



MINISTERIO DE  
EDUCACIÓN PÚBLICA

GOBIERNO  
DE COSTA RICA



**Colegio Nacional de Educación a Distancia**  
**Universidad Estatal a Distancia**

**Coordinación de**

**INGLÉS**  
**Orientaciones Académicas**

**Código: 80019**

**Nivel: DÉCIMO**

**I Semestre 2024**

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**Horario de atención: Lunes/ Martes/ Miercoles 5:00 pm a 8:00 pm**

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



## 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.

| Sede          | Teléfono                      | Encargado(s)                  | Correo electrónico   |
|---------------|-------------------------------|-------------------------------|--|
| Acosta        | 2410-3159                     | Norlen Valverde Godínez       | <a href="mailto:nvalverde@uned.ac.cr">nvalverde@uned.ac.cr</a>   |
| Alajuela      | 2440-4326 EXT 109/2443-6746   | Nelson Briceño Vargas         | <a href="mailto:nbriceno@uned.ac.cr">nbriceno@uned.ac.cr</a>     |
| Atenas        | Tel 2446-0779. /2446-0778.    | Jenny Alpízar Solano.         | <a href="mailto:jalpizar@uned.ac.cr">jalpizar@uned.ac.cr</a>     |
| Cartago       | 2552 6683                     | Paula Céspedes Sandí          | <a href="mailto:pcespedes@uned.ac.cr">pcespedes@uned.ac.cr</a>   |
| Ciudad Neilly | 2783-3333                     | Merab Miranda Picado          | <a href="mailto:mmiranda@uned.ac.cr">mmiranda@uned.ac.cr</a>     |
| Esparza       | 2258 2209                     | Adriana Jiménez Barboza       | <a href="mailto:ajimenezb@Uned.ac.cr">ajimenezb@Uned.ac.cr</a>   |
| Heredia       | 2262-7189                     | Manuel Chacón Ortiz           | <a href="mailto:mchacono@uned.ac.cr">mchacono@uned.ac.cr</a>     |
| Liberia       | 2234-3236 EXT 4151-4152-41564 | Flor Umaña Contreras          | <a href="mailto:fumana@uned.ac.cr">fumana@uned.ac.cr</a>         |
| Limón         | 2758-1900                     | Marilin Sánchez Sotela        | <a href="mailto:masanchezs@uned.ac.cr">masanchezs@uned.ac.cr</a> |
| Nicoya        | 2685-4738                     | Daniel Hamilton Ruiz Arauz    | <a href="mailto:druiza@uned.ac.cr">druiza@uned.ac.cr</a>         |
| Palmares      | 2452-0531                     | Maritza Isabel Zúñiga Naranjo | <a href="mailto:mzuniga@uned.ac.cr">mzuniga@uned.ac.cr</a>       |
| Puntarenas    | 2661-3300                     | Sindy Scafidi Ampié           | <a href="mailto:sscafidi@uned.ac.cr">sscafidi@uned.ac.cr</a>     |
| Puriscal      | 22343236 ( Est:4501)          | Roberto Fallas Mora           | <a href="mailto:rfallas@uned.ac.cr">rfallas@uned.ac.cr</a>       |
| Parrita       | 2777-0372                     | Lourdes Chaves Avilés         | <a href="mailto:lochaves@uned.ac.cr">lochaves@uned.ac.cr</a>     |
| San José      | 2221-3803                     | Diana Acuña Serrano           | <a href="mailto:dacuna@uned.ac.cr">dacuna@uned.ac.cr</a>         |
| Turrialba     | 2556-3010                     | Mirla Sánchez Barboza         | <a href="mailto:msanchezb@uned.ac.cr">msanchezb@uned.ac.cr</a>   |

Esta asignatura se aprueba con un promedio mínimo de 70, una vez sumados los porcentajes de las notas de las tareas y pruebas



|                         |               |
|-------------------------|---------------|
| I Prueba escrita 20 %   | I Tarea 10%   |
| II Prueba escrita 25 %  | II Tarea 10%  |
| III Prueba escrita 25 % | III Tarea 10% |

**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:**

|                               |           |   |
|-------------------------------|-----------|---|
| ▪ <b>Prueba ampliación</b>    | <b>de</b> | 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.<br>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. |
| ▪ <b>Prueba suficiencia</b>   | <b>de</b> | 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   |
| ▪ <b>Estrategia promoción</b> | <b>de</b> | 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   |

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|  | Haber presentado las pruebas de ampliación en las dos convocatorias.   |
| <ul style="list-style-type: none"> <li>▪ <b>Condiciones para eximirse</b></li> </ul> | 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  |
| <ul style="list-style-type: none"> <li>▪ <b>Extra clases o Tareas</b></li> </ul>     | <p>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.</p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>Para efectos de cursos modalidad virtual, las tareas deben ser enviadas por la plataforma Moodle según corresponda el entorno para cada asignatura.</b></p> |



## Calendarización de Pruebas Escritas Primer Semestre 2024



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 respectiva**

| VERSIÓN A  |                                       |                       |                    |                     | VERSIÓN B  |  |  |
|--|---------------------------------------|-----------------------|--------------------|---------------------|--|--|--|
| San José, Nicoya, Turrialba, Heredia, Esparza , Cartago, Acosta, Parrita, Alajuela |                                       |                       |                    |                     | Palmares, Liberia, Limón, Puntarenas, Ciudad Neilly <sup>1</sup> , 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<br>Español<br>Sociales  | Inglés<br>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<br>Educación Cívica | Español               | Ciencias/ Biología | Inglés              | Matemática<br>Español<br>Sociales  | Inglés<br>Educación Cívica<br>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<br>Educación Cívica | Español               | Ciencias/ Biología | Inglés              | Matemática<br>Español<br>Sociales  | Inglés<br>Educación Cívica<br>Ciencias/ Biología |  |

<sup>1</sup> Sede Ciudad Neilly, Horario de aplicación Miércoles y Jueves .





## Orientaciones del Primer Semestre 2024

| Semana Lectiva | Fecha               | Criterios de Evaluación   | Actividades   |
|----------------|---------------------|---|---|
| 0.             | 5 al 11 de febrero  |   | <p><b>Inicio del curso lectivo 2024</b></p> <p><b>Semana de inducción obligatoria para las 16 sedes del CONED</b></p> <p><b>Aplicación de Estrategias de promoción</b></p> <p><b>Pruebas de suficiencia</b></p> |
| 1.             | 12 al 18 de febrero | <p><b>Chapter # 1</b></p> <p><b>Love What We Do!</b></p> <p>1. Help wanted</p> <p>2. Jobs</p> <p>Pages 2 - 21</p> | <p><b>Inicio de Tutorías</b></p> <p><b>Inicio cursos virtuales a estudiantes</b></p>  |
| 2.             | 19 al 25 de febrero | <p><b>Chapter # 1</b></p> <p><b>Love What We Do!</b></p>  |   |

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|    |                             | <p>3. Interviewing</p> <p>4. Working to live or Living to work?</p> <p>Pages 22 - 44</p>   |   |
| 3. | 26 de febrero al 3 de marzo | <p><b>Chapter # 2 Stories Come in All Shapes and Sizes</b></p> <p>1. Tell mw a Story</p> <p>2. Thumbs Up/Down</p> <p>Pages 45 - 74</p>                               |   |
| 4. | 4 al 10 de marzo            | <p><b>Chapter # 2 Stories Come in All Shapes and Sizes</b></p> <p>3. The Reviews Are in</p> <p>Pages 75 - 80</p> <p>4. You should Read This</p> <p>Pages 75 - 80</p> | <p>8 de marzo Día Internacional de las mujeres</p> <p><b>Entrega I Tarea ( PRODUCCION ESCRITA)</b></p>  |
| 5. | 11 al 17 de marzo           |  | <p><b>REPASO</b></p>  |
| 6. | 18 al 24 de marzo           |  | <p><b>Temas de la I Prueba escrita (Semanas de la 1 a la 5)</b></p> <p><b>I PRUEBA ESCRITA</b></p> <p><b>20 de marzo:</b> Aniversario de la Batalla de Santa Rosa</p> |

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|-----|-------------------|---|--|
| 7.  | 25 al 31 de marzo |   | <b>Semana Santa</b>  |
| 8.  | 1 al 7 de abril   | <p><b>Chapter # 3</b></p> <p><b>A world of Differences</b></p> <p>1. These are my people</p> <p>2. Cultures, Subcultures and Cliques</p> <p>Pages 81 - 103</p>  |  |
| 9.  | 8 al 14 de abril  | <p><b>Chapter # 3</b></p> <p><b>A world of Differences</b></p> <p>3. Culture, Norms and Cultural Storms</p> <p>4. I am no my hair</p> <p>Pages 103 - 115</p>  | <p><b>Entrega II Tarea</b></p> <p><b>(COMPRESION AUDITIVA)</b></p> |
| 10. | 15 al 21 de abril | <p><b>Chapter # 4</b></p> <p><b>Caution: Fragile World. Handle with Care</b></p> <p>1. What Makes Something Sustainable.</p> <p>2. Products and Practices around the World.</p> <p>3. Products and Practices in Costa Rica.</p> <p>4. Am I Environmentally friendly</p> | 23 de abril: Día del Libro   |

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|            |                                 | Pages 116 -169  |  |
| <b>11.</b> | <b>22 al 28 de abril</b>        |   | <b>II PRUEBA ESCRITA</b><br><b>Temas de la II prueba escrita</b><br><b>Semanas 8, 9 y 10</b><br><b>Horario según corresponda a cada sede</b> |
| <b>12.</b> | <b>29 de abril al 5 de mayo</b> | <b>Chapter # 5</b><br>High Tech High Touch<br><b>Pages 170 - 224</b>  | 1 de mayo: Día Internacional de la Clase Trabajadora. Feriado  |
| <b>13.</b> | <b>6 al 12 de mayo</b>          |   | <b>Entrega III Tarea ( PRODUCCIÓN ORAL)</b>  |
| <b>14.</b> | <b>13 al 19 de mayo</b>         | <b>Chapter # 6</b><br><b>What Comes Next?</b><br>1. Pass or Fail?<br>2. College or Career?<br>Pages 225 – 233<br>3. Study Here or Abroad? |  |
| <b>15.</b> | <b>20 al 26 de mayo</b>         |   | 22 de mayo: Día internacional de la Biodiversidad<br><b>III PRUEBA ESCRITA</b>   |

|     |                             |  |   |
|-----|-----------------------------|--|---|
|     |                             |  | <b>Temas de las III prueba escrita<br/>Semanas 12, 13 y 14</b><br><b>Horario según corresponda a cada sede</b>  |
| 16. | 27 de mayo<br>al 2 de junio |  | Entrega de resultados   |
| 17. | 3 al 9 de<br>junio          |  | Pruebas de ampliación I convocatoria  |
| 18. | 10 al 16 de<br>junio        |  | Resultados finales a los estudiantes  |
| 19. | 17 al 23 de<br>junio        |  | Pruebas de ampliación II convocatoria<br><br><b>Lista de estudiantes para la estrategia de<br/>promoción. Entregar información a<br/>estudiantes.</b><br><br><b>APLICACIÓN ESTRATEGIAS DE PROMOCIÓN:<br/>SEDES A/ SEDES B al entrar al II semestre 2024</b> |
| 20. | 24 al 30 de<br>junio        |  | <b><u>Matrícula II semestre 2024</u></b>  |

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| <b>21.</b> | <b>1 al 7 de julio</b>  |  | <b><i>Receso de medio periodo para docentes y estudiantes</i></b> |
| <b>22.</b> | <b>8 al 14 de julio</b> |  | <b><i>Receso de medio periodo para docentes y estudiantes</i></b> |

**Unit # 1 : Love What We Do!**

| <b>Linguistic Competences</b>   | <b>Indicadores</b>   |
|---|--|
| <b>Oral Written Comprehension</b>   |  |
| <p><b>L1.</b> Understand the main points, concepts, key points and details in television programs, radio, and web-based broadcasts/announcements dealing with subjects of interest if the people talk slowly and clearly.</p> <p><b>L2.</b> Follow a small group discussion between two or more native speakers if that conversation is unhurried and if the learner is familiar with the topic under discussion in a video/audio recording about jobs and occupations.</p> <p><b>L3.</b> Understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases or help in clarifying particular details.</p> | <p>L1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings discussions and social conversations about jobs and occupations.</p> <p>L2. discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between two or more native speakers, in a video/audio recording at normal speed.</p> |

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|--|---|
| <p><b>R1.</b> Understand factual text and simple reports on familiar topics (e.g., news accounts, blog posts, Twitter feeds) about jobs and occupations.</p> <p><b>R2.</b> Manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI 1.</b> Explain what he/she means with another word when he/she can't think of the exact word.</p> <p><b>SI.2.</b> manage conversations and interviews about personal experiences, feelings, opinions and reactions on a job or occupations, justifying main points of view, assumptions and plans, briefly.</p> <p><b>SP1.</b> Retell a simple story read/heard in class about a job fair or job experience.</p> <p><b>SP.2.</b> describe in detail personal job experiences and information about job fair supported by online/physical information.</p> <p><b>W1.</b> Write a resume for requesting a job, based on ads (newspaper, internet, radio).</p> <p><b>W2.</b> write a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences and check written resume or cover letter to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.</p> | <p>L3. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed.</p> <p>R.1. recognizes factual texts and simple report to answer literal questions about a text about jobs and occupations.</p> <p>R.2. manipulates English language words sound using knowledge in phonics, syllabification.</p> <p>R.3. interprets textbooks or online explanations and examples.</p> <p>SI.1. explains what he/she means with another word when he/she can't think of the exact word.</p> <p>SI.2. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation.</p> <p>SP.1. retells a simple story read or heard in class about a description of a job fair or job experience.</p> <p>SP.2. describes in detail, about a personal job experience and information at job fairs supported with online/physical information.</p> <p>W.1. writes a resume for requesting a job, based on an ad (newspaper, internet, radio).</p> <p>W.2. writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences.</p> |
|--|---|

**Unit # 2 Stories Come in All Shapes and Sizes**

| Linguistic Competences  | Indicadores   |
|---|---|
| <p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p><b>L1.</b> understand the main points of a relatively long discussion on a familiar topic, related to stories in Standard English.</p> <p><b>L2.</b> understand specific details from many web-based broadcasts/ memes, comics, posts, poems dealing with subjects of interest if the people talk clearly.</p> <p><b>R1.</b> understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.).</p> <p><b>R2.</b> recognize English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners’ interest (e.g., tweets, memes, poems, posts, blogs, comics, short stories, videos) supported by the use key of words, diagrams, and illustrations.</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI.1.</b> talk in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos.</p> | <p>L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English.</p> <p>L2. extracts specific details from many web-based broadcasts/ memes, comics, posts, poems.</p> <p>R1. discriminates factual information from texts and simple reports on familiar topics.</p> <p>R2. manipulates English language sounds using knowledge in phonics,</p> <p>R.3. Recognizes information from texts of various lengths</p> <p>SI.1. interacts in a face to face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos when interacting in pairs or small groups.</p> <p>SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</p> <p>SP2. sustains a conversational exchange with peers.</p> <p>SP3. expresses opinions of a short story, play, essay, or poem examined in class.</p> |



|  |   |
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| <p><b>SP1.</b> describe what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</p> <p><b>SP2.</b> sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p> <p><b>SP3.</b> express opinions of a short story, play, essay, or poem examined in class.</p> <p><b>W1.</b> express what has been learned, how it has been learned, and learning goals for the future.</p> <p><b>W2.</b> summarize simple text dealing with familiar subjects (e.g., short stories, videos, blogs) and check written sentences to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time.</p> | <p>W1. expresses what has been learned, how it has been learned, and learning goals for the future.</p> <p>W2. Summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).</p> |
|--|---|

**Unit # 3 A World of Differences**

| <b>Linguistic Competences</b>  | <b>Indicadores</b>   |
|--|--|
| <p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p><b>L.1.</b> understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.</p> | <p>L.1. distinguishes many television, radio, and web-based broadcasts/ announcements.</p> |

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| <p><b>L.2.</b> follow the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p><b>R.1.</b> read textbook explanations and examples with aid of word list and/or dictionary support.</p> <p><b>R.2.</b> manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> understand many subject specific words when encountered in text (e.g., diversity, culture, cultural norms, stereotypes) support reading comprehension by key words, diagrams and illustrations.</p>   | <p>L.2. extracts main idea of audio texts in many television, radio, and web-based broadcasts/ announcements.</p> <p>R.1. recognizes textbook explanations and examples.</p> <p>R.2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.</p> <p>R.3. interprets many subject specific words when encountered in text.</p>  |
| <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI.1.</b> repeat what has been said and convey this information to another person.</p> <p><b>SI.2.</b> express opinions about cultural identity and cultural diversity.</p> <p><b>SP.1.</b> express opinions on familiar subjects and ask for others’ opinions.</p> <p><b>SP.2.</b> derive interviews from others, if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question.</p> <p><b>SP.3.</b> explain and justify, briefly points of view, assumptions and plans.</p> <p><b>W.1</b> express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity.</p> <p><b>W.2</b> write a simple, short descriptive narrative paragraph of personal experiences on cultural diversity, without using an</p> | <p>SI.1. repeats what has been said and convey this information to another person.</p> <p>SI.2. expresses opinions about cultural identity and c diversity.</p> <p>SP.1. expresses opinions on familiar subjects and ask for others’ opinions.</p> <p>SP.2. asks question to others if the questions have been prepared beforehand.</p> <p>SP.3. explains points of view, justifying assumptions, and plans, briefly.</p> <p>W.1. writes completing specific graphic organizers and sentence frames aimed at monitoring comprehension.</p> <p>W.2.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting.</p> |

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| <p>aid such as a dictionary, and check it to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, spelling and basic punctuation, etc.).</p> |  |
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**Unit # 4 Caution: Fragile World. Handle with Care**

| Linguistic Competences  | Indicadores   |
|---|---|
| <p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p><b>L.1.</b> understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.</p> <p><b>L.2.</b> follow the main idea of audio text about our sustainable world.</p> <p><b>L.3.</b> understand the most important information in a news broadcast (television, Internet) when visuals support the message about the fragile world and the way of mitigating effects responsibly.</p> <p><b>R.1.</b> use key words, diagrams, and illustrations to support reading comprehension</p> <p><b>R.2.</b> manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development</p> | <p>L.1. paraphrases the main points of a relatively long discussion using standard English.</p> <p>L.2. extracts the main points of audio texts.</p> <p>L.3. extracts the most important information in news broadcast (television, internet).</p> <p>R.1. discriminates key words, diagrams, and illustrations to support reading comprehension.</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).</p> <p>SI.1. indicates verbally willingness to participate in activities.</p> |

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| <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI. 1.</b> verbally indicate willingness to participate in activities.</p> <p><b>SI. 2.</b> sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p> <p><b>SP.1.</b> express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others' opinions.</p> <p><b>SP.2.</b> explain and justify points of view briefly about the topic.</p> <p><b>W.1.</b> summarize simple text dealing with the subject.</p> <p><b>W.2.</b> describe events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other in expository paragraphs and check written paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p> | <p>SI. 2. starts maintains and closes a conversational exchange with a peer in the classroom.</p> <p>SP.1. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.</p> <p>SP.2. explains and justify points of view briefly about the topic.</p> <p>W.1. summarizes simple text dealing with the subject.</p> <p>W.2. describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs</p> |
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**Unit # 5 High Tech High Touch**

| <b>Linguistic Competences</b>     | <b>Indicadores</b>   |
|-----------------------------------|--|
| <b>Oral Written Comprehension</b> | <p>.</p> <p>L.1. recognizes many television, radio, and web-based broadcasts/ announcements.</p> |

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| <p><b>L.1.</b> understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.</p> <p><b>L.2.</b> understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p><b>L.3.</b> follow the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p><b>R.1.</b> understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).</p> <p><b>R.2</b> identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> understand clear, simple instructions with some visual support (e.g., how to use an app).</p> | <p>L.2. recognizes information from spoken interactions spoken at normal speed.</p> <p>L.3. extracts main idea and specific details and getting the gist of audio texts, on familiar topics.</p> <p>R.1. recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts</p> <p>R.3.interprets clear, simple instructions with some visual support (e.g., how to use an app).</p>   |
| <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI.1.</b> ask questions about procedures.</p> <p><b>SI.2.</b> start, sustain and close a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p> <p><b>SP.1.</b> express opinions on familiar subjects and ask for others’ opinions.</p> <p><b>SP.2.</b> explain and justify points of view, briefly, about the digital world.</p>  | <p>SI.1. asks questions about procedures.</p> <p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p> <p>SP.1. expresses opinions and asks for others’ opinions about the digital world.</p> <p>SP.2. gives explanations and justifications on points of view, briefly</p> <p>W.1. summarizes simple text dealing with familiar subjects.</p> <p>W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.</p> |

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| <p><b>W.1.</b> summarize simple text dealing with familiar subjects.</p> <p><b>W.2.</b> describe applications or tech tools (e.g., apps, video games, programs, tech tools) using complete sentences that are connected to each other and check written paragraphs for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p> |  |
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**Unit # 6 What Comes Next?**

| Linguistic Competences   | Indicadores   |
|--|---|
| <p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p><b>L.1.</b> understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p><b>L.2.</b> follow the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p><b>R.1.</b> understand factual text and simple reports on familiar topics (e.g., interviews).</p> <p><b>R.2.</b> manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> use key words, diagrams, and illustrations to support reading comprehension.</p> <p><b>R.4.</b> understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> | <p>L.1. recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p>L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p>R.1. recognizes factual text and simple reports on familiar topics.</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. uses texts of various lengths as long as the words used are familiar. Identifying relevant information and drawing conclusions.</p> <p>R.4. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.</p> |

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| <p><b>SI.1.</b> interview others if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question.</p> <p><b>SI.2.</b> sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time</p> <p><b>SP.1.</b> describe personal goals and intentions.</p> <p><b>SP.2.</b> express and ask for others' opinions and needs on familiar subjects.</p> <p><b>SP.3.</b> explain and justify points of view, assumptions, and future plans, briefly.</p> <p><b>W.1.</b> summarize simple text dealing with familiar subjects.</p> <p><b>W.2.</b> write a report on an important personal experience (e.g., graduating from school, getting interviewed, and choosing a career) and check written summaries and reports to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p> | <p>SI.1. interviews others if the questions have been prepared beforehand.</p> <p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p> <p>SP.1. describes personal goals and Intentions.</p> <p>SP.2. expresses and asks for others' opinions and needs.</p> <p>SP.3. explains and justifies points of view, assumptions, and future plans, briefly.</p> <p>W.1. restates a main idea in a few words.</p> <p>W.2. writes a one-page report based on real events.</p> |
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# Colegio Nacional de Educación a Distancia

Sede \_\_\_\_\_

Nombre del estudiante:

\_\_\_\_\_

Numero de cedula:

\_\_\_\_\_

Sección:

\_\_\_\_\_

Materia:  
INGLES 10

Profesor:

\_\_\_\_\_

Fecha de entrega:

\_\_\_\_\_

Nota obtenida

Puntos obtenidos

Porcentaje

Firma del docente:

\_\_\_\_\_

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## COLEGIO NACIONAL DE EDUCACION A DISTANCIA

Nombre del estudiante: \_\_\_\_\_ Numero de cedula: \_\_\_\_\_

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

Asignatura:INGLES 10



## **Tarea número uno**

Materia: Inglés

Nivel: Décimo

Código: 80019

Indicator: Extracts the important information in simple, clearly drafted print materials.  
Applies English tenses in sentences.

Valor: 25 puntos

Porcentaje: 10%

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

**Instrucciones Generales:** Esta tarea deberá ser realizada de manera individual, a su vez debe presentarse en hojas aparte, escrita a mano. La presente tarea deberá traer una portada que se incluye en la parte superior del presente documento sin excepción ya que es el modelo oficial para tal fin. Por favor, entregar la tarea según la fecha señalada, no se aceptarán tareas entregadas después de la fecha asignada.

### **I. Part: Multiple Choice:**

#### **A. Read the passage below. Choose the option that best answers each question. (5 points)**

Jobs are an important part of our lives. A job is when you do work, and in return, you get paid. People have different jobs, and these jobs can be very different from each other.

Some people are doctors. They help sick people feel better. Others are teachers. They teach students in schools. Some people work in offices. They use computers and phones to do their jobs. Some jobs are outside, like farming. Farmers grow food that we eat. There are also jobs in stores, where people sell things like clothes and toys.

Jobs are important because they help us earn money to buy the things we need, like food and a place to live. Jobs also give us a sense of purpose and allow us to contribute to our communities.

**1. What is a job?**

- a) Something you do for fun
- b) Work you do to earn money
- c) A type of food

**2. What do doctors do?**

- a) Grow food on farms
- b) Help sick people
- c) Teach students in schools

**3. Where do some people work with computers and phones?**

- a) In the kitchen
- b) In offices
- c) In the garden

**4. What do farmers do?**

- a) Sell clothes and toys
- b) Grow food
- c) Fix cars

**5. Why are jobs important?**

- a) They help us earn money and contribute to our communities
- b) They help us make friends
- c) They help us play video games

**II. Identification: 10 points.**

**A. Write the correct form of the verbs in parentheses. Use Simple Present Tense. (5 points)**

1. During the morning, she \_\_\_\_\_ (take) a shower for 30 minutes.
2. My classmates \_\_\_\_\_ (earn) a lot of points in the game.
3. Lorie \_\_\_\_\_ (do) the dishes.
4. I \_\_\_\_\_ (feel) happy with my new house.
5. Peter \_\_\_\_\_ (cry) on his first day of school.

**B. Write the correct form of the verbs in parentheses. Use Third Conditional. (5 points)**

1. If I \_\_\_\_\_ (study) I would have gotten a good grade.
2. She \_\_\_\_\_ (win) a lot of medals if she had practiced more.
3. They \_\_\_\_\_ (play) better if they had trained before.
4. If we \_\_\_\_\_ (eat) before leaving we \_\_\_\_\_ (not, have) hunger at the concert.

**III. Production. 10 points.**

**A. Read the passage below. Then answer the questions giving long and complete answers. (10 points. 2 points each correct answer)**

Social networks are websites and apps that let people connect and share things with their friends and family online. They are like virtual meeting places where you can talk to your friends, share photos, and find out what's happening in their lives.

On social networks, you can create a profile. This is like your online identity. You can put your picture and some information about yourself on your profile. Then, you can add friends to your list. These are people you know and want to connect with.

One of the fun things about social networks is that you can post updates. These are like messages or pictures you share with your friends. You can also like and comment on your friends' updates to show that you saw them and liked what they shared.

Social networks are also used for other things. You can follow your favorite celebrities or sports teams to see what they're up to. You can join groups of people who like the same things you do. Some people even use social networks for work.

Overall, social networks are a great way to stay in touch with people, share things you care about, and discover new interests.

1. What are social networks?

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2. What can you do on your social network profile?

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3. What is an update on a social network?

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4. How can you use social networks for work?

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5. Why are social networks helpful?

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## RUBRIC

|                             | <b>2 points</b>   | <b>1 point</b>   | <b>0 points</b>  |
|-----------------------------|---|--|--|
| <b>Grammar and spelling</b> | Both sentences are written with correct grammar and spelling. | 1 sentence is written with correct grammar and spelling. | No sentence is written grammatically correct and/or with correct spelling. |
| <b>Coherence</b>            | Both sentences are written coherently                         | One sentence is written coherently                       | No sentence is written coherently  |