



Colegio Nacional de Educación a Distancia
Universidad Estatal a Distancia

Coordinación de

INGLÉS
Orientaciones Académicas

Código: 80007

Nivel. OCTAVO

I semestre 2023

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Horario de atención: Martes y Miércoles 4:30 pm – 9:30 pm

Visite la página web ingresando a: www.coned.ac.cr



Atención

Persona estudiante matriculada en el CONED, es importante comunicarle que para el I semestre 2023, 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, 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	nvalverde@uned.ac.cr
Cartago	2552 6683	Paula Céspedes Sandí	pcespedes@uned.ac.cr
Ciudad Neilly	2783-3333	Merab Miranda Picado	mmiranda@uned.ac.cr
Esparza	2258 2209	Adriana Jiménez Barboza	ajimenezb@Uned.ac.cr
Heredia	2262-7189	Manuel Chacón Ortiz	mchacono@uned.ac.cr
Liberia	2666-4296 /2665-1397	Lynette Camacho López	lcamacho@uned.ac.cr
Limón	2758-1900	Marilin Sánchez Sotela	masanchezs@uned.ac.cr
Nicoya	2685-4738	Daniel Hamilton Ruiz Arauz	druiza@uned.ac.cr
Palmares	2452-0531	Maritza Isabel Zúñiga Naranjo	mzuniga@uned.ac.cr
Puntarenas	2661-3300	Sindy Scafidi Ampié	sscafidi@uned.ac.cr
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San José	2221-3803	Elieth Navarro Quirós	enavarro@uned.ac.cr
Turrialba	2556-3010	Mirla Sánchez Barboza	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%	I Tarea 10%
II Prueba escrita 20%	II Tarea 15%
III Prueba escrita 20%	III Tarea 15%

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

<ul style="list-style-type: none"> ▪ Prueba ampliación 	<p>de 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"> ▪ Prueba suficiencia 	<p>de 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"> ▪ Estrategia promoción 	<p>de 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> <p>Haber presentado las pruebas de ampliación en las dos convocatorias.</p>

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



Calendarización de pruebas escritas I semestre 2023



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					Palmares, Liberia, Limón, Puntarenas, Ciudad Neilly	
PROGRAMACIÓN DE I PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 13 de marzo	Martes 14 marzo	Miércoles 16 de marzo	Jueves 17 de marzo	Viernes 18 de marzo	Sábado 19 de marzo	Domingo 20 de marzo
Matemática	Estudios Sociales	Español	Ciencias/ Biología	Inglés	Matemática Español Sociales	Inglés Ciencias/ Biología
PROGRAMACIÓN DE II PRUEBA ESCRITA						
Lunes 24 de abril	Martes 25 de abril	Miércoles 26 de abril	Jueves 27 abril	Viernes 28 de abril	Sábado 29 de abril	Domingo 30 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 22 de mayo	Martes 23 de mayo	Miércoles 24 de mayo	Jueves 25 de mayo	Viernes 26 de mayo	Sábado 27 de mayo	Domingo 28 de mayo
Matemática	Estudios Sociales Educación Cívica	Español	Ciencias/ Biología	Inglés	Matemática Español Sociales	Inglés Educación Cívica Ciencias/ Biología



Orientaciones del I semestre 2023

Semana Lectiva	Fecha	Indicadores del aprendizaje esperado	Actividades
0	6 al 12 de febrero		Inicio del curso lectivo 2023 - Semana de inducción - Orientación a sedes
1.	13 al 19 de febrero	Chapter# 1 My High School...Our place 1. High School -- Bring it on! 2. A Day in the Life of My High School Pages 7-41	Inicio de Tutorías
2.	20 al 26 de febrero	Chapter # 1 My High School...Our place 3. What is Your Next Class? 4. High School Through my Friend Pages 7-41	
3.	27 de febrero al 5 de marzo	Chapter # 2 Let the Good Times Roll! 1. Fun times: Inside and Out 2. What ´s your favorite? Pages 42- 67	

4.	6 al 12 de marzo	Chapter # 2 Let the Good Times Roll! 3. Ready to play: Tell me the rules 4. Up Close and Personal Pages 42 -67	8 de marzo Día Internacional de las mujeres Entrega I Tarea WRITTEN HOMEWORK
5.	13 al 19 de marzo		I PRUEBA ESCRITA
6.	20 al 26 de marzo	Chapter # 3 Something to Celebrate! 1. Let's celebrate: Holidays with My Family 2. Let's celebrate: Latin American Holidays and Festivals Pages 68 -105	20 de marzo: Aniversario de la Batalla de Santa Rosa
7.	27 de marzo al 2 de abril	Chapter # 3 Something to Celebrate! 3. Let's celebrate: Holidays and Festivals around the World 4. A holiday to remember: One of my favorites Pages 68 -105	
8.	3 al 9 de abril		Semana Santa
9.	10 al 16 d abril	Chapter # 4 Going Shopping! 1. Welcome to my town 2. Getting what I need at the right place Pages 106 - 134	

10.	17 al 23 de abril	Chapter # 4 Going Shopping! 3. Where is it? 4. How can I get there? Pages 106- 134	23 de abril: Día del Libro Entrega II Tarea PRODUCCION ORAL
11.	24 al 30 de abril		II PRUEBA ESCRITA Horario según corresponda a cada sede
12.	1 al 7 de mayo	Chapter # 5 Unforgettable Events 1. A Day I'll Never Forget: in My Personal Life 2. An Event I'll Never Forget: with My Family 3. An Event I'll Never Forget: in Costa Rica 4. An Event I'll Never Forget: in the World Pages 135 - 157	1 de mayo: Día Internacional de la Clase Trabajadora. Feriado
13.	8 al 14 de mayo	Chapter # 6 Amazing Costa Rica! 1. Beautiful Costa Rica 2. Hiking, Biking and Walking Around Costa Pages 158- 185	Entrega III Tarea COMPRENSION AUDITIVA
14.	15 al 21 de mayo	Chapter # 6 Amazing Costa Rica! 3. Traveling Necessities 4. Planning My Perfect Vacation Pages 158- 185	
15.	22 al 28 de mayo		22 de mayo: Día internacional de la Biodiversidad

			<p align="center">III PRUEBA ESCRITA</p> <p align="center">Horario según corresponda a cada sede</p>
16.	29 de mayo al 4 de junio		Entrega de resultados
17.	5 al 11 de junio		<p>Pruebas de ampliación I convocatoria</p> <p>Pruebas de suficiencia</p>
18.	12 al 18 de junio		Resultados finales a los estudiantes
19.	19 al 25 de junio		<p align="center">Pruebas de ampliación II convocatoria</p> <p align="center">Lista de estudiantes para la estrategia de promoción. Entregar información a estudiantes.</p> <p align="center">APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al II semestre 2023</p>
20.	26 de junio al 2 de julio		<u>Matrícula II semestre 2023</u>
21.			

			<i>Receso de medio periodo para docentes y estudiantes</i>
22.			<i>Receso de medio periodo para docentes y estudiantes</i>

Chapter # 1 My high school ... Our place.

Linguistic Competences	Indicadores
<p align="center">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. understand specific information when people speak at normal speed about leisure activities. • L.2. understand main ideas and key points from teacher explanations and audio announcements about leisure activities, delivered clearly and at a slow pace, supported by textbook illustrations. • R.1. manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.2. 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 <p align="center">Oral and Written Production</p>	<p>L.1. identifies others' expressions of interests regarding school activities (e.g. likes and dislikes, indicating preferences about subjects and school activities).</p> <p>L.2. recognizes short, clear and simple instructions and explanations when delivered slowly.</p> <p>L.3. recognizes the main points in short, simple stories.</p> <p>R.1. discriminates important information in simple texts.</p> <p>R.2. extracts the gist of short articles and ads in age appropriate magazines (print and/or electronic).</p> <p>SI.1. expresses common interests about school life.</p> <p>SP.1. describes common interests about school activities, the subjects and schedule he /she has at school.</p>

<ul style="list-style-type: none"> • SI.1. discuss different things to do for fun. • 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 short 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.). • W.2. write, with the help of illustrations, an explanation of what they do every day at school, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<p>SP.2. explains high school through his/her friends/ peers briefly.</p> <p>W.1. writes simple notices expressing interests, wants and preferences, either by hand or electronically.</p> <p>W.2. writes an explanation of what they do every day at school, with the help of illustrations.</p>
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Chapter # 2 Let the Good Times Roll!

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud. • L.2. extract important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly. • L.3. understand the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams provided, if it is told slowly and clearly. 	<p>L.1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p> <p>L.2. recognizes important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.</p> <p>L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams provided there is some previous familiarity with the topic.</p>

- R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.
- R.2. recognize some key terminology from subject areas (e.g., labels on sports equipment).
- R.3. understand the main idea and two or three details in texts written in simple language using high frequency words and/or words recognized from other known languages.

Oral and Written Production

- SI.1. exchange information about everyday matters using simple vocabulary (e.g., weekend activities, sports, hobbies, interest and entertainment).
- SI.2. ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements.
- SP.1. describe a day in sports he/she will never forget.
- SP.2. explain briefly a sport, a sports team, a videogame he/she knows well.
- W.1. use simple sentences and expressions to describe sports, videogames and leisure activities.
- W.2. prepare simple reminders or notes regarding sports or videogames for personal use (e.g., notes, agendas, calendars).
- W.3. write an introduction or conclusion to a story with the help of a dictionary, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).

- R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.
- R.2. discriminates some key terminology from subject areas (e.g., labels on sports equipment).
- R.3. recognizes the main idea and two or three specific details.

SI.1. exchanges information about everyday matters using simple vocabulary

SI.2. asks and answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.

SP.1. describes a day he/she will never forget in sports.

SP.2. explains briefly a sport, a sports team, or a videogame he/she knows well.

W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.

W.2. prepares simple reminders or notes regarding sports or videogames for personal use. W.3. writes an introduction or conclusion to a story with the help of a dictionary.

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations). • R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.2. follow a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures. • R.3. understand chronological order within special sentence structures using linkers: sequential past time. <p>Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. ask and answer about local holidays, celebrations and festivals. • SI.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the World. • SP.1. describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group. • SP.2. describe what he/she did on his /her last holiday, individually. 	<p>L.1. recognizes main information in short, straightforward audio.</p> <p>L.2. recognizes the gist of overheard conversations generally.</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.</p> <p>R.3. distinguishes chronological order within special sentence structures</p> <p>SI.1. asks and answers about local holidays, celebrations and festivals.</p> <p>SI.2. asks and answers about holidays and festivals in Latin America and around the World.</p> <p>SP.1. describes holidays, celebrations and festivals in general.</p> <p>SP.2. describes what he/she did on his /her last holiday.</p>

<ul style="list-style-type: none"> • W.1. write short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration. • W.2. write a text message or a postcard/ e-postcard to friends to give news about holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<p>W.1. writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration.</p> <p>W.2. writes a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations.</p>
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Chapter # 4 Going Shopping!

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. understand the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly. • L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places). • R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.2. understand short instructions illustrated through step-by-step visuals (e.g., following simple map’s directions). • R.3. understand directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets). <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. ask appropriate questions during a conversation to ensure the other person understands points being made or information being given. 	<p>L.1. recognizes the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly.</p> <p>L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map’s directions).</p> <p>R.3. discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).</p> <p>SI.1. asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.</p>

<ul style="list-style-type: none"> • SP.1. make recommendations about convenient places to buy something. • SP.2. tell a simple direction (e.g., how to get to a location) as well as offer simple explanations to others. • W.1. write recommendations about going shopping wisely. • W.2. write straightforward text on topics familiar to them. • W.3. write a summary sentence of a text’s main points, giving one or two details, checking written sentences to look for mistakes. (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc. 	<p>SP.1. gives recommendations about convenient places to buy something.</p> <p>SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.</p> <p>W.1. writes recommendations about going shopping wisely.</p> <p>W.2. writes straightforward text on topics familiar to them.</p> <p>W.3. writes a summary sentence of a text’s main points, giving one or two details.</p>
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Chapter # 5 Unforgettable Events

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. identify the main points of an age-appropriate audio-visual presentation (news items reporting events, accidents). • L.3. understand the gist of a short text when read aloud clearly and slowly. • R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.2. extract main ideas from diagrams, with accompanying text, and use information to answer questions if given lead-in phrases. • R.3. understand the main information and a few details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects. <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology). 	<p>L.1. distinguishes the main points of an age-appropriate audio-visual presentation.</p> <p>L.2. recognizes the gist of a short text.</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. extracts main ideas from diagrams, with accompanying text.</p> <p>R.3. recognizes the main information and a few details in short articles and reports.</p> <p>SI.1. asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p>

<ul style="list-style-type: none"> • SI.2. ask and answer questions about a personal, family, national or worldwide event. • SP.1. use simple words to give his/her opinion about a personal, family, national or worldwide event. • SP.2. describe events using simple words or sentence frames about a personal, family, national or worldwide event. • SP.3. explain reasons for an event briefly (electronic device, pet, new bridge in the town, a flood, airport, human rights). • W.1. use text as a stimulus to write short dialogue about a personal event. • W.2. give personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) 	<p>SI.2. asks and answers questions about a personal family, national or worldwide event.</p> <p>SP.1. uses simple words to give his/her opinion.</p> <p>SP.2. describes events using simple words or sentences frames.</p> <p>SP.3. explains reasons for an event briefly.</p> <p>W.1 writes short dialogues about personal events.</p> <p>W.2. gives personal reactions to a piece of age-appropriate literature.</p>
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Chapter # 6 Amazing Costa Rica!

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. recognize verbal instructions related to the topic. • L.2. discriminate key words related to the topic when a text is being read aloud. • L.3. understand the main idea of media presentations on familiar events or places. • R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. • R.2. understand the most important information in short narratives with some illustrations as support. • R.3. finds links and connections between events related to traveling in e-mails, web chats, postcards, or short letters. <p style="text-align: center;">Oral and Written Production</p>	<p>L.1. recognizes verbal instructions related to the topic.</p> <p>L.2. discriminates key words related to the topic when a text is being read aloud.</p> <p>L.3. retells the main idea of media presentations on familiar events or places.</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. distinguishes the most important information in short narratives with some illustrations as support.</p>

<ul style="list-style-type: none"> • SI.1. suggest different things to do, places to go in his/her country. • SI.2. ask and answer simple questions about different tourist attractions. • SI.3. ask and answer simple questions about vacation plans. • SP.1. summarize a short story expressed in a simple sequence of events. • SP.2. describe simple steps to enjoy a touristic activity (e.g., “Then wear a life jacket and a pair of comfortable shoes.”, “take a cold shower after enjoying the hot springs”). • SP.3. describe familiar places and tourist attractions using simple vocabulary and language constructions. • W.1. write a timeline of a dreamed vacation. • W.2. write a brochure with the aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<p>R.3. recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.</p> <p>SI.1. suggests different things to do, places to go in his/her country.</p> <p>SI.2. asks and answers simple questions about different tourist attractions.</p> <p>SI.3. asks and answers simple questions about vacation plans and provides some brief indication of reasons for their opinions.</p> <p>SP.1. summarizes a short story expressed in a simple sequence of events.</p> <p>SP.2. describes simple steps to enjoy a touristic activity.</p> <p>SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions</p> <p>W.1. writes a timeline of a dream vacation.</p> <p>W.2. writes a brochure with the aid of a writing frame.</p>
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Colegio Nacional de Educación a Distancia



Sede _____

Nombre del estudiante:

Número de cédula:

Sección:

Materia:

Profesor:

Fecha de entrega:

Nota obtenida:

Puntos obtenidos

Porcentaje

Firma del docente:

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: **Octavo**

/ Código: **80007**

Indicators: Discriminates some key terminology from subject areas (eg. Label on sports)

Recognizes verbs related to sports.

Uses simple sentences to describe a school day.

Valor: **21 points. 10%**

Fecha de entrega: **del 6 al 12 de marzo**

I PART. Identify 10pts.

- A.** Write the correct **subject pronoun** according to the words in the parenthesis. Use the word-bank. **5pts.** 1pt. each correct answer.

He – We – They – She – It

1. _____ plays the guitar in the concert. **(Mary)**
2. _____ Is sleeping under the chair. **(the cat)**
3. _____ are traveling together. **(my sister and I)**
4. _____ works as a surgeon at the hospital. **(Allan)**
5. _____ draw picture every morning and night. **(Karen, Ross and Mark)**

- B. Write the correct verb according to the sport. Use the word-bank. Repeat two verbs. **5pts.** 1pt. each correct answer.

Do – Play - Go

1. _____swimming
2. _____football
3. _____aerobics
4. _____skating
5. _____tennis

PAR II. Short Answer.

Complete the **simple present sentences** with the correct form of the verbs in parenthesis. **5pts.** 1pt. each correct answer.

1. Patrick _____ his car. (fix)
2. John and I _____ a book. (write)
3. She _____ to school every day. (not/walk)
4. My father _____ TV every night. (not/watch)
5. Richard and Gary _____ hard to finish their job. (work)

III Part. Written Production

- A. Write a ten-line paragraph about What’s your high school schedule. Use adverbs of sequence. 6 points

RUBRIC

	ACHIEVED	IN PROGRESS	NEEDS TO IMPROVE
Grammar	Excellent grammar skills. Does not make mistakes with respect to sentence formation and tenses. 3 points	The grammar knowledge is known, but sometimes it is incorrect. 2 points	Does not know the concepts of grammar. 1 point
Spelling	All the sentences have a correct spelling. 3 points	Half of the sentences was misspelled. 2 points	Very little was spelled correctly. 1 point
TOTAL			