

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN KIDS 6
CÓDIGO	2222
SEMESTRE	NA
PRERREQUISITOS	KIDS 5
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 6 units	Contents	Activities
1-2-3-4 - 5	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Make excuses. ➤ Talk about consequences and possibilities and give advice. ➤ Persuading: ask for help and agree on a deal. ➤ Write an opinion paragraph. ➤ Write a short biography of an older relative. ➤ Write an Earth Day leaflet ➤ Talk about school activities. ➤ Describe different amazing people's accomplishments. ➤ Act out a dialogue about dilemmas using the 1st conditional. ➤ Talk about imagined situations. ➤ Give advice: <i>If I were you...</i> ➤ Write a description of a superhero. 	<p>Intercultural Communicative Task Stage 1:</p> <p>1. A short description about general food features for each country.</p> <p>2. Oral presentation: Students prepare a mini explanation about the chosen country, centered in the food. Each student has 5</p>

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	<ul style="list-style-type: none"> ➤ Write formal and informal emails. ➤ Write a play based on a story. ➤ Talk about what they would do with special powers using the 2nd conditional. ➤ Ask and answer about the future. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Present Perfect: <i>Yet, already, ever, for and since.</i> ➤ Present Perfect Progressive ➤ First conditional ➤ Future progressive: <i>Will be</i> ➤ Reported speech to report predictions ➤ Second conditional <p>Lexical</p> <ul style="list-style-type: none"> ➤ School activities ➤ Advice: “be more careful, take it away from”... ➤ Achievements: become a lawyer, start a company... ➤ Dilemmas: Tell/don’t tell the truth ➤ Result and Consequences: be upset with, feel guilty... ➤ Special powers ➤ Dreams <p>Cultural Title: Gastronomy as Intercultural Expression: The Flavours of my land Objective: Discover how food has been a reflection of our cultural customs.</p>	minutes for their presentations.
Second Term (Segundo Corte)		
Big English Plus 6 units	Contents	Activities
6-7-8-9	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Talk about school subjects. ➤ Confirm information using question tags. ➤ Express agreement. ➤ Report what people say. ➤ Write a report about a country. ➤ Write a cause-and-effect paragraph. 	<p>Intercultural Communicative Task Stage 2:</p> <p>1. Mini-presentation: Students can use the best way they want for</p>



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	<ul style="list-style-type: none"> ➤ Write a description of a special place or monument. ➤ Write a movie review. ➤ Talk about people's opinion. ➤ Talk about famous places and structures around the world. ➤ Discuss mysterious phenomena. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Comparatives: more/most , fewer/fewest, less/least ➤ Modals: MUST/HAVE TO ➤ Question tags ➤ Compound adjectives ➤ So/ neither ➤ Passive voice ➤ Relative clauses: <i>Louis XIV was a French king <u>who</u> ruled for 72 years.</i> ➤ Causative form: <i>I need to get my bike repaired.</i> ➤ Reported speech <p>Lexical</p> <ul style="list-style-type: none"> ➤ Areas of study ➤ Rules ➤ Mysteries ➤ Famous places ➤ Structures: mausoleum, pyramid, temple... ➤ Entertainment <p>Cultural</p>	<p>presenting the topic. For example: Alive recipe preparation, video, pictures, power point etc.</p> <p>2. Final paper, including: Title: Name of the food or typical dish</p> <p>Introduction: 3 Sentences</p> <p>First paragraph: Name of the food and ingredients</p> <p>Second paragraph: Step by step preparation of the food</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.
- Estándares básicos de competencias en Lenguas Extranjeras: Inglés. Guía n° 22.

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<p>Documentos. Biblioteca. M.E.N. Colombia.</p> <ul style="list-style-type: none">• 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 6. 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: Language and Culture- Kids 6

Title: Gastronomy as Intercultural Expression: The Flavors of my land

Objective: Discover how food has been a reflection of our cultural customs.

Description

This project is born by the need to identify where the food came from and how it was expand around the world, acquiring individual identity.

Stage 1

1. Students choose a specific country, whatever they want.
2. Teacher guides students about different topics they can select for this project.
3. Students choose gastronomy as common topic for the research.
4. One specific dish is selected each one.

Products stage 1:

A short description about general food features for each country.

a.) Students can prepare a brochure, paper, poster, etc. including:

- Images typical food of the country
- Short description about these images

b.) Oral presentation:

Students prepare a mini explanation about the chosen country, centered in the food. Each student has 5 minutes for their presentations.

Stage 2

Students select a specific food of the country, and focus their attention on it.

1. Students describe and give general information about it.
2. Students should make a connection between the food selected and the culture of the country.
3. Why is important for the country this food and how this food has been known in other countries?

Products stage 2:



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Mini-presentation:

Students can use the best way they want for presenting the topic. For example: Alive recipe preparation, video, pictures, power point etc.

Final paper, including:

- Title: Name of the food or typical dish
- Introduction: 3 Sentences
- First paragraph: Name of the food and ingredients
- Second paragraph: Step by step preparation of the food
- Conclusion: Why is this food important to people?

Assessment:

According to the DEIN guidelines: Two moments are going to be place in the evaluation of the projects. For both, first and second stage, creativity and innovation will be considered.

1. First Stage: Speaking and Product will be evaluated. 40% grade
2. Second Stage: Speaking and Product will be evaluated. 60% grade

Speaking will include the four aspects: Vocabulary, grammar, pronunciation and fluency (time spend).