

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN TEENS 1
CÓDIGO	2223
SEMESTRE	NA
PRERREQUISITOS	N/A
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.

Taking into account what has been stated by the General Law of Education, and the resources the Universidad Militar counts with, there are actually The English Levels for Teens, from 1 to 6 with the purpose to provide young learners to be familiarized with English in order to use it as a tool for the present demanding society.

OBJETIVO GENERAL (GENERAL OBJECTIVE)

To facilitate the knowledge of students about the second language (L2) and its operation (grammar, rules for use of linguistic signs, punctuation), the effective use of the language in real-life communicative situations, expand their knowledge of the world, explore their social skills and learn about the cultural aspects of the language which is acquired. In this way achieved project subjects placed in a social and cultural space in a given time with concrete communication and interaction needs in which English plays a central role, but whose use depends on the characteristics of the context.

COMPETENCIA GLOBAL (GLOBAL COMPETENCE)

Communicative competence involves know-how, which is updated in meaningful contexts and which is the ability to use knowledge about the language in different situations both inside and outside the academic life. It also covers the development of skills and knowledge related to the ethical, aesthetic, social and cultural dimensions of the language learned. Apart from the knowledge of an isolated

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code, possibilities are offered to learn about, understand and interpret reality.

COMPETENCIAS ESPECÍFICAS (SPECIFIC COMPETENCES)

According to the Ministry of National Education (MEN) communicative competence implies:

1. **Linguistic competence:** Refers to the knowledge of formal language as system resources and the ability to be used in the formulation of well-formed and meaningful messages.
2. **Pragmatic competence:** Refers to functional use of linguistic resources and comprises, firstly, a discursive competence, which is the+ ability to organize sentences in sequences to produce textual fragments. Secondly, it implies a functional competence, to learn, both linguistic forms and their functions, and the way they relate to each other in real communicative situations.
3. **Sociolinguistic competence:** Refers to the knowledge of the social and cultural conditions that are implicit in the use of language, as manners, others ordering relations between genders, generations, classes and social groups and idiomatic expressions.

CONTENIDO (CONTENTS)

First Term (Primer Corte)		
Gold Experience A1 units	Contents	Activities
1-2-3-4-5	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Make a phone call. ➤ Express opinions. ➤ Write and e-postcard using correct punctuation. ➤ Write a description. ➤ Design a poster about your classroom. ➤ Use linking words: <i>also, too, and, or, but</i>. ➤ Describe people. ➤ Talk about timetables and routines. ➤ Say what you think and why. ➤ Ask for and give or refuse permission. ➤ Ask for and give directions. ➤ Fill in an application form. ➤ Write a message to a friend about your birthday party. <p>Grammar:</p> <ul style="list-style-type: none"> ➤ There is/ there are. ➤ This/that/these/those, plurals ➤ Prepositions of place. ➤ Simple present: adverbs of frequency. 	<p>Intercultural Communicative task</p> <p>Stage 1:</p> <p>Products stage 1:</p> <p>1. A compare and contrast text: write a text making a description, comparison and contrast of the 2 cities chosen including all aspects mentioned previously. It doesn't have to have images, but students are advised to use graphs. The text must include only relevant information and it must be written by the student using basic structures and vocabulary.</p>

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	<ul style="list-style-type: none"> ➤ Prepositions of time. ➤ Possessive 's. Possessive adjectives. Whose...? ➤ Can/can't for ability and for permission. ➤ Present Progressive and simple present. ➤ Like + -ing ➤ Imperatives <p>Lexical</p> <ul style="list-style-type: none"> ➤ Dates. ➤ Nationalities. ➤ Daily activities. ➤ School subjects. ➤ Classroom things. ➤ Family. ➤ Furniture and elements in the house. ➤ Wild animals. ➤ Adjectives ➤ Places in town. ➤ Vehicles. ➤ Jobs. ➤ Weather and seasons. ➤ Activity verbs. <p>Cultural National and International Lifestyles Title: My town, their town Objective: Get to know customs and features in a city of Colombia compared and contrasted with a city abroad.</p>	<p>2. Oral presentation: the students must create a presentation to explain the most important ideas of every aspect they developed in the text about the descriptions, comparison and contrast of both cities. They can use physical material or a computer. They must include graphs, images and information. The time will be 5 minutes per student.</p>
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Second Term Segundo Corte)

Gold Experience A1 units	Contents	Activities
6-7-8-9-10	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Write a short article. ➤ Use linking words: because, but. ➤ Ask for information. ➤ Role-play: In a restaurant (Offer and ask). ➤ Ask for and give directions. ➤ Make and respond to suggestions. ➤ Make a guess. ➤ Write a blog using descriptive language. 	<p>Intercultural Communicative task Stage 2: Products stage 2:</p> <p>1. A compare and contrast text: like in the first stage, the students have to write a text</p>



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	<ul style="list-style-type: none"> ➤ Write the end of a story. ➤ Write a postcard. ➤ Ask about past experiences. ➤ Give recommendations about holidays. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Countable and uncountable nouns. ➤ A lot of, much many, some, and any. ➤ Have to/ don't have to ➤ Object pronouns ➤ Adverbs of manner ➤ Simple past ➤ Comparative and superlative adjectives ➤ Future: Be Going to <p>Lexical</p> <ul style="list-style-type: none"> ➤ Food and drink. ➤ Health problems. ➤ Dates. ➤ Ordinal numbers. ➤ Activity verbs. ➤ Adjectives. ➤ Parts of the body. ➤ Sport and fun. ➤ Clothes. <p>Cultural</p>	<p>making a description, comparison and contrast of the 2 cities chosen including all aspects mentioned previously. It doesn't have to have images, but students are advised to use graphs. The text must include only relevant information and it must be written by the student using basic structures and vocabulary.</p> <p>2. Oral presentation: like in the first stage, the students have to create a presentation to explain the most important ideas of every aspect they developed in the text about the descriptions, comparison and contrast of both cities. They can use physical material or a computer. They have to include graphs, images and information. The time will be 5 minutes per student.</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, flash cards, technological resources and materials, etc.) Students will be constantly evaluated in oral and written way.



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- 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.
- Gold Experience A1.Pearson Education Limited. 2014

MATERIAL COMPLEMENTARIO DE APRENDIZAJE (ADDITIONAL LEARNING MATERIALS)

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



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Intercultural project 2019-1

Subject: Language and Culture- Teens 1

Title: National and International Lifestyles: My town, their town

Objective: Get to know customs and features in a city of Colombia compared and contrasted with a city abroad.

Description

The project consists of an analysis of the local customs and lifestyles versus habits and ways of life in another city abroad. In this project, students will describe places, free time activities, routines, food, animals, houses, people, weather, sports, and clothes.

Stage 1

1. Search how people live in the city chosen by the student. Get pictures from the internet and make a description and an analysis of the similarities and differences with the houses in his/her hometown. Use the grammar and vocabulary seen in unit 1.
2. Get information about the routine of a typical person in both cities and their most common free-time activities, using simple present for grammar. Use vocabulary seen in unit 2.
3. Get pictures of typical animals of both places. Use the vocabulary of wild animals seen in unit 3.
4. Search about important places in both cities using prepositions and vocabulary seen in unit 4.
5. Mention famous people from both places using vocabulary from unit 5.
6. Explain the weather in both cities using vocabulary from unit 5.

Products stage 1:

- a) A compare and contrast text: write a text making a description, comparison and contrast of the 2 cities chosen including all aspects mentioned previously. It doesn't have to have images, but students are advised to use graphs. The text must include only relevant information and it must be written by the student using basic structures and vocabulary.

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

✓ Games to practice physical descriptions:

<http://www.eslgamesworld.com/members/games/vocabulary/memoryaudio/description/index.html>



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✓ Games to practice descriptions of places:
<https://learnenglishkids.britishcouncil.org/es/category/topics/towns-and-cities>

b) Oral presentation: the students must create a presentation to explain the most important ideas of every aspect they developed in the text about the descriptions, comparison and contrast of both cities. They can use physical material or a computer. They must include graphs, images and information. The time will be 5 minutes per student.

Stage 2

1. Search information about typical food in both cities using the vocabulary from unit 6 and (Have To) to express rules.
2. Explain a little bit of the history of both cities using simple past seen in units 7 and 8.
3. Describe a typical person from each city. Use parts of the body and comparatives and superlatives seen in unit 9.
4. Explain the typical sports and clothes in both cities using the vocabulary from unit 10. Mention what the student wants, likes and loves regarding sports and clothes using the grammar seen in the unit.

Products stage 2:

a) A compare and contrast text: like in the first stage, the students have to write a text making a description, comparison and contrast of the 2 cities chosen including all aspects mentioned previously. It doesn't have to have images, but students are advised to use graphs. The text must include only relevant information and it must be written by the student using basic structures and vocabulary.

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

- ✓ Game to practice vocabulary : <https://www.eslgamesplus.com/classroom-games/>
- ✓ Vocabulary to describe clothes: <https://kidspicturedictionary.com/english-through-pictures/things-english-through-pictures/describing-clothing/>
<https://learnenglishkids.britishcouncil.org/es/short-stories/my-favourite-clothes>
- ✓ Video vocabulary food:
<https://learnenglishkids.britishcouncil.org/es/category/topics/food>

b) Oral presentation: like in the first stage, the students have to create a presentation to explain the most important ideas of every aspect they developed in the text about the



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descriptions, comparison and contrast of both cities. They can use physical material or a computer. They have to include graphs, images and information. The time will be 5 minutes per student.

Assessment:

Following the curricular principles of DEIN, the 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.