

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

1. VISIÓN GENERAL

1.1 DATOS GENERALES

Program: Crosscurricular Subject

Signature: English five level

Semestre o nivel	No. de créditos	Horas Tutoría	Horas independientes	Total horas
-	2	20	76	96

1.1 INTRODUCTION

In English level V the students will find the contents and activities that will be allowed to continuing in their process of learning English. These activities are designed taking into account the four skills in English as listening, speaking, reading and wiring, focusing in listening and writing. Listening is the most difficult skill that a person gets, however, must be the first one for understanding; If the students can understand when a foreign people speaks in that way they can speak and develop the others.

This level is made to let students use the skills in a real context that they are allowed to communicate ideas and information relevant to their lives, families, studies and jobs. With application of different exercises they will go deeply in the learning of English and will improve their knowledge about English language. Students must be responsible in doing exercises, practice daily the languages points if they want to learn in a real way.

1.2 RELEVANCE

Learning English is a necessity for now days. A person who is competent in English has more opportunities to accesses a competitive world in business and academic. When a person has fluency in English can wish to get a scholarship in countries as USA, Canada, United Kingdom and others. For working in Colombia speak English is also very important so to our country comes everyday foreign that don't speak Spanish and be the necessity people that can interchange with them and translate for them and others.



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In a global world with treated as TLC is very important that people in big and important companies has in their staff persons that can understand the international rules for marketing and this way can get good contracts besides that companies can be competitive. Person who speaks English expand their horizons, and their minds are more open to new cultures.

1.3 COMPETENCES ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Interchange ideas in English with other people which are abroad, by social web sites as Face book, Twitter or Messenger.
- Understand information given in English and applying in a real context in their daily lives. Supporting the English learning by web English sites as www.realenglish.com, www.esl-lab.com, www.englishtown.com, www.livemocha.com, www.lamansioningles.com

1.5 OBJETIVES

1.5.1 GENERAL OBJECTIVE

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La Calidad,
nuestro
mayor
Orgullo

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Developing strategies referred to get the language skills in English through activities where student go deeply into the learning of English as a foreign language and interchange experience with others.

1.5.2 ESPECÍFIC OBJECTIVES

- Improving the communicative competences through writing and reading processes that include compound grammatical structures.
- Developing abilities to solve problems in English language when the situations refer to family, academic or labors.

1.6 REQUIREMENTS

Students must be able to get English level V getting the ability to speak in English with regular fluency. Getting the capacity to read and make clear and good compositions. Referent to grammar they must know different tense: simple present, present, progressive, future, simple past, past progressive, conditionals and wide their knowledge on vocabulary.

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1.7 ESQUEMA

Area		Education Level		Objectives			
Global	Specific			General		Specifics	
Foreing Language	English		Perceptive		Explore		Explore
					Discover		Discover
			Aprehensive		strengthen		Be
					Analyze		Spand
			Comprehensive		Explain		Explain
					Predict		Predict
					Suggest		Suggest
		x	Integrative		Change	x	Change
					Use		Use
				x	Assess	x	Assess
Methodological Indicators							
Porpuse of the Formation			Conceptual basis				
			Fundamentación procedimental (no sé cómo traducirlo)				
		x	Application in the specific Knowledge				
Abilities to develop		x	Interpreting				
			Argument				
			Propositivas (no sé cómo traducirlo)				
Knowlegde use		x	Ability to represent				
		x	Ability to recognize equivalences				
			Capacity to remember objects and its properties				
Use of Procedures			Ability and skill to use equipment				
			Ability and skill to use routine procedures				
			Ability and skill to use complex procedures				

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2 UNITS

2.1 UNIT 1 LET ME KNOW

- **Topic 1 Introductions**

In this unit students will work how to introduce with others in different situations as jobs, school, informal life. Will learn to describe work skills and talk about experiences, besides will get how to write business letters, and describes work skills and experiences. The unit will provide students learning tools for talking with other for first time.

Function: introduction and describing

Structure: review of verbs and tenses, conjunctions

Vocabulary: referred to the topic.

- **Topic 2 Talk about experiences and plans**

They will able to interchange with others using the whole English skills specially the listening and writing and they will work on making suggestion and talk about likes and dislikes. The function of the topic will be describing work skills and experiences.

Function: making suggestion and likes/ dislikes

Structure: review of present perfect with ever/ never, for/ since, how long

Vocabulary: referred to the topic.

- **Topic 3 Being competent**

Now days people must show be competent in the productive life, in the job of the world. Getting fluently in English let them enter with security to this hard space where just survive who are proficient.

On this topic students will close the use of the conditionals. First of all he will begin learning the zero and the first conditional, on unit 3 the student will be in contact with second one.

Function: being competent for a job

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Structure: conditionals: zero, first

Vocabulary: referred to the topic.

2.2 UNIT 2 THE IMPORTANCE OF MEDIA

The media are important for people life. Media let persons can be in touch with information in countries around the world and also the own country. Countries can access to news by different means as web sites as face book, Twitter, or TV, newspapers or magazines. Through mass media besides people get in touch with the world can enjoy with program that give them entertainment.

- **Topic 1 WHAT HAPPEN IN THE WORLD**

Being connected with what happens in the world and in the country is important for everybody especially for those people who wants to conquers new frontiers and expands their business and marketing.

Function: talking about events.

Structure: present perfect with already ,yet, just

Vocabulary: referred to the topic.

- **Topic 2 CONNECTED WITH THE WORLD**

Being in touch with the technology especially with the new one is necessary for people who wants to get excellent contacts with every kind of people. Technology besides closes up persons from different countries at the same time in a few minutes or seconds.

Function: talking about technology and communication

Structure: relative clauses gerunds and infinitive

Vocabulary: referred to the topic.

- **Topic 3 SHARING WITH MY PET**

. A pet is an animal; whose characteristics let people can get it at home.

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Now days many people have pets in their home, and they have an important place in their home. Some people prefer share their lives with a pet instead of another person. The most popular pets are noted for their loyal or playful characteristics, for their attractive appearance, and/or for their song.

Function: describing the characteristics of the animals

Structure: so... that, can, can't

Vocabulary: referred to the topic.

2.3 UNIT 3 GETTING TO ADULT WORLD

- **Topic 1 GETTING A JOB**

Teenagers when end the high school face to another reality that's it their contact with the university or getting to a world job. This process most of the time are stressful for them due to many changes that they have to do, however they learn from these experiences and become to adults and responsible.

Function: get a job. Talking about money.

Structure: passive voice.

Vocabulary: referred to the topic.

- **Topic 2 ADVISING**

Learning the way how to give a recommendation and how to say an advice is requerired for the process in this level. On this topic students will learn the appropriate form for giving a recommendation or advising and the modals used.

Function: making suggestions and giving advises.

Structure: modal verbs, second conditional third conditional

Vocabulary: referred to the topic.

Tópic 3 DESCRIBING PEOPLE

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Identifying people and describing is part of this topic. Learning the way how to do it is the propose of this topic. Does it, using the language skills is another propose.

Function: describing people.

Structure: comparative, and superlative.

Vocabulary: referred to the topic.

3 SUMMARY

3.1 RELATION WITH OTHER TOPICS

English is a language that intersects all the knowledge areas , so it is a means communication that people who speak in English can use and practice it in their specific knowledge. Areas as business administration, mathematics, social science and others can apply.

3.2 SOURCE

Libro o pagina web que el estudiante puede consultar es
www.mansioningles.com

3.2.1 Bibliography sources

Lethaby, Carol. & Brewster Simon. Awesome4. First edition United Kingdom. Richmond Publishing (2010). pp40, 52, 64.

Gardner, Ian, Rogers, Mickey. Style 3. Oxford. Macmillan Publishing (2004) pp 4, 6, 8, 14,16, 18.

3.2.2 Digital and electronic sources

on normas APA ejemplo:

www.realenglish.com

www.esl-lab.com

www.englishtown.com

www.livemocha.com

www.lamansioningles.com

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4 METHODOLOGY

4.1 PRESENCIAL

This methodology is based on the studio of the essential characteristics and the laws that govern the contents subject. Here is possible to develop a dynamic work exploration in the main objectives, its concepts and its effectiveness. Also a fieldwork.

The different environments where the student interacts outside of the classroom are related to the Globazation and in the same way, they forget the paradigm. The methodology must be in a practical way, principally it must have and seductive action that combines technological elements, experience and concepts.

We will make the most of the face to face tutorial session to explain the theoretic requirements, making some examples to help, comprehend the method use to solve the different problematic situations that can be involved in the process. We will suggest tasks which will permit to increase the level of difficulty going and carry out assignments in groups or individually; in person or virtual educational consultancy.

4.2 DISTANCE

Means

Texts: They are well-defined in the Bibliography suggested by the course and the module that has been elaborated by a thematic expert.

Bibliographic links: in the modules, it normally appears as a way of several texts names, with their corresponding authors, by means of those is possible to complement the information. Additionally, there are bibliographic references from internet.

Activities guides: each professor designs the subject plan, by means of that the thematic and time are articulated, in such a way the results give us an answer to the training process on the basis of academics credits.

Technologic: the audiovisual resources El Centro de Atención Tutorial have are used to watch video information, audio o virtual. Computer rooms: in accordance to the subject.



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The mediations

The mediations established at Corporación Universitaria Remington, for the development of the learning process to distance are the following:

Face-to-face tutorship: it is the most important mediation in the process, for many reasons, one of them is: it is meaningful for students and tutors and it tries to preserve the face-to-face and semi-schooling curriculum nature.

Virtual tutorship: that mediation meets tools like the computer and the Remington virtual platform. Thus, those instruments could be functional and effective. To apply that mediation the CAT gives to the tutors the computers room for their communication with the students, under the Dirección de Educación a Distancia supervision and its pedagogical and administrative guidelines. This kind of tutorship will be punctual and negotiated between students and tutors, this happens because our modality is a distance modality and it is not virtual, that one will be only a support.

5. ASSESSMENT

The assessment process has as principal purpose: the understanding of the knowledge, for that reason is relevant determinate what the previous concept that the apprentices have is. Then in the last part of the subject will be possible to measure the knowledge that the students have finished and the competences that they have achieved which make them use these abilities in their labor and personal life.

According with the Corporación Universitaria Remington criteria, we have to keep the self-assessment and co-assessment in mind, for that reason 100% of the assessment belong to the 10%.

ASSESSMENT TIME	PERCENTAGE	TYPE OF ASSESSMENT
First mid-term exam:	20%	First oral presentation
Second mid-term exam:	20%	Written exam
Monitoring:	30%	Conversations, workshops, interviews, exercises in class
Co assessment:	10%	Co-evaluación
Final Exam:	20%	Written and oral exam



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The arithmetic average of the grades in the indicated evaluation process will give the final result for the academic performance in the subject.

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