

UNIVERSIDAD MILITAR NUEVA GRANADA



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NOMBRE DE LA ASIGNATURA	INGLÉS EXTENSIÓN TEENS 2
CÓDIGO	2223
SEMESTRE	NA
PRERREQUISITOS	TEENS 1
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

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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 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 A2 units	Contents	Activities
1-2-3-4-5-6	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Ask for and give opinions. ➤ Make and react to suggestions. ➤ Write an invitation. ➤ Write a description of an object. ➤ Write a short article. ➤ Write a review. ➤ Talk about free time activities. ➤ Describe pictures. ➤ Ask and answer questions about the past. ➤ Role-play: in a shop ➤ Asking for and giving directions. ➤ Describe feelings. ➤ Write a short story. ➤ Design a profile about a famous person. ➤ Write an informal e-mail. <p>Grammar</p> <ul style="list-style-type: none"> ➤ Simple present: adverbs and expression of frequency. 	<p>Intercultural Communicative task Stage 1:</p> <p>1. A compare and contrast chart: write a comparative chart regarding Colombia and England aspects regarding traditions (around 100 words).</p> <p>2. Oral presentation: You should prepare a 5 minute talk, presenting some of the key points you developed in your chart. You are allowed to use audiovisual materials to support your talk. However, if you are using slides, you may only include pictures. If you are using</p>

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	<ul style="list-style-type: none"> ➤ Present progressive and simple present. ➤ Comparative and superlative adjectives. ➤ Past continuous ➤ Defining relative clauses ➤ Future: Going to/ Will ➤ Hopes, plans and predictions ➤ Present continuous for future ➤ <p>Lexical</p> <ul style="list-style-type: none"> ➤ Hobbies and leisure. ➤ Collocations. Technology. ➤ School and education. ➤ Shopping. ➤ Applications (Apps). ➤ Free-time activities. ➤ History. ➤ Dates and times. ➤ Adjectives. <p>Cultural Subject: Contrasting cultures Title: Our culture and their culture Objective: Explore and celebrate our own cultural identity taking into account our parties and other celebrations in European countries.</p>	<p>videos or audio-recordings, their length cannot exceed 1 minute.</p>
Second Term (Segundo Corte)		
Gold Experience A2 units	Contents	Activities
7-8-9-10-11-12	<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Write a postcard. ➤ Talk about plans. ➤ Explain information. ➤ Ask questions about trips and holidays. ➤ Make and respond to suggestions. ➤ Agree and disagree with someone. ➤ Give advice ➤ Write your opinion in a blog post ➤ Write a short letter of advice. ➤ Write an email making suggestions. ➤ Ask questions about an event. ➤ Talk about health problems. ➤ Talk about summer jobs. 	<p>Intercultural Communicative task Stage 2:</p> <p>1. A short article: In light of all the information gathered throughout the project, write a short article (200 words) about the most important celebrations (or traditions) in Colombia and England: one in Colombia and other in England.</p>

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<p>Grammar</p> <ul style="list-style-type: none">➤ Ability and Possibility: Can/Could➤ Obligation: Have to/Had to➤ Present Perfect: ever/never➤ Present perfect: for, since, already, yet and just.➤ Zero conditional➤ First conditional➤ Conditional with could➤ Verbs followed by gerund (Verb + -ing) or infinitives (Verb + to)➤ Simple present passive <p>Lexical</p> <ul style="list-style-type: none">➤ Travel and transport.➤ Sports and equipment.➤ Collocations (do, go, and play).➤ Nature.➤ Feelings.➤ Entertainment.➤ Kinds of movies and TV shows.➤ Food.➤ Health.➤ The world of work.➤ Collocations.➤ Holiday.➤ Phrasal verbs. <p>Cultural</p>	<p>2. Video: an original creation of the students about the most important celebration or tradition in Colombia.</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.

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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<ul style="list-style-type: none">• Lineamientos curriculares: Idiomas extranjeros. Bogotá: MEN, 1999. Estándares Básicos de competencias en lenguas extranjeras: inglés. Serie Guías No 22. Bogotá: MEN, 2006.• Estándares Básicos de competencias en lenguas extranjeras: inglés. Serie Guías No 22. Bogotá: MEN, 2006.• 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.• Gold Experience A2.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 2

Title : Contrasting cultures: Our culture and their culture

Objective: Explore and celebrate our own cultural identity taking into account our parties and other celebrations in European countries.

Description

The idea of this project is to connect and compare our traditions and traditions around the work (specifically in England) considering the help, support and participation of Lindsay (our dear assistant). Mainly our goal is to learn about traditions in England as part of a cultural exchange; but also, the purpose is to compare celebrations in England and traditions in Colombia as part of sharing with Lindsay what we do in celebrations such as Christmas, New Year and other typical Colombian traditions. Through videos, posters and short role-plays the project pretends to engage students in learning English by contrasting different cultures regarding our traditions. To do that, the following steps are proposed:

Stage 1

1. Make notes about Lindsay's lessons about culture and celebrations in England.
2. Look for relevant and interesting information about celebrations and traditions in Colombia in different parts of the year. .
3. Choose a party in Colombia and describe its characteristics.
4. Choose one of the most relevant celebrations or traditions in England and compare it with Colombian traditions or celebrations.
5. Identify the most important celebration in each country (England and Colombia)

Products stage 1:

- a) A compare and contrast chart: write a comparative chart regarding Colombia and England aspects regarding traditions (around 100 words). The chart must have:
- b)

✓ Title



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- ✓ First paragraph: Compare and contrast cultural features of the first aspect chosen.
 - ✓ Second paragraph: Compare and contrast cultural features of the second aspect chosen.
 - ✓ Third paragraph: Compare and contrast cultural features of the third aspect chosen.
 - ✓ Conclusion: A short sentence concluding the comparison
- c) Oral presentation: You should prepare a 5 minute talk, presenting some of the key points you developed in your chart. You are allowed to use audiovisual materials to support your talk. However, if you are using slides, you may only include pictures. If you are using videos or audio-recordings, their length cannot exceed 1 minute.

Stage 2

Following on from the information gathered and discussed in the first stage of the project, now you should:

1. Select only one of celebrations
2. Find new sources of information about it. Collect new information.
3. Plan how to make a 3 minutes video about showing the best features of Colombia's celebrations.

Products stage 2:

- a) A short article: In light of all the information gathered throughout the project, write a short article (200 words) about the most important celebrations (or traditions) in Colombia and England: one in Colombia and other in England
- ✓ Title
 - ✓ Introduction: What are you going to do?
 - ✓ First paragraph: Description of Colombian Celebration
 - ✓ Second paragraph: Description of England celebration
 - ✓ Conclusion: Brief summary of the content of the article.

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





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- b) Video: an original creation of the students about the most important celebration or tradition in Colombia.

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.