 <b>UNIVERSIDAD CENTRAL</b> VICERRECTORÍA ACADÉMICA Dirección de Desarrollo Curricular	<b>SÍLABO</b>	Código UC-53-f-001 V1
		Página 1 de 6

<b>Denominación del Curso:</b> Cultura y Lengua Extranjera (A1-2)		<b>Código del Curso</b>	43390804
		<b>Número de Créditos</b>	2
		<b>Tipo de Curso</b>	B
<b>Versión</b>		<b>Fecha de aprobación</b>	DD/MM/AAAA
		<b>Vigente a partir de</b>	AAAA-X

<b>Naturaleza Académica:</b>	Transversal y vida universitaria (Teórica y práctica)	
<b>Pre-requisitos Exigidos:</b> Living together (A1-1)	<b>El Curso es Pre-requisito de:</b> Taking care of our planet (A2-1)	<b>Co-requisitos Exigidos:</b> N/A

**Información para certificación:**

**Finalidad del Curso:**

A foreign language learning process must embrace its culture and the elements contained within it. Therefore, it is imperative to understand the culture as the underpinning element that determines the different values, types of interaction in everyday life, and the social-behavioural norms in a particular community. This subject aims towards the development of various communicative skills in English, employing an approximation to the anglophone cultures and allowing students to recognize others as members of a community with practices, values, and beliefs. In this course, students will acquire the necessary tools to identify the contrast between local and foreign cultures, and this knowledge will allow them to comprehend what a global citizen means.

**Competencias Generales:**

Segunda Lengua (inglés)

**RAE:**

GI0020C201: Learners understand content vocabulary, phrases, words and sentences related to different topics corresponding to a basic English A1 level.  
 GI0020H201: Students make simple, frequently used sentences and expressions.  
 GI0020H202: Students exchange general information and their points of view on various topics corresponding to a basic English A1 level through writing and speaking.

**Competencias Específicas:**

Humanística y cultural

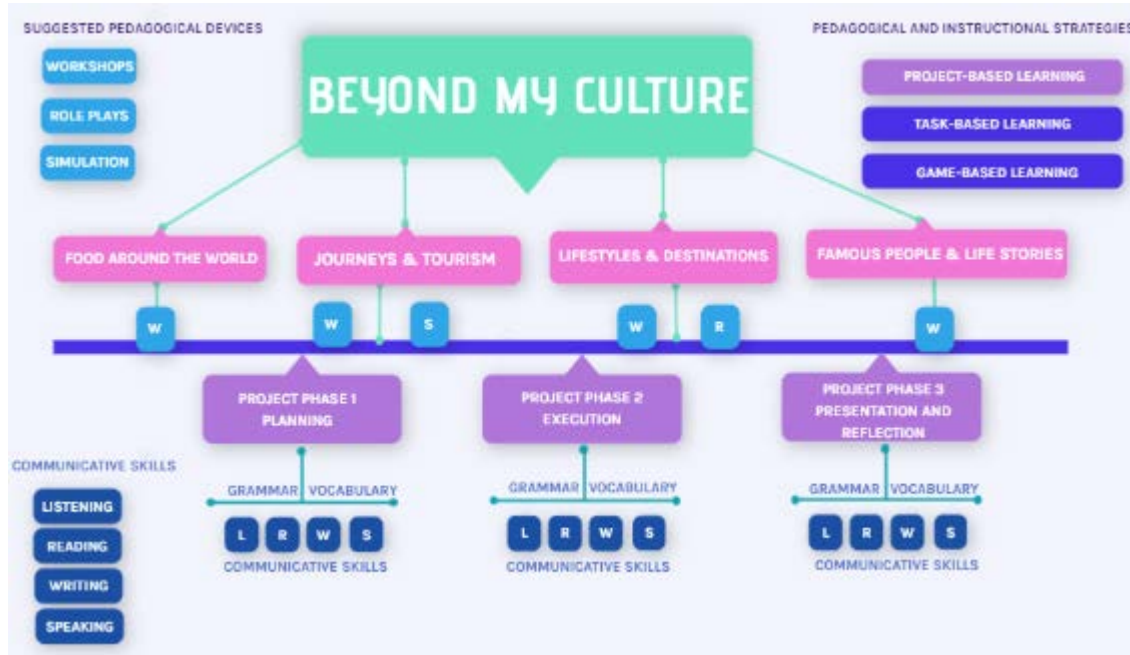
**RAE:**

GI0081H101: Students use different forms of knowledge that have been expressed through the arts and sciences to discuss customs traditions and values.  
 GI0081H201: Using their imagination, students will creatively express their ideas on notions of



aesthetics and knowledge in different socio-cultural contexts.

**Red Conceptual:**



**Conceptos mínimos para trabajar y formulación del problema general del cual se ocupará el curso:**

CONCEPTS	USE OF ENGLISH			
	Communicative Skills	Communicative Functions	Grammar	Lexical
Food around the world Festivals, traditions, celebrations, and holidays Lifestyles Destinations and tourism Famous people Life stories	Receptive Skills: Listening and reading  Productive Skills: Writing and speaking	<ul style="list-style-type: none"> <li>Describing characteristics of a culture</li> <li>Talking about countries, ethnic food, clothing, celebrations, and traditions.</li> <li>Giving a recipe</li> <li>Ordering a meal.</li> <li>Talking about diets.</li> </ul>	Countable and uncountable nouns, Quantifiers and containers, object pronouns, Simple present, present progressive, Modals (Could, should, must and have to) and simple past	Food, group of foods, Dates, life events, celebrations, time expressions, Emphatic, descriptive and compound adjectives. Weather, seasons, clothes, fashion, healthy and unhealthy habits,




		<ul style="list-style-type: none"> <li>• Discussing unusual foods</li> <li>• Establishing comparisons between countries</li> <li>• Requesting and giving information</li> <li>• Describing people, places and customs</li> </ul>		
<p>The course problem is the culture: Students approach the concept of culture through the description of cultural aspects of other countries such as gastronomy, traditions, and lifestyles. They will also establish comparisons between countries. Students are going to create, and expose stands to present a sample of different cultures considering the class readings, research and presentations made in class. Consequently, the course's essential question is: How can a cultural project contribute to cultural diffusion by exploring values that lead to understanding what a global citizen means?</p>				
<p><b>Dispositivo(s) Pedagógico(s) Sugerido(s)</b></p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Role-plays</li> <li>• Simulations</li> <li>• Debates</li> <li>• Case studies</li> </ul> <p><b>Estrategias Pedagógicas e Instruccionales</b></p> <ul style="list-style-type: none"> <li>• Task-based learning</li> <li>• Project-based learning</li> <li>• Game-based Learning</li> </ul>				
<b>Competencia y RAE (Código y texto)</b>	<b>Criterios de evaluación</b>	<b>Realizaciones</b>		
<p><b>Segunda lengua (inglés):</b> GI0020C201: Learners understand content vocabulary, phrases, words and sentences related to different topics corresponding to a basic English A1 level.</p>	<p>1. Students identify words and expressions from oral and written information.</p> <p>2. Learners use expressions and words to talk about gastronomy, celebrations, tourism and lifestyles.</p>	<p>Students' performance while doing a listening activity -match up dishes with countries.</p> <p>Reading about food markets in different parts of the world, where students extract words and expressions.</p>		



		<p>Vocabulary exercise about “Life Events” where students demonstrate the vocabulary they are learning.</p> <p>Comprehension about a video about the world food quiz</p>
<p><b>Segunda lengua (inglés):</b> GI0020H201: Students make simple, frequently used sentences and expressions</p>	<ol style="list-style-type: none"><li>1. Learners can use frequent words to make their own sentences.</li><li>2. Students produce words and expressions related to gastronomy, celebrations, tourism and lifestyles</li></ol>	<p>Students explain how to prepare a recipe in a short video.</p>
<p><b>Segunda lengua (inglés):</b> GI0020H202: Students exchange general information and their points of view on various topics corresponding to a basic English A1 level through writing and speaking.</p>	<ol style="list-style-type: none"><li>1. Students describe celebrations and cultural products from different places of the world.</li><li>2. Learners express their opinions and perspectives about cultural products.</li></ol>	<p>Learners’ performance in a conversation describing a special, common celebration around the world such as Christmas or New Year’s Eve.</p> <p>Students give oral presentations of cultural products of different countries. They are also requested to design games to evaluate their peers’ comprehension.</p>
<p><b>Humanística y cultural:</b> GI0081H101: Students use different forms of knowledge that have been expressed through the arts and sciences to discuss customs traditions and values.</p>	<ol style="list-style-type: none"><li>1. Learners use their previous knowledge to talk about customs, traditions, and values.</li><li>2. Students extract main and supporting ideas from oral and written texts related to customs, values and traditions.</li></ol>	<p>Students’ answers and performance in different class activities such as Reading about ethnic or unusual food.</p> <p>Listening exercises about holidays.</p> <p>Oral production: Role-play</p>



<p><b>Humanística y cultural:</b> GI0081H201: Using their imagination, students will creatively express their ideas on notions of aesthetics and knowledge in different socio-cultural contexts.</p>	<p>1. Students talk about cultural products of other countries by using the vocabulary taught in class.</p> <p>2. Learners express their ideas about what those products represent in different social and cultural settings.</p>	<p>Students present cultural products of different countries. They decide how to present and explain the information (graphic organizers, videos, oral presentations and so on).</p> <p>Students will develop their projects in the following stages:</p> <p><b>Project - phase 1</b> Planning, the rationale (statement of purpose/intent), identifying the problematic issues and objectives and project timeline.</p> <p><b>Project -phase 2</b> Create a set of strategies for executing the project, materials, roles, and development of the project.</p> <p><b>Project – phase 3</b> Presenting and reflecting Examples of products: sample of different cultures considering the class readings, research and presentations made in class.</p>
<p><b>Bibliografía:</b> To analyze: videos: <a href="#">Customs and traditions</a> <a href="#">Cultural Values /cultural norms</a> <a href="#">American culture information</a> /<a href="#">British Cultural and social etiquette</a> Reading club books: Lost in New York by John Escott / Lisa in London by Paul Victor</p> <p>Milner Martin and Jenkins Rob (2018) World English, National Geographic Learning and Cengage Learning. Sayer Mike, Lambrick Gabrielle, Mauchline Fiona and Lewis Sarah J. (2018) Life, National</p>		

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		Página <b>6</b> de <b>6</b>

Geographic Learning.

Nombre del Profesor:

Nombre del aprobador:

Cargo:

**Nota:** Este formato se diligencia siguiendo el **Anexo GUÍA DE DESARROLLO MICROCURRICULAR: Sílabo y Plan de Curso** de los **Lineamientos Curriculares**