

# 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>	<b>INGLÉS EXTENSIÓN KIDS 2</b>
<b>CÓDIGO</b>	2222
<b>SEMESTRE</b>	NA
<b>PRERREQUISITOS</b>	Kids 1
<b>CORREQUISITOS</b>	NA
<b>COORDINADOR Y/O JEFE DE ÁREA</b>	Libia Consuelo Martínez Rivera
<b>DOCENTE (S)</b>	María del Pilar Lagos Torres
<b>CRÉDITOS ACADÉMICOS</b>	NA
<b>FECHA DE ELABORACIÓN/ ACTUALIZACIÓN</b>	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.*

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CONTENIDO (CONTENTS)		
First Term (Primer Corte )		
Big English Plus 2 units	Contents	Activities
1-2-3-4-5	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>➤ Offer and accepting things.</li> <li>➤ Ask and answer requests in a polite way.</li> <li>➤ Describe people's appearance.</li> <li>➤ Design a timetable using school subjects.</li> <li>➤ Ask and answer questions about people's appearance.</li> <li>➤ Ask questions to identify people.</li> <li>➤ Ask and answer about who objects belong to.</li> <li>➤ Ask and answer about what people are wearing.</li> <li>➤ Ask for permission.</li> <li>➤ Describe a picture, writing what people are doing.</li> <li>➤ Write a text about your parents' job.</li> <li>➤ Ask and answer about what they are good at.</li> <li>➤ Describe where places are in town.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Present continuous: What are they doing?</li> <li>➤ Be/not be good at +-ing verb</li> <li>➤ What do you like doing?</li> <li>➤ Prepositions of place: Where's the TV? <i>It's <u>on</u> the table</i></li> <li>➤ Whose (pen) is this?</li> <li>➤ Whose (glasses) are these?</li> <li>➤ Possessive adjectives</li> <li>➤ Possessive ('s)</li> <li>➤ How many (pictures) are there?</li> <li>➤ Present simple:</li> <li>➤ <i>What do you want to be?</i></li> <li>➤ There is/are</li> <li>➤ Imperatives: <i>Be careful</i></li> </ul> <p><b>Lexical</b></p> <ul style="list-style-type: none"> <li>➤ School items and subjects</li> <li>➤ Classroom activities</li> <li>➤ Activities and sports</li> <li>➤ Numbers up to 100</li> </ul>	<p><b>Intercultural Communicative task Stage 1:</b></p> <p><b>1. Oral Presentation:</b> Students should describe their own house by creating a short video of two or three minutes. There, they should include 1 special characteristic of his family and use the vocabulary learnt in class, such as: "There is, there are, possessives and prepositions of place.</p> <p><b>2. Written Production:</b> Students will draw a house they want to describe from a different place in Colombia. In a short paragraph (50 words). They will describe it, using the appropriate vocabulary, connectors and punctuation.</p>

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	<ul style="list-style-type: none"> <li>➤ Furniture</li> <li>➤ Prepositions</li> <li>➤ Places</li> <li>➤ Kinds of transportation</li> <li>➤ Jobs and Professions</li> <li>➤ Verbs that describe professions</li> </ul> <p><b>Cultural</b>  <b>Title: MY HOUSE YOUR HOUSE</b>  <b>Objective:</b> To promote students' curiosity about people's way of life by exploring the house they live in.</p>	
<b>Second Term (Segundo Corte )</b>		
<b>Big English Plus 2 units</b>	<b>Contents</b>	<b>Activities</b>
6-7-8-9	<p><b>Communicative:</b></p> <ul style="list-style-type: none"> <li>➤ Ask and say what time it is.</li> <li>➤ Write your daily routines and the time you do them.</li> <li>➤ Ask and answer questions about people's daily routine.</li> <li>➤ Offer and accept help.</li> <li>➤ Give and accept an invitation.</li> <li>➤ Make an Animal habitats poster.</li> <li>➤ Write a description of a wild animal and what they eat.</li> <li>➤ Design a mini-survey about free time activities.</li> <li>➤ Create your own alien and write its description.</li> <li>➤ Talk about what people do at work.</li> <li>➤ Ask and answer questions about wild animals and their features and habits.</li> <li>➤ Practice the <b>s</b> and <b>z</b> sounds.</li> <li>➤ Ask and answer questions about free time activities.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Present simple: <i>What does he usually do on vacation?</i></li> <li>➤ <i>What time do you go to bed?</i></li> <li>➤ <i>Where does he work?</i></li> <li>➤ <i>How much is it?</i></li> <li>➤ Adverbs of frequency</li> <li>➤ Countable and uncountable nouns</li> </ul>	<p><b>Intercultural Communicative task</b>  <b>Stage 2:</b>  <b>1. An oral production:</b>                  "My dream House"                  Students will prepare a short presentation related to their dream house. They should include the vocabulary learnt in class as well as grammar structures. In addition, they should include one reason why that house is special from them.</p> <p><b>2. A written production:</b>                  Students will write down a postcard describing a house from a place they want to choose from the world. They should include one reason why they like that house: It should include a picture and short sentences to describe it.</p>



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	<ul style="list-style-type: none"> <li>➤ Modal CAN: What can crocodiles do?</li> </ul> <p><b>Lexical</b></p> <ul style="list-style-type: none"> <li>➤ Daily routine activities</li> <li>➤ Times</li> <li>➤ Healthy and unhealthy food</li> <li>➤ Wild animals</li> <li>➤ Animal body parts</li> <li>➤ Free time activities</li> <li>➤ Nature</li> </ul> <p><b>Cultural</b></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.

## BIBLIOGRAFÍA (REFERENCES)

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- 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.
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MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)
1. <i>Glosario:</i>
2. <a href="http://www.manythings.org">www.manythings.org</a> , <a href="http://www.wordreference.com">www.wordreference.com</a>
3. <i>Preguntas de repaso</i> <a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a> , <a href="http://www.bbc.com/mundo/aprenda_ingles">http://www.bbc.com/mundo/aprenda_ingles</a>
4. <i>Material Multimedia</i> <a href="http://www.edufichas.com/actividades/idiomas/ingles/">http://www.edufichas.com/actividades/idiomas/ingles/</a> <a href="https://www.google.com.co/search?q=actividades+de+ingles+para+niños+de+preescolar&amp;sa=X&amp;rlz=1C1CHBD">https://www.google.com.co/search?q=actividades+de+ingles+para+niños+de+preescolar&amp;sa=X&amp;rlz=1C1CHBD</a>
5. <i>Enlaces en la red</i> <a href="https://learnenglishkids.britishcouncil.org/es">https://learnenglishkids.britishcouncil.org/es</a> <a href="http://www.ego4U.com">www.ego4U.com</a> <a href="http://www.englishclub.com">www.englishclub.com</a>
6. <i>Curso virtual</i> <a href="https://www.pearson.com/english/myenglishlab.html">https://www.pearson.com/english/myenglishlab.html</a>

## Intercultural project 2019-1

**Subject: Anglophone language and culture – Kids 2**

**Title: MY HOUSE YOUR HOUSE**

**Objective:** To promote students' curiosity about people's way of life by exploring the house they live in.

### Description

At the beginning of the project, the children will gain basic knowledge about houses. This include knowledge about type of houses and discovering the features of a house. When developing the project students will have the opportunity to discover how the houses are built in different places in Colombia. Also, they will be able to talk about simple characteristics related to people ways of life. In the second stage of the project, children will be challenged to broaden their knowledge about types of houses in different countries of the world. (students will choose one country of their interest)

### Stage 1

1. To identify different types of houses, parts of a house and household objects.



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2. To recognize the appropriate vocabulary to describe a place (parts of the house, household objects, there is, there are and prepositions of place)
3. To watch a video in order to find differences between people's way of life based on the place they live.
4. To choose and investigate one different Colombian house to make simple descriptions of it and the way people live there.
5. To identify one cultural practice from those people and compare it with one on his/her own.

## Products stage 1:

### a) Oral Presentation:

Students should describe their own house by creating a short video of two or three minutes. There, they should include 1 special characteristic of his family and use the vocabulary learnt in class, such as: "There is, there are, possessives and prepositions of place.

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

- ✓ Useful vocabulary related to a house  
<https://www.youtube.com/watch?v=R9intHqlzhc>
- ✓ Type of houses: video for kids:  
<https://www.youtube.com/watch?v=TbfaacV1s6k>
- ✓ Book: All kind of homes
- ✓ Book Living together

b) Writing Productions: Students will draw a house they want to describe from a different place in Colombia. In a short paragraph (50 words). They will describe it, using the appropriate vocabulary, connectors and punctuation. Besides, they should include one specific characteristic of the people who live there.

## Stage 2

1. To describe what people do in a normal day.
2. To recognize differences among houses and some customs from different countries in the world.



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3. To compare and recognize some traits of cultures when exploring about different houses in the world
4. To make a brochure by collecting information from relevant websites or in books.

**Products stage 2:**

- a) An oral production: “My dream House”  
Students will prepare a short presentation related to their dream house. They should include the vocabulary learnt in class as well as grammar structures. In addition, they should include one reason why that house is special from them
  - b) A writing production: Students will write down a postcard describing a house from a place they want to choose from the world. They should include one reason why they like that house: It should include a picture and short sentences to describe it.
- ✓ Video about different type of house around the world:  
<https://www.youtube.com/watch?v=fA905xGxqGU>
  - ✓ How houses are built in some part of the world.  
<https://www.youtube.com/watch?v=tTG-4XztrJE>
  - ✓ Houses around the world: Students can imagine how people live in those houses.  
<https://www.youtube.com/watch?v=mVoLH7DLqal>
  - ✓ Book: Places people live

Observation: The teacher will guide students during all this process.

**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 summatively. This process will be supported by general pre-established assessment criteria students are given beforehand.