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**Colegio Nacional de Educación a Distancia**

**Universidad Estatal a Distancia**

**Coordinación de**

**INGLÉS**

**Orientaciones Académicas**

**Código: 80013**

**Nivel. NOVENO**

**I semestre 2024**

**Elaborado por: ERIKA PRENDAS VARGAS**

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**Teléfono: 88315629**

**Horario de atención: Lunes/ Martes/ Miercoles 5pm a 8 pm**

**Visite la página web ingresando a:** [**www.coned.ac.cr**](http://www.coned.ac.cr)

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**Atención**

**Persona estudiante matriculada en el CONED, es importante comunicarle que para el I semestre 2024, usted deberá mantener estrecha comunicación con la Sede en la cual matriculo, así como mantener actualizada su información personal, (número telefónico, correo) para ello debe dirigirse a la coordinación de Sede.**

**Es necesario que usted como persona adulta este atenta a las indicaciones que contiene este documento, las cuales son necesarias para el trabajo independiente dentro de un sistema de estudios a distancia durante el semestre, favor de comunicar a la sede respectiva cualquier duda o situación que se presente durante el desarrollo de su proceso educativo en el CONED.**

**Orientación General**

Para orientar su proceso de estudio, leer lo siguiente:

1. **Educación a distancia:** Se debe asumir una actitud autónoma en el proceso de estudio; leer los temas que correspondan a cada semana, establecer un horario de estudio a partir de las orientaciones, se recomienda asistir a las tutorías habilitadas en cada sede para fortalecer el proceso de aprendizaje.
2. **Materiales y recursos didácticos:**

**Tutoría presencial:**

Proceso de interacción y comunicación con el tutor, le permite aclarar dudas, en CONED la asistencia a la tutoría no es obligatoria sin embargo es un recurso de apoyo educativo. Para que la tutoría sea provechosa el estudiante debe llegar con los temas leídos y plantear dudas.



**Tutoría Telefónica:**

Puede comunicarse con el coordinador de la materia en caso de tener dudas sobre las tareas o temas puntuales, lo anterior en caso de que no poder asistir a tutorías.



**Blog de la asignatura:**

Ingresando a la página de CONED [www.coned.ac.cr](http://www.coned.ac.cr), puede acceder al blog de cada materia, donde encontrará materiales que le permiten prepararse para la tutoría.

**Video tutoriales**:

Cada materia cuenta con grabaciones sobre diferentes temas de interés según nivel y materia, puede acceder al espacio de video tutorías ubicado en la página web de CONED.

**** **Cursos virtuales híbridos:**

Permiten flexibilidad y acompañamiento en el proceso de estudio desde una computadora portátil o un teléfono inteligente. La apertura de los cursos depende de la proyección establecida.

**Antología del curso:**

Material base para las pruebas y tareas.



**Facebook: Mi Coned**

**Sedes de CONED**

**El Programa CONED está en la mejor disposición de atender a sus consultas en los teléfonos y correo electrónico correspondiente a cada una de las sedes.**

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| --- | --- | --- | --- |
| Sede | Teléfono | Encargado(s) | Correo electrónico |
| Acosta | 2410-3159 | Norlen Valverde Godínez | [nvalverde@uned.ac.cr](mailto:nvalverde@uned.ac.cr) |
| Alajuela | 2440-4326 EXT 109/2443-6746 | Nelson Briceño Vargas | [nbriceno@uned.ac.cr](mailto:nbriceno@uned.ac.cr) |
| Atenas | Tel 2446-0779. **/**2446-0778. | Jenny Alpízar Solano. | [jalpizar@uned.ac.cr](mailto:jalpizar@uned.ac.cr) |
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| Heredia | 2262-7189 | Manuel Chacón Ortiz | mchacono@uned.ac.cr |
| Liberia | 2234-3236 EXT 4151-4152-41564 | Flor Umaña Contreras | fumana@uned.ac.cr |
| Limón | 2758-1900 | Marilin Sánchez Sotela | [masanchezs@uned.ac.cr](mailto:masanchezs@uned.ac.cr) |
| Nicoya | 2685-4738 | Daniel Hamilton Ruiz Arauz | [druiza@uned.ac.cr](mailto:druiza@uned.ac.cr) |
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| Puntarenas | 2661-3300 | Sindy Scafidi Ampié | [sscafidi@uned.ac.cr](mailto:sscafidi@uned.ac.cr) |
| Puriscal | 22343236 ( Est:4501) | Roberto Fallas Mora | [rfallas@uned.ac.cr](mailto:rfallas@uned.ac.cr) |
| Parrita | 2777-0372 | Lourdes Chaves Avilés | [lochaves@uned.ac.cr](mailto:lochaves@uned.ac.cr) |
| San José | 2221-3803 | Diana Acuña Serrano | [dacuna@uned.ac.cr](mailto:dacuna@uned.ac.cr) |
| Turrialba | 2556-3010 | Mirla Sánchez Barboza | [msanchezb@uned.ac.cr](mailto:msanchezb@uned.ac.cr) |

Esta asignatura se aprueba con un promedio mínimo de 65, una vez sumados los porcentajes de las notas de las tareas y pruebas

|  |  |
| --- | --- |
| I Prueba escrita 20%  II Prueba escrita 20%  III Prueba escrita 20% | I Tarea 10%  II Tarea 15%  III Tarea 15% |



**NOTA : La entrega de las Tareas en la fecha establecida en el cronograma ( Según horario y disposiciones de cada SEDE)**

**Atención a continuación términos que dentro de su proceso educativo son de interés:**

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| * Prueba de ampliación | En caso de que el promedio final sea inferior al mínimo requerido para aprobar la materia, tiene derecho a realizar las pruebas de ampliación, que comprenden toda la materia del semestre.  Tendrá derecho a realizar prueba de ampliación, el estudiante que haya cumplido con el 80% de las acciones evaluativas asignadas. (Pruebas y tareas) Art. 48 del REA. La inasistencia sin justificación de la persona estudiante a la primera convocatoria, no afecta su derecho a asistir a la segunda convocatoria. En caso de ausencia justificada a alguna de las convocatorias lo que procede es la reprogramación de esta. |
| * Prueba de suficiencia | Constituye una única prueba que se aplica al final del semestre, con los mismos contenidos de los cursos ordinarios. Para llevar un curso por suficiencia no tiene que haber sido cursado ni reprobado. La persona estudiante solicita en periodo de matrícula la aplicación de la prueba, se debe de poseer dominio de la asignatura. Art-. 66 REA |
| * Estrategia de promoción | Cuando se debe una única materia para aprobar se valora esta opción, para ello se tiene que tomar en cuenta haber cumplido con todas las pruebas y 80% de las tareas. (el comité de evaluación ampliado determinará la condición final de la persona estudiante) Art-. 54 REA  Haber presentado las pruebas de ampliación en las dos convocatorias. |
| * Condiciones para eximirse | Tiene derecho a eximirse el estudiante que haya obtenido una calificación de 90 o más en cada uno de los componentes de la calificación. Art-. 43 REA |
| * Extra clases o Tareas | Para la entrega de los extra clases, debe seguir los procedimientos de cada sede, ya sea entregarlas al tutor de cada materia en las tutorías respectivas, en la fecha indicada en las orientaciones del curso, en caso de ausencia del docente o porque tenga un horario limitado, se entregará en la oficina de cada sede de acuerdo con el horario establecido.  **En el caso de recibirse trabajos iguales, se les aplicará el artículo 33 del Reglamento de Evaluación de los Aprendizajes y, en consecuencia, los estudiantes obtendrán la nota mínima de un uno. Se aclara que siguiendo el Artículo 27 del REA “las tareas pueden ser desarrolladas, durante las tutorías o fuera de este horario”, no alterando por este acto la validez del instrumento evaluativo.**    **Durante el proceso de mediación a distancia, las tareas serán enviadas por las plataformas tecnológicas indicadas para la comunicación docente – estudiante o bien siguiendo las indicaciones de la sede respectiva.**    **Para efectos de cursos modalidad virtual, las tareas deben ser enviadas por la plataforma Moodle según corresponda el entorno para cada asignatura.** |

**Calendarización de Pruebas Escritas Primer Semestre 202****4**

Consulte la hora de aplicación en la sede respectiva, este atento a la siguiente distribución de días según sedes versión A y Versión B, tome en cuenta que las sedes versión A atienden de lunes a viernes y las sedes B sábado y domingo. **Fechas de aplicación de pruebas de suficiencia y ampliación comunicarse en la sede respetiva**

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| VERSIÓN A | | | | VERSIÓN B | | | | | |
| San José, Nicoya, Turrialba, Heredia, Esparza , Cartago, Acosta, Parrita, Alajuela | | | | **Palmares, Liberia, Limón, Puntarenas, Ciudad Neilly 1, Atenas , Puriscal** | | | | | |
| PROGRAMACIÓN DE I PRUEBA ESCRITA | | | | | | | | | |
| VERSIÓN A | | | | | | |  | **VERSIÓN B** | |
| Lunes 18 de  Marzo | **Martes 19 de**  **Marzo** | **Miércoles 20 de**  **Marzo** | **Jueves 21 de**  **Marzo** | | **Viernes 22 de**  **Marzo** | | **Sábado 23 de**  **Marzo** | **Domingo 24 de**  **Marzo** |
| Matemática | **Estudios**  **Sociales** | **Español** | **Ciencias/**  **Biología** | | **Inglés** | |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Ciencias/ Biología** |
| PROGRAMACIÓN DE II PRUEBA ESCRITA | | | | | | | | | |
| Lunes 22 de abril | **Martes 23 de abril** | **Miércoles 24 de abril** | **Jueves 25 de abril** | | **Viernes 26 de abril** | |  | **Sábado 27 de abril** | **Domingo 28 de abril** |
| Matemática | **Estudios**  **Sociales**  **Educación Cívica** | **Español** | **Ciencias/**  **Biología** | | **Inglés** | |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Educación Cívica**  **Ciencias/ Biología** |
| PROGRAMACIÓN III PRUEBA ESCRITA | | | | | | | | | |
| VERSIÓN A | | | | | | |  | **VERSIÓN B** | |
| Lunes 20 de Mayo | **Martes 21 de**  **Mayo** | **Miércoles 22 de**  **Mayo** | **Jueves 23 de**  **Mayo** | | | **Viernes 24 de Mayo** | **Sábado 25 de**  **Mayo** | **Domingo 26 de**  **Mayo** |
| Matemática | **Estudios**  **Sociales**  **Educación Cívica** | **Español** | **Ciencias/**  **Biología** | | | **Inglés** |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Educación Cívica**  **Ciencias/ Biología** |

1 Sede Ciudad Neilly, Horario de aplicación Miércoles y Jueves

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**Orientaciones del Primer Semestre 2024**

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| **Semana Lectiva** | **Fecha** | **Criterios de Evaluación** | **Actividades** |
| **0.** | **5 al 11 de febrero** |  | **Inicio del curso lectivo 2024**  **Semana de inducción obligatoria para las 16 sedes del CONED**  **Aplicación de Estrategias de promoción**  **Pruebas de suficiencia** |
|  | **12 al 18 de febrero** | **Unit # 1 Time to Have Fun!**  1. Let’s Workout  Páginas 8 – 13  2. Once Upon a Time I Enjoyed...  Páginas 14 – 23 | **Inicio de Tutorías**  **Inicio cursos virtuales a estudiantes** |
| **2.** | **19 al 25 de febrero** | **Unit # 1 Time to Have Fun!**  3. Try it!  Páginas 24 – 33  4. The Most Fun I've Ever Had!  Páginas 34 – 52 |  |
| **3.** | **26 de febrero al 3 de marzo** | **Unit # 2 Online & Connected**  1. Yesterday, Today and Future Media  Páginas 54 – 58  2. Virtual Communities and Networks  Páginas 59 – 62 |  |
| **4.** | **4 al 10 de marzo** | **Unit # 2 Online & Connected**  3. New Media and Public Safety  Páginas 63 – 66  4. The Magical World of Apps  Páginas 67 – 74 | 8 de marzo Día Internacional de las mujeres  **Entrega I Tarea ( PRODUCCION ESCRITA)** |
| **5.** | **11 al 17 de marzo** |  | **REPASO** |
| **6.** | **18 al 24 de marzo** |  | **Temas de la I Prueba escrita (Semanas de la 1 a la 5)**  **I PRUEBA ESCRITA**  **20 de marzo**: Aniversario de la Batalla de Santa Rosa |
| **7.** | **25 al 31 de marzo** |  | **Semana Santa** |
| **8.** | **1 al 7 de abril** | **Unit # 3** **Lights, Camera & Action**  1. What´s on TV?  Páginas 76 – 83  2. The Best Show Ever…  Páginas 84 – 92 |  |
| **9.** | **8 al 14 de abril** | **Unit # 3** **Lights, Camera & Action**  3. Through the Lens of the Documentary  Páginas 93 – 105  4. Daily News  Páginas 106 – 116 | **Entrega II Tarea ( COMPRENSION AUDITIVA)** |
| **10.** | **15 al 21 de abril** | **Unit # 4** **In the Public Eye!**  1. Success vs. Fame  Páginas 118 – 125  2. National Role Models  Páginas 126 – 135  3.Contributions of Outstanding Figures to Society.  Páginas 136 – 145   1. Breaking News   Páginas 146 – 160 | 23 de abril: Día del Libro |
| **11.** | **22 al 28 de abril** |  | **II PRUEBA ESCRITA**  **Temas de la II prueba escrita Semanas 8, 9 y 10**  **Horario según corresponda a cada sede** |
| **12.** | **29 de abril al 5 de mayo** | **Unit # 5** **Unexpected Situations**  1. Home Emergencies  Páginas 162 – 176  2. Emergency Traveling Situations  Páginas 177 – 192  3. Unanticipated Appointments  Páginas 193 – 199  4. Making a Complaint at a Restaurant  Páginas 200 – 206 | 1 de mayo: Día Internacional de la Clase Trabajadora. Feriado |
| **13.** | **6 al 12 de mayo** |  | **Entrega III Tarea ( PRODUCCION ORAL)** |
| **14.** | **13 al 19 de mayo** | **Unit # 6** **Open a book, Open your Mind**   1. Keep it simple   2. Show me: Comic Strips  Páginas 208 – 220  3. Biographies of writers  4. The Moral of the Costa Rican Legend is …  Páginas 221 – 246 |  |
| **15.** | **20 al 26 de mayo** |  | 22 de mayo: Día internacional de la Biodiversidad  **III PRUEBA ESCRITA**  **Temas de las III prueba escrita Semanas 12, 13 y 14**  **Horario según corresponda a cada sede** |
| **16.** | **27 de mayo al 2 de junio** |  | **Entrega de resultados** |
| **17.** | **3 al 9 de junio** |  | **Pruebas de ampliación I convocatoria** |
| **18.** | **10 al 16 de junio** |  | **Resultados finales a los estudiantes** |
| **19.** | **17 al 23 de junio** |  | **Pruebas de ampliación II convocatoria**  **Lista de estudiantes para la estrategia de promoción. Entregar información a estudiantes.**  **APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al II semestre 2024** |
| **20.** | **24 al 30 de junio** |  | **Matrícula II semestre 2024** |
| **21.** | **1 al 7 de julio** |  | ***Receso de medio periodo para docentes y estudiantes*** |
| **22.** | **8 al 14 de julio** |  | ***Receso de medio periodo para docentes y estudiantes*** |

**Unit # 1 : Time to have Fun**

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| **Linguistic Competences** | **Indicadores** |
| * L.1. understand specific information when people speak at normal speed about leisure   activities. There may be a need to repeat particular words and phrases.   * L.2.understand main ideas and key points from teacher explanations and audio, announcements about leisure activities, delivered clearly and at slow paces, supported by textbook illustrations. * R.1.answer literal questions in straightforward messages. * R.2.manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.3. understand important information on the label of packages (e.g., directions for use, and instructions for preparation). * R.4.understand the main points and supporting details in simple, clearly drafted print materials, such as school handouts, brochures, letters and messages or newspapers.   **Oral and Written Production**   * SI.1. ask and answer questions about experiences, events, past experiences. * SP.1. describe experiences, events and storytelling related to exercise, sports and games. * SP.2. describe what is occurring in a film or book, and indicate their personal opinion about it. * W.1. write a shot description of personal experiences without using an aid, such as a dictionary, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) | * L.1. recognizes specific information when people speak at normal speed about leisure activities. * L.2. discriminates main ideas and key points. * R.1. extracts the important information in simple, clearly drafted print materials. * R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts * R.3. distinguishes important information. * R.4. extracts the main points and supporting details in simple, clearly drafted print materials. * SI.1. asks and answers questions about experiences, events, past experiences * SP.1. describes experiences, events and storytelling related to exercise, sports and games. * SP.2. describes what is occurring in a film or book, and indicates his/her personal opinion. * W.1.writes a short description of personal experiences without using an aid, such as a dictionary. |

**Unit # 2 : Online & Connected**

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| **Linguistic Competences** | **Indicadores** |
| * L.1. understand some colloquial expressions related to media, virtual communities, apps and media safety. * L.2. understand the main idea and key points/details of audio related to media, virtual communities, apps and media safety. * R.1. understand simple instructions with some visual support (e.g., safe use of social networks). * R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.3. distinguish between factual and fictional text.   **Oral and Written Production**   * SI.1. ask for and give opinions about the latest media, virtual communities, and apps. * SI.2. express comments about media, virtual communities, apps and security and otherwise contribute, in a small group situation. * SP.1. describe media, apps, virtual communities and networks. * SP.2. describe experiences with media, apps, virtual communities and networks. * SP.3. summarize a simple story he/she read about media, apps, virtual communities and networks relying on language used in the story/information. * W.1. write about an event using simple, coherent, and well-written sentences. * W.2. write an e-mail about media, apps, virtual communities or networks, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). | * L.1.identifies some colloquial expressions related to media, virtual communities, apps and media safety. * L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed * R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks). * R.2.manipulates English language sounds using knowledge in phonics, syllabification and word parts. * R.3.distinguishes between factual and fictional text. * SI.1. asks for and gives opinions about the latest media, virtual communities, and apps. * SI.2. gives information on media, virtual communities and apps security. * SP.1 describes media, apps, virtual communities and networks. * SP.2. describes experiences with media, apps, virtual communities and networks. * SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story. * W.1.writes about an event using simple, coherent, and well-written sentences. * W.2.writes an e-mail about media, apps, virtual communities or networks. |

**Unit # 3 : Lights, Camera & Action**

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| **Linguistic Competences** | **Indicadores** |
| * L.1.understand the gist of dialogue from a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. * L.2. understand the main idea of an age appropriate audio - visual presentation. * L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace. * R.1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports. * R.2. understand English language sounds using knowledge in phonics, syllabification and word parts. * R.3. understand subject specific words when encountered in text. * R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages.   **Oral and Written Production**   * SI.1. start, sustain and close simple face to face or telephone conversations with peers about what ́s on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time. * SP.1. describe what is occurring in a film or book, and indicate his/her personal opinion about it. * SP.2. give a short prepared presentation dramatizing a TV show/news. * W.1. write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary. * W.2. write personal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject - verb agreement, capitalization, spelling, basic punctuation etc. | * L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. * L.2. recognizes the main idea of an age appropriate audio - visual presentation. * L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace. * R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided. * R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts. * R.3. extracts subject specific words when encountered in text. * R.4. discriminates the main idea and supporting details in straight forward letters and physical or electronic messages. * SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time. * SP.1.describes what is occurring in a film or book, and indicates his/her personal opinion about it. * SP.2. gives a short prepared presentation dramatizing a TV show/news. * W.1.writes simple, short descriptions of personal experiences without using an aid, such as a dictionary. * W.2. writes personal reactions to a piece of age-appropriate literature. |

**Unit # 4 : In the Public Eye!**

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| **Linguistic Competences** | **Indicadores** |
| * L.1.understand the gist of dialogue from a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. * L.2. understand the main idea of an age appropriate audio-visual presentation. * L.3.understand media presentations on familiar events or places delivered clearly and at a slow pace. * R.1.understand the important information in simple, clearly drafted print materials such as * T.V. guides, newspapers, and documentary reports. * R.2. understand English language sounds using knowledge in phonics, syllabification and word parts. * R.3. understand subject specific words when encountered in text. * R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages.   **Oral and Written Production**   * SI.1. start, sustain and close simple face to face or telephone conversations with peers about what ́s on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time. * SP.1.describe what is occurring in a film or book, and indicate his/her personal opinion about it. * SP.2.give a short prepared presentation dramatizing a TV show/news. * W.1.write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary. * W.2.writepersonal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.) | * L.1.gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. * L.2.recognizes the main idea of an age appropriate audio-visual presentation. * L.3.distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace * R.1.identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided. * R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts. * R.3.extracts subject specific words when encountered in text. * R.4.discriminates the main idea and supporting details in straightforward letters and physical or electronic messages. * SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time. * SP.1.describes what is occurring in a film or book, and indicates his/her personal opinion about it. * SP.2. gives a short prepared presentation dramatizing a TV show/news. * W.1.writes simple, short descriptions of personal experiences without using an aid, such as a dictionary. * W.2.writespersonal reactions to a piece of age-appropriate literature. |

**Unit # 5 : Unexpected Situations**

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| **Linguistic Competences** | **Indicadores** |
| * L.1.understand main ideas and some key details in many television, radio, and web-based broadcasts/announcements dealing with unexpected situations if the people talk clearly. * L.2. understand the main points of even a relatively long discussion about unexpected situations if the people involved do not speak too quickly. * L.3. understand a small group discussion between two or more native speakers, about unexpected situations if that conversation is unhurried and supported by video recording. * R.1.understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest. * R.2. identify English language sounds using knowledge in phonics, syllabification and word parts. * R.3.understand academic explanations and examples with aid of word list and/or dictionary support   **Oral and Written Production**   * SI.1. offer suggestions in unexpected situations. * SI.2.makecomplaints and unanticipated appointments in different situations. * SI.3.interview others about unexpected situations if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question. * SP.1.describe unexpected personal situations. * SP.2.retell an unexpected situation read/heard in class. * W.1.write a narrative paragraph on a personal experience related to a home emergency, unexceptional traveling situations, unanticipated appointments or complaints, checking written sentences to look for mistakes (subject-verb agreement, capitalization, spelling, basic punctuation etc. | * L.1. recognizes main ideas and some key details in television, radio, and web-based broadcasts /announcements. * L.2. discriminates the main points of are illatively long discussion about unexpected situations. * L.3.retells main ideas/concepts and key points/details. * R.1.distinguishes main ideas and some key details in texts of various lengths. * R.2.distinguishesEnglish language sounds using knowledge in phonics, syllabification and word parts. * R.3.interprets academic explanations. * SI.1.offers suggestions in unexpected situations. * SI.2.makes complaints and appointments. * SI.3.interviews others about unexpected situations if the questions have been prepared beforehand. * SP.1.describes personal unexpected situations. * SP.2.retellsan unexpected situation read/heard in class. * W.1.writes a narrative paragraph   about a home emergency, everyday situation, appointments or something you made a complaint about. |

**Unit # 6 : Open a book, Open your Mind**

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| **Linguistic Competences** | **Indicadores** |
| * L.1.understand the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. * L.2.understand the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message. * L.3.understandsmall group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording. * R.1.understandrelevant information to draw conclusions. * R.2.manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.3.understand factual texts and simple reports on familiar topics.   **Oral and Written Production**   * SI.1.offer an opinion about comic strips, biographies and Costa Rican legends examined in class. * SI.2.interview others about biographies and Costa Rican legends if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question. * SP.1.describe his/her favorite comic strips. * SP.2.describe biographies of national and international writers. * SP.3.retell a Costa Rican legend read/heard in class. * W.1.write a narrative paragraph about a Costa Rican legend. * W.2.write a biography of famous writers, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc. | * L.1. distinguishes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. * L.2. summarizes the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message. * L.3.retells small group discussion between two or more native speakers, if that conversation is unhurried and if the   student is familiar with the topic under  discussion in a video recording.   * R.1.recognizesrelevant information to draw conclusions. * R.2.recognizesEnglish language sounds using knowledge in phonics, syllabification and word parts. * R.3.discriminates information in factual text and simple reports on familiar topics. * SI.1. offers an opinion about Haikus, comic strips, biographies and Costa Rican legends examined in class. * SI.2. interviews others about biographies and Costa Rican legends if the questions have been prepared beforehand. * SP.1.describes his/her favorite comic strips. * SP.2.describesbiographies of national and international writers. * SP.3.retells a Costa Rican legend read/heard in class. * W.1.writes narrative paragraphs of famous Costa Rican legends. * W.2. writes biographies of famous Costa Rican or international writers or author. |

Logotipo

Descripción generada automáticamente

**Colegio Nacional de Educación a Distancia**

Sede \_\_\_\_\_\_\_\_\_\_

Nombre del estudiante:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Número de cédula:

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Sección:

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Materia:

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Profesor:

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Fecha de entrega:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nota obtenida: Puntos obtenidos Porcentaje

Firma del docente:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA**

Nombre del estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Número de cédula: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sección: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha de entrega: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Firma de recibido: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Asignatura:

**Tarea número uno**

Materia: Inglés / Nivel:  **Noveno Año** / Código: 80013

Indicator: Uses simple sentences and expressions to describe sports, videogames, and leisure activities.

Valor: 19 Puntos / 10%

Fecha de entrega: **4 al 10 de marzo**

**Instrucciones Generales**:

Esta tarea deberá presentarla de manera individual (no se permitirá evaluaciones iguales) y será entregada en la sede correspondiente. Cada una deberá traer una portada que incluya el nombre del colegio, nombre de la materia, el nombre completo del estudiante, número de cédula, nivel que cursa, el nombre del profesor, fecha en la que se entrega la tarea.

**I Part Short Answer (10 points)**

1. Re-write the following sentences using the adverbs of frequency, based on the percentage presented into parenthesis.
2. He watches tv in the afternoon (50%) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. They listen to music in the car (100%) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. My father eats pizza after 7 p.m. (0%) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. I study in my house after school (90%) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. We pray in the mornings (7%) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Complete the sentences using the correct form of the adjective in comparative and superlative way. 1 point each correct answer.
8. My sister is \_\_\_\_\_\_\_\_\_\_\_\_\_ than my brother. (intelligent)
9. The blue whale is the \_\_\_\_\_\_\_\_\_\_\_\_ animal. (big)
10. Iceland is \_\_\_\_\_\_\_\_\_\_\_ than Spain (cold)
11. This is the \_\_\_\_\_\_\_\_\_\_\_ book I’ve ever read. (good)
12. The lion is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ animal. (Dangerous)

**II PART. Production ( 9 points)**

**A**. Write a short paragraph about your favorite sport, at least 6 sentences, you must write about rules and characteristics.

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**Evaluation Rubric:**

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| --- | --- | --- | --- |
|  | **3 points** | **2 point** | **1 points** |
| **Content** | **The ideas are clear and related to the topic** | **Some ideas are not clear or are not related to the topic** | **The ideas are not clear or are not related to the topic** |
| **Grammar** | **The grammar on the sentence is the correct.** | **The students have some grammar mistakes.** | **The students have many grammar mistakes.** |
| **Vocabulary** | **The use the vocabulary related to the topic is correct** | **The use the vocabulary related to the topic present some mistakes** | **The use the vocabulary related to the topic present many mistakes** |