

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN KIDS 5
CÓDIGO	2222
SEMESTRE	NA
PRERREQUISITOS	KIDS 4
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.

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

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summative evaluation at the course. These elements highly demand a permanent tutorial to learners by the teacher's part. It implies the Syllabus design and topics, goals design, tutorial, tasks planning and a constant feedback to students.

COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

Competences are proposed not only for students, but also for the teacher.

The basic competences of this course are directly focused on the communicative competence: These are:

1. *Linguistic Competence*
2. *Socio-linguistic Competence*
3. *Pragmatic Competence*
4. *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 summative evaluation at the end of the course. These elements highly demand a permanent tutorial to learners by the teacher's part. It implies the Syllabus design and topics, goals design, tutorial, tasks planning and a constant and immediate feedback to students.

CONTENIDO (CONTENTS)

First Term (Primer Corte)		
Big English Plus 5 units	Contents	Activities
1-2-3-4-5	Communicative: <ul style="list-style-type: none"> ➤ Make comparisons. ➤ Make suggestions. ➤ Make a poster to find new members of a team, club, or group. ➤ To write a short news article. ➤ Write a fundraising plan and create an ad for an event. ➤ Write an autobiography. ➤ Talk about life events and habits of the past. ➤ Talk about possibilities and experiences. ➤ Describe things and feelings using adjectives correctly. ➤ Make comparisons. ➤ Write a short product review. 	Intercultural Communicative task Stage 1: 1.Brochure: Considering the information gathered about the family in the chosen country, design a brochure in order to show the main characteristics: location, language, special events for families and facts.

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	<ul style="list-style-type: none"> ➤ Write a postcard about your vacation. ➤ Role-play: talk about shopping and technology. ➤ Talk about past events. Ask and say what people were doing. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Gerunds ➤ Simple Present, Present Progressive and Past simple to talk about personal interests. ➤ Comparatives and superlatives ➤ Used to + verb ➤ Modal: COULD ➤ Future Form: Be Going to ➤ Present perfect: Have you ever... ➤ Comparatives: as ...as ➤ Too/enough ➤ How much ➤ Past Progressive: <i>when/while</i> <p>Lexical</p> <ul style="list-style-type: none"> ➤ Activities ➤ Clubs/Teams ➤ Life events ➤ Family members ➤ Fundraising activities ➤ Advertising ➤ Places to shop ➤ Continents and world travel ➤ Vacation activities ➤ Vacation-related items <p>Cultural Title: Family Ties: Being part of a family around the world. Objective: To explore families around the world in order to reflect upon the families in our country.</p>	<p>2. Oral presentation: You should prepare a 2.5 minutes talk, presenting some of the key points you developed in your brochure. You are allowed to use audiovisual materials to support your talk. However, if you are using slides, you may only include pictures.</p>
Second Term (Segundo Corte)		
Big English Plus 5 units	Contents	Activities
6-7-8-9	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Make predictions about the future. ➤ Design an advert for a product of the future. 	<p>Intercultural Communicative task Stage 2:</p>



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	<ul style="list-style-type: none"> ➤ Write a diary entry about the future. ➤ Talk about future plans. ➤ Talk about experiences. ➤ Express preferences. ➤ Write a descriptive paragraph about items that are unique to different cultures. e.g. "Piñata" ➤ Make a poster about objects you appreciate. Describe the origin and material. ➤ Write a persuasive paragraph. ➤ Write about an unforgettable experience. ➤ Say what things are used for or used to do. ➤ Ask and answer questions about products and the materials used to make them. ➤ Talk about facts or things that are generally true. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Future: Will ➤ Indefinite pronouns: Anyone –everybody – everyone –no one - nobody ➤ Used for + ing and Used + to ➤ Modals MAY/MIGHT ➤ Zero conditional ➤ Defining relative clauses ➤ Passive voice: <ul style="list-style-type: none"> ➤ -Tomatoes and oranges are grown in Spain. ➤ -The first chocolate bar was made in Canada. ➤ Would rather: <i>Would they rather eat or play? They'd rather eat.</i> ➤ Present Perfect. <i>For and since</i> <p>Lexical</p> <ul style="list-style-type: none"> ➤ Electronic devices ➤ Gadgets (old and new) ➤ Materials ➤ Products ➤ Technology ➤ Adjectives to describe food <p>Cultural</p>	<p>1. Cartoon/Comic: Bearing in mind all the information gathered throughout the project, design a cartoon strip showing the main features from that specific celebration.</p> <p>2. Oral presentation: A Power point or Prezi (you may use any web tool) presentation where you are going to talk about the specific celebration compared to one in our country.</p>
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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, website, flash cards, technological resources and materials, etc.)
Students will be constantly evaluated in oral and written way.

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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.
- 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. From Theory to Practice. Second Edition. 1996.
- 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.
- Big English Plus 5. Pearson Education Limited. 2nd edition. 2015

MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)

1. *Glosario:*
2. www.manythings.org, www.wordreference.com
3. *Preguntas de repaso*
<http://www.bbc.co.uk/learningenglish/>, http://www.bbc.com/mundo/aprenda_ingles
4. *Material Multimedia*
<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>
5. *Enlaces en la red*
<https://learnenglishkids.britishcouncil.org/es>
www.ego4U.com
www.englishclub.com
6. *Curso virtual*
<https://www.pearson.com/english/myenglishlab.html>



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Intercultural project 2019-1

Subject: Anglophone language and culture- Kids 5

Title: Family Ties: Being part of a family around the world.

Objective: To explore families around the world in order to reflect upon the families in our country.

Description

This project is based on the topics worked in the book Big English Plus 5 which is interested in familiarizing the cultural practices around the world. Families come in all shapes and sizes; each family is unique and committed to its culture, there are adoptive families, one single parent families, big families, blended families and so on, that display the diversity and complexity face of nuclear families around the world. This project consists of exploring families around the world and their several cultural characteristics that make them distinctive and also become aware of our own Colombian culture.

To do that, the following steps are proposed:

Stage 1

1. Become familiar the types of families and vocabulary related to it. Watch and analyze the video: <https://www.youtube.com/watch?v=yHvaKv9N0VE> in which vocabulary about family types is presented.
 - a. Read the story "*The great big book of families*" in class:
<https://www.youtube.com/watch?v=fDpckrBI0S8>
 - b. Talk about the video children and family in Asia:
https://www.youtube.com/watch?v=ni_at59TzMA&list=PL7QZnhsBRsJT0SOAFTYhDu3TsMmpgkDh
2. Make a mind map of your family by bringing a family picture to class. Students will classify their families, talk about their hobbies, routines and habits as well as their leisure activities.
3. Considering your own families, choose one county from around the world in order to familiarize to their location, language and special events. At this point, students should start to take systematic note of the information found.
4. After identifying key aspects from that country and culture research about the types of families (current) inside that country. All this information must be shared in class with partners and teacher in order to know little aspects about the country they have chosen.

Product stage 1:

a). Brochure: Considering the information gathered about the family in the chosen country, design a brochure in order to show the main characteristics: location, language, special events for families and facts.

The brochure should have the following structure:

- ✓ Title cover

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- ✓ Student's name
- ✓ Introduction: Country name
- ✓ Location
- ✓ Language
- ✓ Talk about the type of families.
- ✓ Show and name the special events/dates for families in that country.
- ✓ Special facts about the culture you consider important.
- ✓ Conclusion: considerations about the families and what you have learnt during the research. (What do you like about those families and celebrations?)

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

- ✓ How to make brochure for projects:
<https://www.youtube.com/watch?v=I6NYtFPPL-o>
<https://www.youtube.com/watch?v=J0eSj1aDzWg>
<https://www.youtube.com/watch?v=v7Uw38tEQaQ>
<https://www.youtube.com/watch?v=7x9V-fjkrKs>
<https://www.youtube.com/watch?v=kc9pVmW38i0>

b). Oral presentation: You should prepare a 2.5 minutes talk, presenting some of the key points you developed in your brochure. You are allowed to use audiovisual materials to support your talk. However, if you are using slides, you may only include pictures.

Stage 2

Following on from the information gathered and shared in the first stage of the project, now you should:

1. Select one of the cultural aspects families perform (celebrate) in that country
2. Find new sources of information about it. Collect new information.
3. Plan how to compare with a similar cultural event in Colombia.

Products stage 2:

- a) Cartoon/Comic: Bearing in mind all the information gathered throughout the project, design a cartoon strip showing the main features from that specific celebration,

The cartoon should have the following structure and develop at least three broad opinions:

- ✓ Title
- ✓ Organize the ideas you want to show.
- ✓ Arrange the events and decide how many spaces you will need to draw and write.
- ✓ Decide the scenario and characters from the family.
- ✓ Write down the actions you want to show about the celebration.



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- ✓ Decide the kind of panels you are going to use to illustrate the celebration.
- ✓ Be creative.

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

- ✓ How to write a comic strip: <https://www.youtube.com/watch?v=tkRfNig-zNM>
- ✓ How to plan a carton: <http://www.mykidsadventures.com/create-comic-strip-kids/>

- b) Oral presentation: A Power point or Prezi (you may use any web tool) presentation where you are going to talk about the specific celebration compared to one in our country. The slides must include images and titles; however, texts are no allowed.

Assessment:

Following the curricular principles of DEIN, assessment will combine formative and assessment procedures. Formative assessment will take place at specific moments (at least 2), each teacher establishes to keep track of the process to develop the project. This is a moment for offering recommendations, further guidance and solving doubts. The written and oral products of each stage will be assessed summative. This process will be supported by general pre-established assessment criteria students are given beforehand.