



Denominación del Curso: Inglés 3 (A2-1)		Código del Curso	41200053
		Número de Créditos	3
		Tipo de Curso	B
Versión	Fecha de aprobación	DD/MM/AAAA	Vigente a partir de AAAA-X

Naturaleza Académica: Transversal y vida universitaria (Teórica y práctica)	
Pre-requisitos Exigidos: Beyond my culture (A1-2)	El Curso es Pre-requisito de: Global cyber citizen (A2-2) Co-requisitos Exigidos: N/A
Información para certificación:	
Finalidad del Curso: This course has a dual purpose. Firstly, it aims at making students aware of their responsibility in taking care of our planet. To achieve this, students will go through three learning paths, in which they will understand notions related to nature, natural resources, habitats, animals, earth's climate change and sustainability. Secondly, learners will develop their basic communicative skills in English (A2-1), which allow them to interact with each other thanks to the class materials and activities. Finally, through a project, learners will strengthen the course learning outcomes by applying the notions and concepts studied during the semester.	
Competencias Generales: Segunda lengua (inglés)	RAE: GI0020C301: Learners appropriately use everyday expressions to describe themselves, their environment, and others by using basic structures in context. GI0020H301: Identify the main and supporting ideas of articles related to the class topics at a basic A2 level. GI0020H302: Students recognize the main idea in short, simple statements and messages.
Competencias Específicas: Científica	RAE: GI0033C101: Students describe simple natural phenomena in the environment, demonstrating basic concepts of natural sciences. GI0033A201: Students responsibly take on the idea of technological and scientific development and rethink it in terms of sustainability.
Red Conceptual:	



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

Nature: Nature is any place where multiple species live together. All the living things on Earth. "The phenomena of the physical world collectively, including plants, animals, landscapes, and other features and products of the earth".

Landforms: Different shapes of land on Earth. A landform is a feature on the Earth's surface that is part of the terrain. Mountains, hills, plateaus, and plains are the four major types of landforms.

Natural Disasters: Natural disasters are events that can change the entire shape of the Earth and kill many people depending on where, when, and how they present. They are completely normal because it is a reaction to nature. But sometimes human beings produce these natural disasters by polluting the planet and not taking care of nature.

Natural resources: Natural resources are found in nature and can be used by people. They are classified into renewable and non-renewable resources. Renewable resources can regrow or be replaced within a person's lifespan. Non-renewable resources take longer than a person's lifespan.

Habitats: A habitat is a place where an organism makes its home. A habitat meets all the environmental conditions an organism needs to survive. For an animal, that means everything it needs to find and gather food, select a mate, and successfully reproduce.

Animal Abuse: Our planet houses millions of species of animals, which are beautiful and intelligent, but sometimes people neglect and mistreat them in different ways (traditions, trafficking, circuses, zoos, etc.)

Climate change: Climate change is a term used by experts when describing the way that both weather and climate systems are changing because of mankind's industrial activity across the world.



Sustainability: Sustainability is ensuring that the planet and all of its resources can continue to provide a home for the humans, animals and plants that live here. It is our job to take care of the planet to ensure that future generations of people and animals can live and thrive on Earth.

Thanks to the class project and assignments, pupils will generate an ethical conscience on the preservation of the environment. They will be familiar with the basic notions of nature and climate change. Consequently, the course's essential question is: How can we protect the environment?

Dispositivo(s) Pedagógico(s) Sugerido(s)

- Workshops
- Role-plays
- Simulations
- Debates
- Case studies

Estrategias Pedagógicas e Instructoriales

- Task-based learning
- Project-based learning
- Game-based learning

Competencia y RAE (Código y texto)	Criterios de evaluación	Realizaciones
Segunda lengua (inglés) GI0020C301: Learners appropriately use everyday expressions to describe themselves, their environment, and others by using basic structures in context.	1. Learners describe Ecoparks in Colombia using the vocabulary studied in class. 2. They carry out different tasks and assignments related to Landforms, natural features, landscapes, parks, resources, energy, habitats and so on.	Students are assessed in two oral presentations, one about Colombian Ecoparks and the other about habitats.
Segunda lengua (inglés) GI0020H301: Identify the main and supporting ideas of articles related to the class topics at a basic A2 level.	1. Students extract information from readings, recordings, and videos to identify the principal and supporting details from written and oral texts and messages. 2. Learners can infer the meaning of new terms by context.	Learners demonstrate their reading and listening comprehension through different class exercises and quizzes. (Filling the blanks, matching activities, comprehension questions, etc.).



<p>Segunda lengua (inglés) GI0020H302: Students recognize the main idea, in short, simple statements and messages.</p>	<p>Learners can extract the principal idea of statements and messages by reading or listening to material from the required texts.</p>	<p>Students' performance in reading and listening exercises and quizzes according to notions studied in each learning path.</p>
<p>Científica: GI0033C101: Students describe simple natural phenomena in the environment, demonstrating basic concepts of natural sciences.</p>	<p>1. Students use new vocabulary related to natural phenomena. 2. Students describe natural disasters by using notions related to nature.</p>	<p>Oral descriptions of different natural disasters (tornados, storms, lightning, landslides, drought, wildfires, floods, and tsunamis).</p>
<p>Científica: GI0033A201: Students responsibly take on the idea of technological and scientific development and rethink it in terms of sustainability.</p>	<p>1. Students discuss the role of technology in the environment. 2. Students spread awareness about the necessity of protecting the environment and using sustainable products</p>	<p>Students sustain this learning outcome in their projects. Students will develop their projects in the following stages: Project - phase 1 Planning, the rationale (statement of purpose/ intent), identifying the problematic issues and objectives and project timeline. Project -phase 2 Create a set of strategies for executing the project, materials, roles, and development of the project. Project – phase 3 Presenting and reflecting- Examples of products: Proposal that contributes to developing one of the objectives of the UC Green Campaign.</p>
<p>Bibliografía:</p> <p>Evans Virginia, Dooley Jenny and Dr Blum Ellen. (2013) Environmental Science, Express Publishing</p> <p>Milner Martin and Jenkins Rob (2018) World English, National Geographic Learning and Cengage Learning.</p>		



Milson Andrew J, (2015) National Geographic Global Issues, Habitat Preservation, Climate Change, Cengage Learning.

Mike, Lambrick Gabrielle, Mauchline Fiona and Lewis Sarah J. (2018) Life, National Geographic Learning.

To analize: Video: [7 stages of climate awareness](#)

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**