

# 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 I (English I)
<b>CÓDIGO</b>	
<b>SEMESTRE</b>	NA
<b>PRERREQUISITOS</b>	NA
<b>CORREQUISITOS</b>	NA
<b>COORDINADOR Y/O JEFE DE ÁREA</b>	Libia Martínez
<b>DOCENTE(S)</b>	
<b>CRÉDITOS ACADÉMICOS</b>	NA
<b>FECHA DE ELABORACIÓN/ ACTUALIZACIÓN</b>	2019-II

## JUSTIFICACIÓN (RATIONALE)

This course is the first step of the process of learning English at UMNG. The proposal in this institution includes both training in linguistic competence as well as cultural understanding. Thus, at this initial stage, the course aims at providing the basic elements for successful communication in a variety of cultural contexts.

## OBJETIVO GENERAL (GENERAL OBJECTIVE)

Acquire basic and solid linguistic as well as cultural knowledge to facilitate communication in English at the A1 level, according to the CEFR.

## COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

Understand and use English in a variety of brief everyday social exchanges regarding personal information, preferences, routines, wants, needs, requests when interacting with people from different cultural backgrounds. At this stage, students will start to become aware of cultural diversity in the Anglophone world.

## COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

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

1. Identify and use basic grammar structures English necessary to talk about familiar topics such as personal information, routines, and daily life.

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2. Exchange information regarding basic personal information and daily activities
3. Appreciate cultural diversity and recognize different worldviews about specific cultural practices regarding jobs, schools, transportation, health practices, eating habits, and the like.

## CONTENIDO (CONTENTS)

First Term (Primer Corte )		
World-English Intro	Contents	Activities
From Units 1-6	<p><b>Communicative</b></p> <ul style="list-style-type: none"> <li>Identifying and describing family members</li> <li>Describing people</li> <li>Talking about countries</li> <li>Comparing jobs in different countries</li> <li>Describing and comparing houses</li> <li>Talking about other people's possessions</li> <li>Telling time</li> <li>Talking about people's daily activities</li> <li>Talking about what you do at work or school</li> <li>Describing jobs</li> <li>Asking for and giving directions</li> <li>Describing transportation</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present tense: <i>Be</i></li> <li>Be + adjective</li> <li>Contractions with be: Negative; Indefinite articles</li> <li>There is/there are</li> <li>Prepositions of place: in, on, under, next to</li> <li>Demonstrative adjectives</li> <li>Possessive nouns</li> </ul>	<ul style="list-style-type: none"> <li>Assignments proposed by the teacher</li> <li>Work on the companion website</li> <li>Written exam 1</li> </ul> <p><b>Intercultural project: Lifestyles and <i>glocal</i> cultural diversity</b></p> <p><b>Objective:</b> Identify, explore and appreciate the great local diversity regarding the family, work and food in relation to the Anglophone world.</p> <p><b>Outcomes stage 1:</b> Descriptive paragraph. Oral presentation</p>

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	<ul style="list-style-type: none"> <li>• Simple present tense: statements, negatives, what time...? questions, and short answers</li> <li>• Adverbs of frequency: always, sometimes, never</li> <li>• Prepositions of Place</li> <li>• Imperatives</li> </ul> <p><b>Lexical</b></p> <ul style="list-style-type: none"> <li>• Greetings and introductions Family members</li> <li>• Adjectives to describe people</li> <li>• Jobs</li> <li>• Numbers</li> <li>• Words to describe the weather</li> <li>• Continents, countries, and cities</li> <li>• Places in a home</li> <li>• Furniture and household objects</li> <li>• Personal possessions</li> <li>• Electronic products</li> <li>• Daily activities</li> <li>• Telling time</li> <li>• Work and school activities</li> <li>• City landmarks</li> <li>• Directions</li> <li>• Ground transportation</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• Family lifestyles</li> <li>• Values and prejudices about jobs</li> </ul>	
<b>Second Term (Segundo Corte)</b>		
<b>World-English Intro</b>	<b>Contents</b>	<b>Activities</b>



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Units 7-12	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>• Identifying activities that are happening now</li> <li>• Talking about abilities</li> <li>• Talking about sports</li> <li>• Identifying and shopping for clothes</li> <li>• Expressing likes and dislikes</li> <li>• Planning a party</li> <li>• Describing your diet</li> <li>• Talking about a healthy diet</li> <li>• Identifying parts of the body to say how one feels</li> <li>• Asking about and describing symptoms</li> <li>• Identifying remedies and giving advice</li> <li>• Describing how to prevent health problems</li> <li>• Describing holiday traditions</li> <li>• Making life plans</li> <li>• Expressing wishes and plans</li> <li>• Discussing migrations</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present continuous tense</li> <li>• <i>Can</i> for ability</li> <li>• <i>Can/could</i> for polite requests</li> <li>• <i>Some, any</i></li> <li>• How much/How many</li> <li>• Review of simple present tense</li> <li>• <i>Should</i> for advice</li> <li>• Look + adjective Feel + adjective</li> <li>• <i>Be going to</i></li> <li>• <i>Would like to</i> (for wishes)</li> <li>• Simple past tense</li> </ul> <p><b>Lexical</b></p>	<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> <p><b>Intercultural project:</b></p> <p><b>Lifestyles and <i>glocal</i> cultural diversity</b></p> <p><b>Outcomes stage 2:</b></p> <ul style="list-style-type: none"> <li>• Brochure/opinion article</li> <li>• Oral presentation/fair exhibition</li> </ul>
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<ul style="list-style-type: none"><li>• Pastimes</li><li>• Games and sports</li><li>• Colors</li><li>• Clothes</li><li>• Food types</li><li>• Meals</li><li>• Quantities</li><li>• Count/non-count nouns</li><li>• Parts of the body</li><li>• Common illnesses</li><li>• Remedies</li><li>• Special plans</li><li>• American holidays</li><li>• Professions</li><li>• Verbs + prepositions of movement</li></ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"><li>• Eating habits</li><li>• Clothing practices</li><li>• Ways of treating health issues</li></ul>	
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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:

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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 Intro*. 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>