Colombo Americano
MEDELLÍN

Advanced English Program



GRAMMAR

Level Competences

Learners communicate effectively, efficiently, and creatively in English about a wide range of themes through the comprehension and production of diverse oral and written texts. During this stage, learners use the language as a tool for learning, thought and reflection about topics of their interest. They are aware of the fact that language learning is a life-long process and they effectively apply diverse strategies to make significant progress in their learning. (C1 CEF)

Course Competences

Students can consciously select and use different grammar concepts to demonstrate understanding of connection between function and structure through a communicative approach by interacting, reacting to, and producing a variety of texts on topics related to how the world is changing in terms of interpersonal relationships, gender stereotypes and equality, and culture. During this course, students will analyze the language included in different types of discourse in a reflective and interpretive way, that is to say, asking why a speaker/writer has chosen certain words and structures and analyzing the connections between language use within a society and societal structures.

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Theme	Theme Development The functions are applicable to all of the topics. You do not need to carry out all the functions with each of the topics. Connect the function with the grammar you are introducing according to the topic of your choice.	GRAMMAR TOPICS	Grammar in use (possible outcomes)
World trends Interpersonal relationships Gender stereotypes and equality Culture	Describing specific aspects of *the course topics* at present and how they have changed through time Talking about how the evolution of the world influences/affects *the course topics* Expressing facts and/or opinions about how the evolution has caused other customs/traditions to change or become extinct Discussing positive and negative trends about *the course topics* Talking about countries that are known for being a reference of cultural influence Giving and supporting opinions on what characteristics build a country's identity in relation to the course topics Stating your own position about specific aspects of *the course topics* Speculating about social and tech trends that could shape our future in relation to *the course topics* Making predictions about world trends in regards to *the course topics*	<u>Present tenses</u> **Passive voice with present tenses** **Types of Clauses** **Adjective clause:** a clause that modifies a noun or a pronoun. It uses relative pronouns such as: who, whom, whose, that, and which **Adverb clause:** a clause that modifies a verb, an adjective or an adverb. It tells when, where, how, why, to what extent, or under what condition. **Noun clause:** a clause used as a noun. It tells how, that, what, whatever, when, where, which, whichever, who, whom, whoever, whose, and why. <u>Past tenses</u> **Passive voice in the past** **Prepositions of time and duration** Identifying and discussing when events occur, if events last until a specified time and/or how long they last. *At, in, on, about, around, as from/as of, between, during, for, from... till, since, over, throughout, until, up to now, within, etc.* <u>Future tenses</u> **Passive voice with future tenses** **Conditionals** a. **Future real conditionals** (if/unless) [if clause (present) + result clause (future)] b. **Present and future unreal conditionals** [if clause (simple past) + result clause (would, might, or could + base form of the verb)] c. **Past unreal conditionals** [if clause (past perfect) + result clause (would (not) have + past participle)]	**Reflection paper** in correlation to one or several of the aspects worked on in the theme development functions section. (E.g. Reflection on the most defining characteristics of a specific country and its influence worldwide.) **Podcast** with the students as "experts" on a topic in correlation to one or several of the aspects worked on in the theme development functions section. **Opinion paper** in correlation to one or several of the aspects worked on in the theme development functions section. **Debate** on a topic in correlation to one or several of the aspects worked on in the theme development functions section. (E.g. Opinion on whether social trends have positive and/or negative effects on **the course topics.**) **Expository paper** in correlation to one or several of the aspects worked on in the theme development functions section. **Forum** in correlation to one or several of the aspects worked on in the theme development functions section. (E.g. Can be carried out through recorded opinion, a message board, or as an online discussion as well as in-class.) (E.g. States findings and a position on positive and negative aspects of social and tech trends.)

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Subcompetences	Grammar functions (by)
To fully develop the grammar within the subcompetence, the grammar functions should be incorporated by following the process in the Contextualizing Grammar section.	
1. Appropriately uses and/or alternates past, present and future tenses to write and/or orally produce varied text types about the changes that interpersonal relationships, gender stereotypes, and culture have experienced over time. 2. Makes accurate language choices depending not only on the situation but also on what he/she wants to say by making sense of grammatical combination of tenses and their purpose through written and/or oral production.	· Showing understanding of the different tenses and aspects of the verbs in English, their similarities and differences in usage and function. · Purposefully selecting and using different verb tenses according to the context, the speaker or author's intention, and the target audience. · Consciously making verb tense choices and/or combinations to show the timing of one event in relation to another.
3. Effectively applies different types of clauses to produce complex, connected written and/or oral statements, thoughts, facts and opinions about the influence of world trends on interpersonal relationships, gender stereotypes and culture (nationally or internationally).	· Showing understanding of what constitutes a clause and the different types, their similarities and differences in usage. · Purposefully selecting and using different types of clauses according to what they describe (noun, adjective, and/or adverb) and the intention of use. · Consciously using different types of clauses to create complete, complex statements, thoughts, facts and opinions.
4. Effectively uses the passive voice in present, past, and future to build written and/or oral discourse to express facts about changes or differences in the way that people have perceived interpersonal relationships, gender equality, and culture over time or to make predictions about world trends in regards to these three aspects.	· Showing understanding of the difference between active and passive voice and how the difference in usage can change the tone of the message and its function. · Purposefully selecting active or passive voice according to the focus of attention (the person/thing, or action) and the intention of use. · Consciously using the passive voice to enhance the meaning the speaker or author is trying to convey.
5. Effectively uses prepositions of time and duration in order to add detail and time sequencing to written and/or oral discourse in regards to issues about interpersonal relationships, gender stereotypes and/or equality, and cultural changes over time.	· Showing understanding of the different prepositions of time and duration, their similarities and differences in usage and function. · Purposefully selecting prepositions according to the focus of attention (e.g. time and/or duration) and the intention of use. · Consciously using prepositions of time and duration to express when an event takes place and specific time periods in a manner befitting the context.
6. Makes, analyzes, and supports written and/or oral discourse about the impact world trends have on different aspects such as interpersonal relationships, gender stereotypes and cultural changes by using real and unreal conditionals.	· Showing understanding of the different types of conditionals, their similarities and differences in usage and function. · Purposefully selecting conditionals to describe the result of real and/or unreal situations in the present, past, and future. · Consciously using the conditionals to discuss known factors or hypothetical situations and their consequences by expressing ideas concisely in terms of grammar and meaning.

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CONTEXTUALIZING GRAMMAR

Ideas on how to develop the grammar topics in connection to the subcompetences and theme

1- Previous knowledge:

Explore what students know about the grammar topic(s) already. Consider this the same as any activating previous knowledge stage or pre-stage in terms of grammar analysis as the same as you would carry out with any other activity in a task. This does not mean asking students to simply tell you what the target language is, diagram or label an isolated sentence, or find errors in sentences they have never seen before, but rather to see if they can identify the target language in context or with questions prompts to demonstrate the target language in use. This will help you to gauge where your students are and where they need to go in terms of knowledge of the grammar topic(s) and usage.

2- Instruction (showing understanding):

According to the students' needs from the previous knowledge stage, present any needed instruction through context. Ensure that students understand the purpose/intention of the grammar choice the speaker made according to the meaning they want to convey (structure and function) from any examples given.

Discussion (showing understanding):

Help students to question and consider the different uses and the social implication of specific grammar structures and transform them to fit different meanings according to usage. In other words, help students become aware of the different uses and purpose when using specific grammar structures.

3- Practice (purposefully selecting):

Put the language in use with types of semi-controlled activities that prompt the student to interact in some way with the target language. This stage is a way to explain further the grammar topic(s) and open spaces to practice and work on the blurry lines among concepts.

4- Production (consciously using):

Guiding students to produce a response to a topic where they are able to show that they understood the grammar topic(s) studied through the use of the language in an intended, contextualized manner that reflects a freer practice and real world use.

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See task procedures and materials in Schoology academic resources in adult program folders.

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