



MINISTERIO DE  
EDUCACIÓN PÚBLICA

GOBIERNO  
DE COSTA RICA



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

**Coordinación de**

**INGLÉS**  
**Orientaciones Académicas**

**Código: 80025**

**Nivel:UNDÉCIMO**

**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:**

<ul style="list-style-type: none"> <li>▪ <b>Prueba ampliación</b></li> </ul>	<p><b>de</b></p> <p>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.</p>
<ul style="list-style-type: none"> <li>▪ <b>Prueba suficiencia</b></li> </ul>	<p><b>de</b></p> <p>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</p>
<ul style="list-style-type: none"> <li>▪ <b>Estrategia promoción</b></li> </ul>	<p><b>de</b></p> <p>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</p>

	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 respetiva**

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 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

<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>  <b>Pruebas de suficiencia</b></p>
1.	12 al 18 de febrero	<p><b>Chapter # 1 Recipes for success</b></p> <p>1. Ingredients for Healthy Living            2. Add a Pinch of a Positive Attitude            PAGES 10 - 35</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 Recipes for success</b></p> <p>3. Follow the recipe: A Plan for success            4. Give me a Taste: Stories of Successful people.            PAGES 36 - 51</p>	
3.	26 de febrero al 3 de marzo	<p><b>Chapter # 2 From the Wheel to the Drone</b></p>	

		<p>1. Inventions that Have Changed our Lives</p> <p>2. Living in a Tech World</p> <p>PAGES 52 - 67</p>	
<b>4.</b>	<b>4 al 10 de marzo</b>	<p><b>Chapter # 2 From the Wheel to the Drone</b></p> <p>3. Safety First</p> <p>4. The Next Wave of Innovations</p> <p>PAGES 68 - 89</p>	<p>8 de marzo Día Internacional de las mujeres</p> <p><b>Entrega I Tarea ( PRODUCCION ESCRITA)</b></p>
<b>5.</b>	<b>11 al 17 de marzo</b>		<b>REPASO</b>
<b>6.</b>	<b>18 al 24 de marzo</b>		<p><b>I Evaluación</b></p> <p><b>20 de marzo:</b> Aniversario de la Batalla de Santa Rosa</p>
<b>7.</b>	<b>25 al 31 de marzo</b>		<b>Semana Santa</b>
<b>8.</b>	<b>1 al 7 de abril</b>	<p><b>Chapter # 3 The Earth—Our Gift and Our Responsibility</b></p> <p>1. Natural Disasters-Is Nature Against us?</p>	

		<p>2. What's the Problem? PAGES 90 – 121</p> <p>3. A Helping Hand</p> <p>4. Who is Doing What? PAGES 122 - 139</p>	
<b>9.</b>	<b>8 al 14 de abril</b>	<p><b>Chapter # 4 Get Ready. Get set. Go!</b></p> <p>1. Get ready: Take a Look at your Dreams and Fears</p> <p>2. Get Set: College or Career? PAGES 140 -153</p>	<b>Entrega II Tarea ( PRODUCCION AUDITIVA)</b>
<b>10.</b>	<b>15 al 21 de abril</b>	<p><b>Chapter # 4 Get Ready. Get set. Go!</b></p> <p>3. Surviving or Thriving?</p> <p>4. Go! The Future is Now PAGES 154 - 182</p>	23 de abril: Día del Libro
<b>11.</b>	<b>22 al 28 de abril</b>		<p><b>II EVALUACIÓN</b></p> <p><b>Horario según corresponda a cada sede</b></p>
<b>12.</b>	<b>29 de abril al 5 de mayo</b>	<p><b>Chapter # 5 Really??? (Controversial issues)</b></p> <p>1. You gotta be kidding...World facts</p> <p>2. Shut up...Issues from Health and Medicine</p> <p>PAGES 183 - 213</p>	1 de mayo: Día Internacional de la Clase Trabajadora. Feriado

13.	6 al 12 de mayo		<b>Entrega III Tarea ( PRODUCCION ORAL)</b>
14.	13 al 19 de mayo	<p><b>Chapter # 5 Really??? (Controversial issues)</b></p> <p>3. No way...Controversies and the Law</p> <p>4. OMG... Stereotypes and Cultural Differences</p> <p>PAGES 213 - 241</p>	
15.	20 al 26 de mayo		<p>22 de mayo: Día internacional de la Biodiversidad</p> <p><b>III EVALUACIÓN</b></p> <p><b>Horario según corresponda a cada sede</b></p>
16.	27 de mayo al 2 de junio		<b>Entrega de resultados</b>
17.	3 al 9 de junio		<b>Pruebas de ampliación I convocatoria</b>
18.	10 al 16 de junio		<b>Resultados finales a los estudiantes</b>
19.	17 al 23 de junio		<b>Pruebas de ampliación II convocatoria</b>

			<p><b>Lista de estudiantes para la estrategia de promoción. Entregar información a estudiantes.</b></p> <p><b>APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al II semestre 2023</b></p>
<b>20.</b>	<b>24 al 30 de junio</b>		<b><u>Matrícula II semestre 2024</u></b>
<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 Recipes for success

Linguistic Competences	Indicadores
<p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p>L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people.</p> <p>L.2. understand the important details in a relatively long conversation that is overheard regarding positive attitudes and stories of successful people.</p> <p>R.1. understand the main conclusions from straightforward, factual texts on subjects like, healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily.</p> <p>R.2. find specific information in straightforward printed text about healthy living, positive attitudes, plans for success, and stories of successful people (e.g., magazines, brochures, information on the Internet).</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p>SI.1. give and ask personal opinions in an informal discussion with friends, agreeing and disagreeing politely regarding healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>SI.2. start, maintain and close simple face-to-face conversations on about healthy living, positive attitudes, plans for success, and stories of successful people.</p>	<p>L.1. distinguishes the main points and the important details of audio recordings.</p> <p>L.2. distinguishes the important details in a relatively long conversation</p> <p>R.1. interprets the main conclusions from straightforward, factual texts.</p> <p>R.2. extracts specific information in straightforward printed text.</p> <p>SI.1. gives and asks personal opinions in an informal discussion.</p> <p>SI.2. starts, maintains and closes simple face to-face conversation.</p> <p>SP.1. expresses feelings about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>W.1. writes his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p>

<p>SP.1. express feelings about healthy living, positive attitudes, plans for success, and stories of successful people and explain why I felt that way.</p> <p>SP.2. express arguments about healthy living, positive attitudes, plans for success, and stories of successful people well enough to be followed without difficulty most of the time.</p> <p>W. 1 write his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p> <p>W.2. write an expository paragraph regarding healthy living, positive attitudes, plans for success, and stories of successful people, comparing and contrasting different opinions on the topic and check written paragraphs or letters 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>W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.</p>
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**Unit # 2 From the Wheel to the Drone**

Linguistic Competences	Indicadores
<p><b>Oral Written Comprehension</b></p> <p>L.1.understand detailed oral instructions when supported by visuals such as textbook illustrations regarding technology.</p>	<p>L.1.distinguishes detailed oral instructions when supported by visuals.</p>

<p>L.2. understand the main points of stories and other text read aloud in the classroom related to inventions, living in a tech world, safety, and the next wave of innovations.</p> <p>R.1. follow simple instructions, for example for a video or computer game, using familiar type of technological devices, using social networks, and creating electronic accounts (e.g. Facebook, Twitter, Instagram, etc.).</p> <p>R.2. understand relations between main ideas and supporting ideas in topical articles and reports in which the authors are presenting and defending a particular point of view in regards to technological advance.</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p>SI.1. participate in relatively lengthy conversations with peers on subjects of common interest such as technology, safety, and technological innovations.</p> <p>SI.2. express opinions and make suggestions about inventions, living in a tech world, safety, and the next wave of innovations while actively participating in group work.</p> <p>SP.1. describe inventions, living in a tech world and the next wave of innovations, in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.</p> <p>SP.2. explain how internet is used in a safe way</p>	<p>L.2. extracts the main points of stories and other text read aloud in the classroom</p> <p>R.1. follows simple instructions.</p> <p>R.2. interprets relations between main ideas and supporting ideas in topical articles and reports</p> <p>SI.1. talks lengthy conversations with peers on subjects of common interest.</p> <p>SI.2. expresses opinions/makes suggestions while actively participating in group work.</p> <p>SP.1. describes inventions, living in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner</p> <p>SP.2. explains how internet is used in a safe way.</p> <p>W.1. writes short detailed descriptions about objects of interest explaining the advantages and disadvantages involved.</p> <p>W.2. writes expository essays</p>
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<p>W.1. write short detailed descriptions about objects of interest explaining the advantages and disadvantages involved (e.g. as digital games, innovations, inventions).</p>	
<p>W.2. write an expository essay about safety while working on line and check written paragraphs or descriptions to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>	

### Unit # 3 The Earth–Our Gift and Our Responsibility

Linguistic Competences	Indicadores
<p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p>L.1. understand specific details in clear and organized classroom talks and presentations provided there is some prior knowledge of the topics: natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p> <p>L.2. understand the gist of TV programs on topics of personal interest regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs when people speak clearly.</p> <p>R.1. understand main idea and supporting details in straightforward factual texts regarding natural disasters, environmental problems,</p>	<p>L.1. extracts specific details and getting the gist.</p> <p>L.2. extracts the gist of TV programs.</p> <p>R.1. summarizes main idea and supporting details.</p> <p>R.2. recognizes most words in narrative and expository texts.</p>

<p>helping nature, and nonprofit and NGOs, well enough to talk about them afterwards.</p> <p>R.2. understand most words in narrative and expository text, and extract the key ideas from those texts.</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p>SI.1. express feelings and explain the reasons for them in regards to natural disasters, environmental problems, helping nature, and nonprofit and NGOs clearly.</p> <p>S.2. start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p> <p>SP.1. make announcements using simple words and phrasing about natural disasters, possible solutions, and organizations.</p> <p>SP.2. speak in a comprehensible and fairly fluent manner using a large number of different words and expressions regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, though there may be pauses for self-correction.</p> <p>W.1. write in simple sentences, an opinion on controversial issues provided regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, related to the issue under examination.</p> <p>W.2. write a persuasive paragraph regarding environmental problems and helping nature and check written paragraphs, sentences, and opinions 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. expresses feelings and explains the reasons for them in simple face-to face conversation.</p> <p>S.2. starts, maintains and closes simple face-to-face conversation on topics that are familiar or of personal interest regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p> <p>SP.1. makes announcements using simple words and phrasing in a presentation.</p> <p>SP.2. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions.</p> <p>W.1. writes in simple sentences, an opinion on controversial issues.</p> <p>W.2. writes a persuasive paragraph regarding environmental problems and helping nature.</p>
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**Unit # 4 Get Ready. Get set. Go!**

Linguistic Competences	Indicadores
<p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p>L.1. understand the main point and the important details of audio recordings, provided standard language is used and the topic is one of interest.</p> <p>L.2. understand the main points in a relatively long conversation that is overheard.</p> <p>R.1. read short media reports on familiar events.</p> <p>R.2. distinguish between different text purposes (to inform, to argue a point, etc.).</p> <p>R.3. understand most words in narrative and expository text, and extract the key ideas from those texts.</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p>SI.1. participate in group work, expressing opinions and making suggestions actively.</p>	<p>L.1. distinguishes the main point and the important details of audio recordings.</p> <p>L.2. extracts the main points in a relatively long conversation.</p> <p>R.1. reads short media reports on familiar events.</p> <p>R.2. distinguishes between different text purposes (to inform, to argue a point, etc.).</p> <p>R.3. extracts the key ideas from narrative and expository texts.</p> <p>SI.1. participates in group work, expressing opinions and making suggestions actively</p> <p>SP.1. expresses an opinion on different topics.</p> <p>SP.2. expresses an argument clearly enough to be understood most of the time.</p>

<p>SP.1. express an opinion on different topics associated with everyday life and common issues (e.g., give a short talk on the value of developing soft skills).</p> <p>SP.2. present an argument clearly enough to be understood most of the time.</p> <p>W.1. list the advantages and disadvantages of things which are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events).</p> <p>W.2. write a descriptive paragraph about universities, majors or soft skills and check written paragraphs or lists to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.).</p>	<p>W.1. lists the advantages and disadvantages of things which are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events).</p> <p>W.2. writes a descriptive paragraph about universities, majors or soft skills.</p>
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**Unit # 5 Chapter # 5 Really??? (Controversial issues)**

Linguistic Competences	Indicadores
<p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p>L.1. understand the main points of stories and other texts read aloud in the classroom about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences.</p> <p>L.2. understand classroom talk between two or more native speakers, only occasionally needing to request clarification.</p> <p>R.1. understand short media reports about world facts, issues of health and medicine, controversies from the law and stereotypes and cultural differences.</p> <p>R.2. understand straightforward, factual text about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences satisfactorily.</p>	<p>L.1. interprets the main points of stories and other text read aloud in the classroom.</p> <p>L.2. extracts the main points from classroom talks.</p> <p>R.1. draws conclusions on short media reports.</p> <p>R.2. extracts key points in straightforward, factual text</p>

### **Oral and Written Production**

SI.1 take part in long conversations with peers about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences, if others make an effort as well.

SP.1. provide detailed, practical instructions to explain a process with which they are familiar (e.g., animal rights, UFO's, controversial issues).

SP.2. express an opinion about world facts, issues from health and medicine, stereotypes and cultural differences and issues such as giving a short talk on animal rights, UFO's, controversial issues.

W.1. write a short summary of a piece of literature or audiovisual production.

W.2. write short persuasive paragraph about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences.

W.3. spell and show basic punctuation accurately enough to be followed most to the time.

W.4. check written summaries and paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.).

SI.1 takes part in long conversations with peers, if others make an effort as well.

SP.1. explains a process providing detailed, practical instructions.

SP.2. expresses opinions about world facts, issues from health and medicine, stereotypes and cultural differences.

W.1. writes a short summary of a piece of literature or audiovisual production.

W.2. writes short persuasive paragraph



Sede \_\_\_\_\_

Nombre del estudiante:

\_\_\_\_\_

Numero de cedula:

\_\_\_\_\_

Sección:

\_\_\_\_\_

Materia:

\_\_\_\_\_

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: \_\_\_\_\_

## **Tarea número uno**

Materia: Inglés

Nivel: Undécimo

Código: 80025

Indicator: Writes his/her reflective letter own healthy living, attitudes and plans for a successful future.

Writes about the uses of social media nowadays.

Identifies English tenses in statements.

Valor: 30 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. (10 points)**

Taking care of our health is important. Health means how our bodies and minds feel. When we are healthy, we feel good and can do things we enjoy.

Eating healthy foods is one way to stay healthy. We should eat fruits, vegetables, and grains. They give our bodies the energy to move and play. We should also drink water and milk to keep our bodies strong.

Exercise is another way to stay healthy. Running, jumping, and playing outside are all good exercises. They make our muscles and bones strong. We should also get enough sleep at night to rest our bodies and minds.

Washing our hands is important too. It helps us stay clean and avoid getting sick. When we're sick, we might need to see a doctor. Doctors are experts who can help us feel better when we're not well.

Taking care of our health is something we can learn to do every day. It helps us stay strong and happy.



**1. What does "health" mean?**

- a) Feeling good and doing things we enjoy
- b) Eating unhealthy foods
- c) Staying inside all day

**2. What foods should we eat to stay healthy?**

- a) Candy and chips
- b) Fruits, vegetables, and grains
- c) Soda and ice cream

**3. What does exercise do for our bodies?**

- a) Makes us feel tired
- b) Makes our muscles and bones strong
- c) Helps us watch TV better

**4. Why is sleep important?**

- a) It's fun to sleep
- b) It helps our bodies and minds rest
- c) It makes us hungry

**5. What does washing our hands help us with?**

- a) Avoiding getting sick
- b) Avoiding doing chores
- c) Avoiding school

**6. Who can help us feel better when we're sick?**

- a) Teachers
- b) Doctors
- c) Friends

**7. What can we learn to do every day to stay healthy?**

- a) Eat junk food
- b) Play video games
- c) Take care of our health

**8. What kind of food gives our bodies energy?**

- a) Fruits, vegetables, and grains
- b) Cake and cookies
- c) Soda and chips

**9. What should we drink to keep our bodies strong?**

- a) Juice
- b) Water and milk
- c) Soda

**10. What are good outdoor exercises?**

- a) Reading and drawing
- b) Running, jumping, and playing
- c) Watching TV

**II. Identification: 14 points.**

**A. Write the correct form of the verbs in parentheses. Use Future Continuous Tense. (4 points)**

- 1. Next week we \_\_\_\_\_ (have) a new classmate at this time.
- 2. She \_\_\_\_\_ (work) as a doctor in three months.
- 3. I \_\_\_\_\_ (have) a new family member.
- 4. Donna \_\_\_\_\_ (do) the exams next month.

**B. Write the correct form of the verbs in parentheses. Use Second Conditional. (4 points)**

- 1. If I \_\_\_\_\_ (find) a car I \_\_\_\_\_ (buy) it.
- 2. She \_\_\_\_\_ (get) a lot of money if she \_\_\_\_\_ (guess) the lottery number.

**C. Read the sentences below. Circle the part of the sentence requested in the parentheses. (6 points)**

- 1. Laura plays the guitar extremely good. (adverb)
- 2. The kids play in the garage. (preposition)
- 3. Mr. Rojas bought a new book. (verb)
- 4. We live in Cartago. (pronoun)
- 5. She has a dog. (noun)
- 6. He is an intelligent boy. (adjecti

**V. Production. 6 points.**

**A. Write three advices to use social media correctly. Write complete sentences. (10 points. 2 points each correct answer)**

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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