

Colegio Nacional de Educación a Distancia

Universidad Estatal a Distancia



Coordinación de
Inglés
Orientaciones Académicas

Código: 80013

Noveno Nivel

II semestre 2019

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

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	2591-9548	Dianna Acuña Serrano	dacuna@uned.ac.cr
Ciudad Neilly	2783-3333	Merab Miranda Picado	mmiranda@uned.ac.cr
Esparza	2636-0000 Ext. 140	Jesuana Araya Angulo	jesuana3@hotmail.com
Heredia	2262-7189	Cristian Adolfo Salazar Gutiérrez	casalazar@uned.ac.cr
Liberia	2666-4296 /2665-1397	Yerlins Miranda Solís	ymiranda@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
Quepos	2777-0372	Lourdes Chaves Avilés	lochaves@uned.ac.cr
San José	2221-3803	Elieth Navarro Quirós	enavarro@uned.ac.cr
Turrialba	2556-3010	Mirla Sánchez Barboza	msanchezb@uned.ac.cr

Evaluación



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

Calendarización de las pruebas II semestre 2019



Consulte la hora de aplicación en la sede respectiva, este atento a la siguiente distribución de días según sedes versión A y Versión B



VERSIÓN A					VERSIÓN B	
San José, Nicoya, Turrialba, Heredia, ALUNASA, Cartago, Acosta, Quepos					Palmares, Ciudad Neilly, Liberia, Limón, Puntarenas	
PROGRAMACIÓN I PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 19 de agosto	Martes 20 de agosto	Miércoles 21 de agosto	Jueves 22 de agosto	Viernes 23 de agosto	Sábado 24 de agosto	Domingo 25 de agosto
Matemática	Estudios Sociales Edc. Cívica	Español	Ciencias/ Biología	Inglés	Inglés Estudios Sociales Español	Matemática Ciencias/ Biología Educación Cívica
PROGRAMACIÓN DE II PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 23 de setiembre	Martes 24 de setiembre	Miércoles 25 de setiembre	Jueve26 de setiembre	Viernes27 de setiembre	Sábado 28 de setiembre	Domingo 29 de setiembre
Matemática	Estudios Sociales	Español	Ciencias/ Biología	Inglés	Inglés Estudios Sociales Español	Matemática Ciencias/biología
PROGRAMACIÓN III PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 28 de octubre	Martes 29 octubre	Miércoles 30 de octubre	Jueves31 de octubre	Viernes 1 de noviembre	Sábado2 de noviembre	Domingo 3 de noviembre
Matemática	Estudios Sociales Edc. Cívica	Español	Ciencias/ Biología	Inglés	Inglés Estudios Sociales Español	Matemática Ciencias/biología Educación Cívica



Orientaciones del II semestre 2019

Semana Lectiva	Temas	Fecha	Actividades
1.	<p>Unit # 1 Time to Have Fun!</p> <p>1. Let's Workout</p> <p>Páginas 8 – 13</p> <p>2. Once Upon a Time I Enjoyed...</p> <p>Páginas 14 – 23</p>	15 - 21 julio	<p>Inicio de Tutorías</p> <p>Inicio cursos virtuales</p> <p>Semana de inducción</p>
2.	<p>Unit # 1 Time to Have Fun!</p> <p>3. Try it!</p> <p>Páginas 24 – 33</p> <p>4. The Most Fun I've Ever Had!</p> <p>Páginas 34 – 52</p>	22-28 julio	<p>Feriado: 25 de julio Aniversario de la Anexión del Partido de Nicoya</p> <p>Acto a nivel institucional y nacional</p> <p>Los docentes envían resultados de Estrategia de Promoción, y actas definitivas.</p>
3.	<p>Unit # 2 Online & Connected</p> <p>1. Yesterday, Today and Future Media</p> <p>Páginas 54 – 58</p> <p>2. Virtual Communities and Networks</p> <p>Páginas 59 – 62</p>	29 julio – 4 agosto	<p>1 de agosto: Día Internacional de la Ciencia y la Tecnología.</p> <p>2 de agosto: Día de la Virgen de los Ángeles.</p>
4.	<p>Unit # 2 Online & Connected</p> <p>3. New Media and Public Safety</p> <p>Páginas 63 – 66</p>	5 – 11 agosto	ENTREGA I Tarea

	4. The Magical World of Apps Páginas 67 – 74		
5.	REPASO	12 – 18 agosto	Feriado 15 de agosto Día de la Madre
6.		19-25 agosto	I PRUEBA ESCRITA Horario según corresponda a cada sede.
7.	Unit # 3 Lights, Camera & Action 1. What's on TV? Páginas 76 – 83 2. The Best Show Ever... Páginas 84 – 92 3. Through the Lens of the Documentary Páginas 93 – 105 4. Daily News Páginas 106 – 116	26 agosto- 1 setiembre	
8.	Entrega II Tarea Es una evaluación Oral por lo tanto debe de ser presencial. Para conocer el horario de cada grupo, debe de contactarse con el tutor a cargo	2 – 8 setiembre	ENTREGA II Tarea 8 de setiembre Día Mundial de la Alfabetización
9.	Unit # 4 In the Public Eye! 1. Success vs. Fame Páginas 118 – 125	9 – 15 setiembre	Feriado 15 de setiembre: Celebración de la Independencia

	2. National Role Models Páginas 126 – 135		
10.	Unit # 4 In the Public Eye! 3. Contributions of Outstanding Figures to Society Páginas 136 – 145 4. Breaking News: Read All About It Páginas 146 – 160	16 – 22 setiembre	
11.		23 – 29 setiembre	II PRUEBA ESCRITA Horario según corresponda a cada sede
12.	Unit # 5 Unexpected Situations 1. Home Emergencies Páginas 162 – 176 2. Emergency Traveling Situations Páginas 177 – 192	30 setiembre – 6 octubre	
13.	Unit # 5 Unexpected Situations 3. Unanticipated Appointments Páginas 193 – 199 4. Making a Complaint at a Restaurant Páginas 200 – 206	7 – 13 octubre	12 de Octubre día de las culturas
14.	Unit # 6 Open a book, Open your Mind 1. Keep it simple	14 – 20 octubre	ENTREGA III Tarea Listening

	Páginas 208 – 215 2. Show me: Comic Strips		Es una evaluación de Listening por lo tanto es presencial. Para conocer el horario de cada grupo, debe contactar al tutor a cargo.
15.	Unit # 6 Open a book, Open your Mind 4. The Moral of the Costa Rican Legend is ... Páginas 230 – 247	21 - 27 octubre	
16.		28 octubre 3 noviembre	III PRUEBA ESCRITA Horario según corresponda a cada sede
17.		4 - 10 noviembre	Entrega de resultados Talleres de preparación para bachillerarlo
18.		11 - 17 noviembre	Pruebas de ampliación I convocatoria Pruebas de suficiencia
19.		18 - 24 noviembre	Resultados finales a los estudiantes
20.		25 noviembre 1 diciembre	Pruebas de ampliación II convocatoria
21.		2 - 8 diciembre	MATRICULA I SEMESTRE 2020
22.		9 - 15 diciembre	

Unit # 1 : Time to have Fun

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1. understand specific information when people speak at normal speed about leisure activities. There may be a need to repeat particular words and phrases. • L.2. understand main ideas and key points from teacher explanations and audio, announcements about leisure activities, delivered clearly and at slow paces, supported by textbook illustrations. • R.1. answer literal questions in straightforward messages. • R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.3. understand important information on the label of packages (e.g., directions for use, and instructions for preparation). • R.4. understand the main points and supporting details in simple, clearly drafted print materials, such as school handouts, brochures, letters and messages or newspapers. 	<ul style="list-style-type: none"> • L.1. recognizes specific information when people speak at normal speed about leisure activities. • L.2. discriminates main ideas and key points. • R.1. extracts the important information in simple, clearly drafted print materials. • R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts • R.3. distinguishes important information. • R.4. extracts the main points and supporting details in simple, clearly drafted print materials.
Oral and Written Production	
<ul style="list-style-type: none"> • SI.1. discuss different things to do for fun. • SI.2. ask and answer questions about experiences, events, past experiences. • SP.1. describe experiences, events and storytelling related to exercise, sports and games. • SP.2. describe what is occurring in a film or book, and indicate their personal opinion about it. • W.1. write a 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.) 	<ul style="list-style-type: none"> • SI.1. discusses different things to do for fun. • SI.2. asks and answers questions about experiences, events, past experiences • SP.1. describes experiences, events and storytelling related to exercise, sports and games. • SP.2. describes what is occurring in a film or book, and indicates his/her personal opinion. • W.1. writes a short description of personal experiences without using an aid, such as a dictionary.

Unit # 2 : Online & Connected

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1. understand some colloquial expressions related to media, virtual communities, apps and media safety. • L.2. understand the main idea and key points/details of audio related to media, virtual communities, apps and media safety. • R.1. understand simple instructions with some visual support (e.g., safe use of social networks). • R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.3. distinguish between factual and fictional text. <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. ask for and give opinions about the latest media, virtual communities, and apps. • SI.2. express comments about media, virtual communities, apps and security and otherwise contribute, in a small group situation. • SP.1. describe media, apps, virtual communities and networks. • SP.2. describe experiences with media, apps, virtual communities and networks. • SP.3. summarize a simple story he/she read about media, apps, virtual communities and networks relying on language used in the story/information. • W.1. write about an event using simple, coherent, and well-written sentences. • W.2. write an e-mail about media, apps, virtual communities or networks, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<ul style="list-style-type: none"> • L.1. identifies some colloquial expressions related to media, virtual communities, apps and media safety. • L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed • R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks). • R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts. • R.3. distinguishes between factual and fictional text. <ul style="list-style-type: none"> • SI.1. asks for and gives opinions about the latest media, virtual communities, and apps. • SI.2. gives information on media, virtual communities and apps security. <ul style="list-style-type: none"> • SP.1 describes media, apps, virtual communities and networks. • SP.2. describes experiences with media, apps, virtual communities and networks. • SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story. • W.1. writes about an event using simple, coherent, and well-written sentences. • W.2. writes an e-mail about media, apps, virtual communities or networks.

Unit # 3 : Lights, Camera & Action

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1. understand the gist of dialogue from a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. • L.2. understand the main idea of an age appropriate audio - visual presentation. • L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace. • R.1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports. • R.2. understand English language sounds using knowledge in phonics, syllabification and word parts. • R.3. understand subject specific words when encountered in text. • R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages. 	<ul style="list-style-type: none"> • L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. • L.2. recognizes the main idea of an age appropriate audio - visual presentation. • L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace. • R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided. • R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts. • R.3. extracts subject specific words when encountered in text. • R.4. discriminates the main idea and supporting details in straight forward letters and physical or electronic messages.
<p>Oral and Written Production</p>	
<ul style="list-style-type: none"> • SI.1. start, sustain and close simple face to face or telephone conversations with peers about what's on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time. • SP.1. describe what is occurring in a film or book, and indicate his/her personal opinion about it. • SP.2. give a short prepared presentation dramatizing a TV show/news. • W.1. write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary. • W.2. write personal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject - verb agreement, capitalization, spelling, basic punctuation etc. 	<ul style="list-style-type: none"> • SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time. • SP.1. describes what is occurring in a film or book, and indicates his/her personal opinion about it. • SP.2. gives a short prepared presentation dramatizing a TV show/news. • W.1. writes simple, short descriptions of personal experiences without using an aid, such as a dictionary. • W.2. writes personal reactions to a piece of age-appropriate literature.

Unit # 4 : In the Public Eye!

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1. understand the gist of dialogue from a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. • L.2. understand the main idea of an age appropriate audio-visual presentation. • L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace. • R.1. understand the important information in simple, clearly drafted print materials such as • T.V. guides, newspapers, and documentary reports. • R.2. understand English language sounds using knowledge in phonics, syllabification and word parts. • R.3. understand subject specific words when encountered in text. • R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages. 	<ul style="list-style-type: none"> • L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. • L.2. recognizes the main idea of an age appropriate audio-visual presentation. • L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace • R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided. • R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts. • R.3. extracts subject specific words when encountered in text. • R.4. discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.
<p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. start, sustain and close simple face to face or telephone conversations with peers about what's on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time. • SP.1. describe what is occurring in a film or book, and indicate his/her personal opinion about it. • SP.2. give a short prepared presentation dramatizing a TV show/news. • W.1. write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary. • W.2. write personal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.) 	<ul style="list-style-type: none"> • SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time. • SP.1. describes what is occurring in a film or book, and indicates his/her personal opinion about it. • SP.2. gives a short prepared presentation dramatizing a TV show/news. • W.1. writes simple, short descriptions of personal experiences without using an aid, such as a dictionary. • W.2. writes personal reactions to a piece of age-appropriate literature.

Unit # 5 : Unexpected Situations

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1. understand main ideas and some key details in many television, radio, and web-based broadcasts/announcements dealing with unexpected situations if the people talk clearly. • L.2. understand the main points of even a relatively long discussion about unexpected situations if the people involved do not speak too quickly. • L.3. understand a small group discussion between two or more native speakers, about unexpected situations if that conversation is unhurried and supported by video recording. • R.1. understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest. • R.2. identify English language sounds using knowledge in phonics, syllabification and word parts. • R.3. understand academic explanations and examples with aid of word list and/or dictionary support <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. offer suggestions in unexpected situations. • SI.2. make complaints and unanticipated appointments in different situations. • SI.3. interview others about unexpected situations if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question. • SP.1. describe unexpected personal situations. • SP.2. retell an unexpected situation read/heard in class. • W.1. write a narrative paragraph on a personal experience related to a home emergency, unexceptional traveling situations, unanticipated appointments or complaints, checking written sentences to look for mistakes (subject-verb agreement, capitalization, spelling, basic punctuation etc. 	<ul style="list-style-type: none"> • L.1. recognizes main ideas and some key details in television, radio, and web-based broadcasts /announcements. • L.2. discriminates the main points of a relatively long discussion about unexpected situations. • L.3. retells main ideas/concepts and key points/details. • R.1. distinguishes main ideas and some key details in texts of various lengths. • R.2. distinguishes English language sounds using knowledge in phonics, syllabification and word parts. • R.3. interprets academic explanations. • SI.1. offers suggestions in unexpected situations. • SI.2. makes complaints and appointments. • SI.3. interviews others about unexpected situations if the questions have been prepared beforehand. • SP.1. describes personal unexpected situations. • SP.2. retells an unexpected situation read/heard in class. • W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments or something you made a complaint about.

Unit # 6 : Open a book, Open your Mind

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1.understand the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. • L.2.understand the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message. • L.3.understandsmall group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording. • R.1.understandrelevant information to draw conclusions. • R.2.manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.3.understand factual texts and simple reports on familiar topics. 	<ul style="list-style-type: none"> • L.1. distinguishes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. • L.2. summarizes the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message. • L.3.retells small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording. • R.1.recognizesrelevant information to draw conclusions. • R.2.recognizesEnglish language sounds using knowledge in phonics, syllabification and word parts. • R.3.discriminates information in factual text and simple reports on familiar topics.
<p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1.offer an opinion about comic strips, biographies and Costa Rican legends examined in class. • SI.2.interview others about biographies and Costa Rican legends if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question. • SP.1.describe his/her favorite comic strips. • SP.2.describe biographies of national and international writers. • SP.3.retell a Costa Rican legend read/heard in class. • W.1.write a narrative paragraph about a Costa Rican legend. • W.2.write a biography of famous writers, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc. 	<ul style="list-style-type: none"> • SI.1.offers an opinion about Haikus, comic strips, biographies and Costa Rican legends examined in class. • SI.2.interviews others about biographies and Costa Rican legends if the questions have been prepared beforehand. • SP.1.describes his/her favorite comic strips. • SP.2.describesbiographies of national and international writers. • SP.3.retells a Costa Rican legend read/heard in class. • W.1.writes narrative paragraphs of famous Costa Rican legends. • W.2. writes biographies of famous Costa Rican or international writers or author.



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: _____

I EXTRACLASS- INGLES

Tarea número uno

Materia Ingles

/ Nivel: Noveno

/ Código: 80013

Indicators: Recognizes the sports and leisure activities, their vocabulary.

Applies grammar structure in the written sentences.

Applies present perfect form in sentences.

Applies comparative and superlative form in sentences.

Valor: 20 pts. 10 %

Fecha de entrega: **5 al 11 de agosto 2019**

Instrucciones generales: esta tarea deberá de presentarla de manera individual en hojas aparte escrita a mano o en computadora. Cada una deberá traer una portada que incluya el nombre del colegio, nombre de la materia, el nombre completo del estudiante, numero de cedula, nivel que cursa, el nombre del profesor y fecha en la que se entrega la tarea.

La tarea se debe entregar al tutor en el horario respectivo de la tutoría únicamente en la semana específica en el cronograma.

I PART. (20 pts.) Short answers.

Direction: Look at the following pictures about leisure activities and sport on the lines below. Write the name of the activities you identify.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



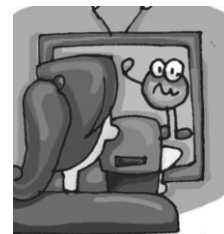
7. _____



8. _____



9. _____



10. _____

B.) Complete the statements with the present perfect Progressive tense. Use the verbs in the parenthesis.

Present Perfect Progressive Tense (Affirmative)

Subject + has / have + been + Main Verb + -ing + Complement.

1. He _____ here all his life. (live)
2. She _____ a romantic books. (write)
3. Allan _____ his car. (fix)
4. Mary _____ her birthday cake. (cook)
5. They _____ here all the year. (work)

C.- Rewrite the complete sentence using the adverb in brackets in its usual position.

1. He listens to the radio. (usually)

_____.

2. They read a book. (always)

_____.

3. Pete gets angry. (seldom)

_____.

4. Tom is very friendly. (sometimes)

_____.

5. I take sugar in my coffee. (never)

_____.

III PART. (10 pts.)

Complete the charter and write down the comparative and superlative forms of the adjectives.

Adjectives	Comparatives form	Superlatives form
1. beautiful		
2. bad		
3. smart		
4. big		
5. intelligent		



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: _____

II EXTRACLASS- INGLES

Tarea número dos**Tarea Número 2**

Materia Ingles / Nivel: Noveno / Código: 80013

Indicators: Applies grammar structure and pronunciation in the oral way.
 Applies simple present form in sentences.
 Applies simple past form in sentences.

Valor: 30 pts. 15 %

Fecha de entrega: **2 al 8 de setiembre 2019**

Instrucciones generales: Esta tarea deberá de presentarla de manera individual, la tarea será oral. El/la estudiante deberá completar los datos indicados en la rúbrica y entregarla al tutor el día de la tarea. Cada una deberá traer una portada que incluya el nombre del colegio, nombre de la materia, el nombre completo del estudiante, numero de cedula, nivel que cursa, el nombre del profesor y fecha de aplicación de la tarea. El/la estudiante debe de presentarse en el horario respectivo de la tutoría únicamente en la semana especifica en el cronograma.

I PART.

Listening and speaking (6 pts. each question, 3 pts. grammar, 3 pts. pronunciation)

Directions:

Teacher asks 5 questions to the students about their favorite famous actress, actor, singer or group, and they answer the questions using simple present or simple past according to the question.

Example:



Maribel Guardia



Ramses Araya



Chayanne



Johnny Depp



Carlos Santana

Teacher: Who are they?

Teacher: Does Maribel Guardia play the guitar?

Teacher: What is your favorite actress/actor/singer/group?

Teacher: When was his/her last concert/movie...?

Student: They are famous people /artist/ singer,

Student: Yes, She does – no She doesn't

Student: His/her last concert/movie was?



Teacher's name: _____

Obtained points: _____

Percentage: _____

Date: _____

Grade: _____

Group: _____

Student's name: _____

Rubric

Indicator	Apply grammar correctly in five oral answers.	Quest. 1	Quest. 2	Quest. 3	Quest. 4	Quest. 5
Excellent 3 points	St applies correctly the grammar without mistakes in the answer.					
Very good 2 points	St applies grammar with 3 mistakes in the answer.					
Good 1 points	St applies grammar with 5 mistakes in the answer.					
Unsatisfactory 0 point	St doesn't apply correctly the grammar in the answer.					

Indicator	Apply pronunciation correctly in five oral answers.	Quest. 1	Quest. 2	Quest. 3	Quest. 4	Quest. 5
Excellent 3 points	St pronounces correctly the words without mistakes in the answer.					
Very good 2 points	St presents 3 mistakes in pronunciation in the answer.					
Good 1 points	St presents 5 mistakes in pronunciation in the answer.					
Unsatisfactory 0 point	St doesn't pronounce correctly the words in the answer.					

TOTAL POINTS: _____



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Puntos obtenidos

Porcentaje

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III LISTENING HOMEWORK