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.

**OBJETIVO GENERAL (GENERAL OBJECTIVE)**

To communicate effectively in a variety of social situations by developing a language that allows them to analyze hypotheses and test them, reflect on what they have observed, make connections between what they already know and the new information. To use language as a way to communicate ideas, feelings, questions and solve problems; to discuss and make personal connections, listen and develop concepts, ideas and vocabulary, and begin to see themselves as readers, writers, speakers and effective listeners.

**COMPETENCIA GLOBAL (GLOBAL COMPETENCE)**

The basic competences of this course are directly focused on the communicative competence. In this way, the basic competences embrace the syllabus design, as presented at the very beginning, for students to achieve a good development of activities in which they can perform the knowledge acquired through tasks and classroom activities.

Formative evaluations and tasks play a very important role as a part of the process and finally, the
UNIVERSIDAD MILITAR NUEVA GRANADA

CONTENIDO PROGRAMÁTICO

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<td>➢ Describe how things looks, feel, taste, smell, or sound.</td>
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<td>➢ Talk about the weather today and in the past.</td>
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<td>➢ Give advice.</td>
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<td>➢ Remind people to take things.</td>
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<td>➢ Make a poster about the food in a country other than your own.</td>
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<td>➢ Write a postcard about your past vacations.</td>
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<td>➢ Ask and answer questions about food.</td>
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**Cultural**

**Title:** Weather And Food: We Are Privileged!

**Objective:** Identify, learn about and compare different kinds of weather and food in different countries.
Gramática
- ¿Cómo está el clima?
- ¿Cómo es el sabor/olor/sonido?
- Hay/son
- Modo Simple Past:
- Preguntas Sí/No: ¿Acudiste al gimnasio ayer?
- Respuestas cortas: Sí, lo hice.
- Preguntas WH: ¿Qué hiciste?

Lexical
- Ropa
- Adjetivos de tiempo
- Verbos
- Alimentos
- Modos de vida saludables
- Frases de tiempo
- Verbos de acción
- Viajes escolares: Lugares
- Deportes

SISTEMA DE EVALUACIÓN (EVALUATION SYSTEM)

La evaluación para este curso se basa principalmente en el desarrollo de los temas según las actividades y recursos que se presentan a los estudiantes (diccionario, libro del estudiante, cuaderno, sitio web, tarjetas flash, recursos tecnológicos, etc.).

Los estudiantes serán constantemente evaluados en forma oral y escrita.

BIBLIOGRAFÍA (REFERENCES)


**MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)**

Subject: Anglophone Language and Culture – Kids 3

TITLE: WEATHER AND FOOD: WE ARE PRIVILEGED!

OBJECTIVE: Identify, learn about and compare different kinds of weather and food in different countries.

DESCRIPTION: This project explores and describes the kinds of weather in our country (glacial, cold, paramo, tropical, warm, mild), comparing them with the weather in other countries (the seasons). It also explores and compares the food we eat (variety of fruits, typical dishes) with that in other countries, as a result of the weather.

STAGE 1.
1. Search in Internet for the different types of weather in Colombia.
2. Search for the kinds of food we eat in Colombia, in the different regions.
3. Choose 1 (different) Anglophone country you would like to explore for its weather and food habits.

PRODUCTS STAGE 1.
a) A page including: Ten sentences about your investigation, describing the weather in Colombia and the other country. Ten sentences about your investigation, describing typical dishes in Colombia and the other country. You can include pictures or drawings to complement the written part.

b) Oral Presentation: You should prepare a four-minute talk about what you wrote on the page. You are allowed to use audiovisual materials to support your talk.

STAGE 2.
Following on from the information gathered and discussed in the first stage of the project, now you should:
1. Select only one of the themes (food or weather) of the Anglophone culture you have already discussed.
2. Collect new information.
3. Plan a cartoon with this information.

PRODUCTS STAGE 2.
a) Create a cartoon (minimum 6 pictures or stages) with short sentences in which you use some of the information gathered.
b) Present the cartoon to your classmates on cardboard, or you can dramatize it.

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Following the curricular principles of DEIN, assessment will combine formative and assessment procedures. Formative assessment will take place at specific moments (at least 2). This is a moment 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. The students will be evaluated on:

Written part: Vocabulary, sentence structure, spelling, and task completion.
Oral part: Vocabulary, use of language, pronunciation and task completion.