

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN KIDS 4
CÓDIGO	2222
SEMESTRE	NA
PRERREQUISITOS	KIDS 3
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 4 units	Contents	Activities
1-2-3-4-5	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Give suggestions to somebody. ➤ Make polite requests. ➤ Write a descriptive text. ➤ Make a "Healthy Meal" poster ➤ Act out a dialogue. ➤ Talk about what people do and where they go at different times. ➤ Make suggestions. ➤ Give advice. ➤ React to a surprising fact/event. ➤ Write an "Endangered animal" fact file. ➤ Write about a health problem and suggests solutions. ➤ Write a paragraph about you eating habits. ➤ Talk about activities illnesses and health problems. 	<p>Intercultural Communicative task Stage 1:</p> <p>a). Folding poster: Considering the information gathered about the tribe/community, design a folding poster (friso) in order to show their main characteristics: location, food, routines and habits.</p>

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	<ul style="list-style-type: none"> ➤ Ask and answer questions about abilities. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Comparative and superlatives. ➤ Possessive adjectives and possessive pronouns. ➤ How often do you go to the dentist? – Once a week ➤ Would like ➤ Modal SHOULD/ SHOULDN'T ➤ Reflexive pronouns ➤ How many and why ➤ There are and there were <p>Lexical</p> <ul style="list-style-type: none"> ➤ Appearance ➤ Personality ➤ Action verbs ➤ Expressions of frequency ➤ Food ➤ Health problems ➤ Remedies/ causes ➤ Weird and wild animals <p>Cultural Title: Living Traditionally in a Modern World Objective: To explore communities/tribes around the world who live without technology in order to reflect upon the way technology has changed our lives.</p>	<p>b). Oral presentation: You should prepare a 5 minutes talk, presenting some of the key points you developed in your folding poster.</p>
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Second Term (Segundo Corte)

Big English Plus 4 units	Contents	Activities
6-7-8-9	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Talk about past events and what people used to do. ➤ Ask and answer about possessions. ➤ Give opinions. ➤ Make offers and quick decisions. ➤ Make comparisons. ➤ Write an email. ➤ Write an informal letter. ➤ Write a review. 	<p>Intercultural Communicative task Stage 2: a) Informal letter: Bearing in mind all the information gathered throughout the project. You can choose one of these</p>

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	<ul style="list-style-type: none"> ➤ Talk about people's hobbies. ➤ Oral presentation: Celebrations and traditions around the world. ➤ Talk about things people know how to do. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Past simple ➤ Past habits: Used to ➤ Future: Be going to ➤ Comparative and superlative form of short and long adjectives. ➤ Good at/ Bad at: <i>I'm good at video games. She's bad at chess.</i> ➤ Know how to + verb ➤ Think of + noun <p>Lexical</p> <ul style="list-style-type: none"> ➤ Past and present activities ➤ Clothes and accessories ➤ Celebrations and traditions ➤ Ordinal numbers ➤ Hobbies ➤ Talents <p>Cultural</p>	<p>options: Imagine you are part of the tribe/community you have studied and write an informal letter to a friend or a family member about one celebration or special day you are going to celebrate in your tribe. Imagine you go to live with the tribe/community for a week. Describe a typical day there. Think about life without water, food, electricity, and technology.</p> <p>b) Interview: It's time to interview one of your classmates! Ask your classmate 5 questions about the tribe or community he/she has researched about.</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)

- 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.

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- 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 4. Pearson Education Limited. 2nd edition. 2015

MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)
1. <i>Glosario:</i>
2. www.manythings.org , www.wordreference.com
3. <i>Preguntas de repaso</i> http://www.bbc.co.uk/learningenglish/ , http://www.bbc.com/mundo/aprenda_ingles
4. <i>Material Multimedia</i> 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. <i>Enlaces en la red</i> https://learnenglishkids.britishcouncil.org/es www.ego4U.com www.englishclub.com
6. <i>Curso virtual</i> https://www.pearson.com/english/myenglishlab.html



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Intercultural Project 2019-1

Subject: Anglophone language and culture – Kids 4

Title: Living Traditionally in a Modern World

Objective: To explore communities/tribes around the world who live without technology in order to reflect upon the way technology has changed our lives.

Description

This project is based on the topics worked in the book Big English Plus 4 which is interested in familiarizing the cultural practices around the world. Could you live without a computer or a cell phone? It might be hard for you to imagine a life without technology. But even today, many people all over the world live happily without it. There are many tribes with much more important things to worry about than technology. This project consists of exploring communities and tribes around the world and their several cultural characteristics that make them distinctive.

To do that, the following steps are proposed:

Stage 1

1. Become familiar with unusual habits and vocabulary related to it. Watch and analyze the video: <https://www.youtube.com/watch?v=wZl35f4KI-E> in which vocabulary about unusual habits is presented.
 - a. Read the article “*Unusual Habits*” in class (Page 30)
 - b. Talk about the video and discuss with your classmates if you have any unusual habit.
2. Choose one tribe/community from around the world in order to familiarize to their location, language and daily life. At this point, students should start to take systematic note of the information found. These are the tribes and communities proposed:
 - Amish (North America)
 - Maasai (Kenya and Tanzania)
 - Yanomami (Amazon rainforest: Venezuela and Brazil)
 - Asmat (Indonesia)
 - Mosuo (China)
 - Māori (New Zealand and Australia)
3. All this information must be shared in class with your class in order to know some food, routines and habits about the tribe/community they have chosen.

Product stage 1:

a). Folding poster: Considering the information gathered about the tribe/community, design a folding poster (friso) in order to show their main characteristics: location, food, routines and habits.

The folding poster should have the following structure:

- ✓ Title cover



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- ✓ Student's name
- ✓ Introduction: Community/tribe name
- ✓ Location
- ✓ Food
- ✓ Show and name their daily routines
- ✓ Special facts about the culture you consider important.

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

- ✓ How to make poster for school projects:
<https://www.youtube.com/watch?v=-jsfXW82KMo>
<http://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/school-poster-project>

b). Oral presentation: You should prepare a 5 minutes talk, presenting some of the key points you developed in your folding poster.

Stage 2

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

1. Read the article “*Unusual Festivals*” in class (Page 118). Select one of the festivals from the tribe/community you are studying and answer: How do people celebrate it?
2. Find new sources of information about free time activities (hobbies). Watch the video <https://www.youtube.com/watch?v=5dGcQP3iBeo> (Top Ten Most Interesting Hobbies Around The World) and discuss with your classmates what is your favorite. Do you have any hobby?
3. Read the article “Hobbies in the past” and compare them with hobbies nowadays.

Products stage 2:

- a) Informal letter: Bearing in mind all the information gathered throughout the project. You can choose one of these options:
- Imagine you are part of the tribe/community you have studied and write an informal letter to a friend or a family member about one celebration or special day you are going to celebrate in your tribe.
 - Imagine you go to live with the tribe/community for a week. Describe a typical day there. Think about life without water, food, electricity, and technology.

You must consider the following steps:

- ✓ Write the date.
- ✓ Think of a person to write to.
- ✓ Choose an option: a celebration or a typical day to write about.
- ✓ Think of what you want to tell him/her.
- ✓ Start with a greeting.
- ✓ Write the body of your letter.
- ✓ Finish with the closure and signature.

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

- ✓ How to write an informal letter:
https://www.google.com/search?q=how+to+write+an+informal+letter+primary+students&rlz=1C1CHBD_esCO746CO746&oq=how+to+write+an+informal+letter+primary+&aqs=chrome.4.69i57j33i5.14091j0j7&sourceid=chrome&ie=UTF-8#kpvalbx=1
- ✓ <https://www.letters.org/miscellaneous-letter/sample-informal-letter.html>

- b) Interview: It's time to interview one of your classmates! Ask your classmate 5 questions about the tribe or community he/she has researched about. Then switch roles. Tell your teacher what you have learned in the interview.

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.

See annex (Rubrics)

RUBRICS FOR INFORMAL LETTERS

CATEGORY	4 Strong writer	3 Capable writer	2 Emerging writer	1 Basic writer
Content	The letter contains 2 or more proper descriptions about the topic.	The letter contains 2 proper descriptions about the topic.	The letter contains 1 proper description about the topic.	The letter contains no proper descriptions about the topic.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete, well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & Spelling	Writes makes no errors in grammar or spelling.	Writer makes couple of errors in grammar or spelling.	Writer makes some of errors in grammar or spelling.	Writer makes many of errors in grammar or spelling.
Format	Complies with all the requirements for an informal letter.	Complies with almost all the requirements for an informal letter.	Complies with several of the requirements for an informal letter.	Complies with less of the 75% of the requirements for an informal letter.
Salutation and closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than sentences.

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