDO (CONTENTS)

First Term (Primer Corte)		
World-English 2	Contents	Activities
Units 1-6	<p>Communicative:</p> <ul style="list-style-type: none"> Contrasting general and current actions Describing geography, climate, and food Talking about personal experiences Making small talk with new people Describing your city or town Explaining what makes a good neighborhood Discussing ways to stay healthy Talking about lifestyles Talking about facing challenges Discussing past accomplishments Talk about milestones in your life Describing an important transition in your life <p>Grammar</p> <ul style="list-style-type: none"> Review of tenses: Simple present tense vs. present continuous tense; past tense Present perfect tense Future with <i>will</i> The comparatives, superlatives, and equatives 	<ul style="list-style-type: none"> Assignments proposed by the teacher Work on the companion website Written exam 1 <p>Intercultural project: Alternative means of transport in an intercultural world</p> <p>Objective: Learn about non-common means of transport and appreciate how they have changed different cities of Latin American and the Anglophone world.</p> <p>Stage 1: A blog/magazine article. Video/oral presentation</p>

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	<ul style="list-style-type: none"> • Infinitive of purpose • Past continuous vs. the simple past • Enough, not enough, too + adjective • Using the present perfect tense <p>Lexical</p> <ul style="list-style-type: none"> • Geographical regions • Climate Food staples • Human organs Parts of the body Everyday ailments • Physical and mental challenges • Phrasal verbs • Stages of life • Adjectives for age <p>Cultural</p> <ul style="list-style-type: none"> • Cultural practices of communication and gestures • Small talk in different cultures • City life • Means of transport in different cities. • Jobs, families and daily routines across the world 	
Second Term Segundo Corte)		
World-English 2	Contents	Activities
Units 7-12	<p>Communicative:</p> <ul style="list-style-type: none"> • Explaining how we get luxury items • Talking about needs and wants • Discussing what makes people's lives better • Evaluating the effect of advertising • Talking about possible future situations • Discussing a problem in nature • Contrasting different ways of life 	<ul style="list-style-type: none"> • Assignments proposed by the teacher • Work on companion website • Written exam 2



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	<ul style="list-style-type: none"> ● Talking about different kinds of vacations ● Discussing the pros and cons of tourism ● Talk about career planning ● Talking about innovative jobs ● Talking about celebrations <p>Grammar</p> <ul style="list-style-type: none"> ● Passive voice ● Real conditionals in the future ● Review of quantifiers ● Used to ● Modals for expressing necessity and prohibition ● Modals for giving advice ● Indefinite pronouns ● Comparisons with as...as ● Would rather <p>Lexical</p> <ul style="list-style-type: none"> ● Luxury items ● Import/export items ● Past participles of irregular verbs ● Nouns and adjectives to describe animals ● Adverbs of manner ● Separable phrasal verbs ● Travel preparations ● Careers and jobs ● Participial adjectives ● Festivals and holidays ● Expressions for celebrations <p>Cultural</p> <ul style="list-style-type: none"> ● Holidays in different countries ● Types of public transport and ways of using public transport. ● Cultural practices around tourism ● Important landmarks 	<p>Intercultural project:</p> <p>Alternative means of transport for an intercultural world</p> <p>Outcomes stage 2:</p> <ul style="list-style-type: none"> ● Description article ● Debate/class discussion
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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 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%

BIBLIOGRAFÍA (REFERENCES)

Tarver, B. & Martin, C. (2015). *World-English 2*. USA: Cengage learning.

Greenbaum, S. (1996). *The oxford English grammar* (Vol. 652). Oxford: Oxford University Press.

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

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

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

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