

# UNIVERSIDAD MILITAR NUEVA GRANADA



<b>CONTENIDO PROGRAMÁTICO</b>	Fecha Emisión: 2018/02/09	AC-GA-F-8
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<b>NOMBRE DE LA ASIGNATURA</b>	Anglophone language and culture IV (English 4)
<b>CÓDIGO</b>	
<b>SEMESTRE</b>	NA
<b>PRERREQUISITOS</b>	Anglophone Language and Culture III (English 3)
<b>CORREQUISITOS</b>	NA
<b>COORDINADOR Y/O JEFE DE ÁREA</b>	Libia Martinez
<b>DOCENTE (S)</b>	
<b>CRÉDITOS ACADÉMICOS</b>	NA
<b>FECHA DE ELABORACIÓN/ ACTUALIZACIÓN</b>	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 III. Here, students are provided with the linguistic resources and the learning opportunities they need to gain independence in communication in English in a wide variety of sociocultural contexts. In a similar vein, since learning a language goes beyond the pure linguistic command, this course helps students to understand and appreciate cultural diversity.

## OBJETIVO GENERAL (GENERAL OBJECTIVE)

Provide students with the tools to foster their intercultural communicative competences towards becoming independent speakers who are able to successfully interact in both familiar and unfamiliar situations.

## COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

Understand and use English to interact fluently, spontaneously and successfully with people from different linguistic and cultural backgrounds. At this stage, students will be able to understand and produce clear, detailed texts on a wide range of both concrete and abstract subjects.

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## COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

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

1. Offer clear descriptions and express comparisons using adjectives about a great range of items.
2. Become familiar with and use a rich repertoire of vocabulary about general and specific issues that enable learners to express their ideas accurately.
3. Appreciate cultural diversity and recognize different worldviews about specific cultural lifestyles.

## CONTENIDO (CONTENTS)

First Term (Primer Corte )		
World English	Contents	Activities
Units 1-6	<p><b>Communicative</b></p> <ul style="list-style-type: none"> <li>Discussing reasons for living where you do</li> <li>Describe the place where you live</li> <li>Talking about learning strategies</li> <li>Expressing emotional experiences</li> <li>Expressing purpose</li> <li>Discussing causes and effects</li> <li>Describing financial habits</li> <li>Talking about emergency situations</li> <li>Talking about public art</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present perfect tense vs. present continuous tense</li> <li>So + adjective + that</li> <li>Gerunds as subjects and after prepositions</li> <li>May, might, and could for possibility</li> <li>Passive voice with all tenses</li> </ul>	<ul style="list-style-type: none"> <li>Assignments proposed by the teacher</li> <li>Work on companion website</li> <li>Written exam 1</li> </ul> <p><b>Intercultural project: How migration shapes an intercultural city</b></p> <p><b>Objective:</b> Learn about the culture and history of a city from the perspective of the different migration currents it has undergone over the past 30 years.</p> <p><b>Outcomes for stage 1:</b> A blog article.</p> <p style="text-align: right;">Oral presentation</p>

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	<ul style="list-style-type: none"> <li>● Past perfect</li> <li>● Gerund vs. infinitive</li> <li>● Unreal conditional in the present</li> <li>● Reported speech</li> <li>● Subject adjective clauses</li> </ul> <p><b>Lexical</b></p> <ul style="list-style-type: none"> <li>● Migration</li> <li>● Climate</li> <li>● Scientific studies</li> <li>● Environmental changes</li> <li>● Large numbers</li> <li>● Money transactions</li> <li>● Banking</li> <li>● Art</li> <li>● Art materials</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>● Local and global environmental problems</li> <li>● Financial habits</li> <li>● Lifestyles in major cities around the world*.</li> </ul> <p><small>*This may change as different cultural projects are proposed</small></p>	
<b>Second Term Segundo Corte)</b>		
<b>World English</b>	<b>Contents</b>	<b>Activities</b>
	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>● Talking about new developments</li> <li>● Discussing choices in transportation</li> <li>● Making recommendations for improving transportation</li> <li>● Talking about sports</li> <li>● Discussing ways to stay safe</li> <li>● Talking about dangerous work</li> <li>● Discussing personal emergencies</li> </ul>	<ul style="list-style-type: none"> <li>● Assignments proposed by the teacher</li> <li>● Work on companion website</li> <li>● Written exam 2</li> </ul>



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Units 7-12	<ul style="list-style-type: none"> <li>● Discussing dangerous situations</li> <li>● Speculating about mysteries</li> <li>● Discuss types of mysteries</li> <li>● Talking about plans you used to have</li> <li>● Talking about educational choices</li> <li>● Discussing your learning style</li> <li>● Speculating about the future</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Passive voice with the present continuous and present perfect tenses</li> <li>● Indirect questions</li> <li>● Negative questions</li> <li>● Adjective clauses with object pronouns</li> <li>● Tag questions</li> <li>● Adverbial clauses of time</li> <li>● Modals for speculating about the past</li> <li>● The future in the past</li> <li>● Should have, Would have, Could have</li> <li>● Noun clauses</li> <li>● Modals and modal-like phrases to talk about the future</li> </ul> <p><b>Lexical</b></p> <ul style="list-style-type: none"> <li>● Modern and public transportation</li> <li>● Dangerous things</li> <li>● Ancient mysteries</li> <li>● Reactions to surprise</li> <li>● Education</li> <li>● University majors</li> <li>● Future time expressions</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>● Evolution and changes of lifestyles in cities around the world.</li> </ul>	<p><b>Intercultural project:</b> <b>How migration shapes an intercultural city</b></p> <p><b>Outcomes for stage 2:</b></p> <ul style="list-style-type: none"> <li>● Opinion essay</li> <li>● Video/oral presentation</li> </ul>
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## Third Term (Tercer Corte )

### 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%

### Reference

- Chase, B; Milner, M., Johannsen, K. (2015). *World-English 3. USA*: Cengage Learning.
- Hewings, M. (2005). *Advanced grammar in use: a self-study reference and practice book for advanced learners of English; with answers*. Ernst Klett Sprachen.
- 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)

1.

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<b>Useful websites</b>
<a href="http://www.mansioningles.com/">http://www.mansioningles.com/</a>
<a href="https://www.esl-lab.com/">https://www.esl-lab.com/</a>
<a href="https://www.grammar.com/">https://www.grammar.com/</a>
<a href="https://www.curso-ingles.com/">https://www.curso-ingles.com/</a>