



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

**Coordinación de**

**INGLÉS**  
**Orientaciones Académicas**

**Código: 80019**

**Nivel: DÉCIMO**

**I Semestre 2023**

**Elaborado por: Erika Prendas Vargas**

**Correo electrónico: [eprendas@uned.ac.cr](mailto:eprendas@uned.ac.cr)**

**Teléfono: 88315629**

**Horario de atención: Martes y Miércoles 4:30 pm a 9:30 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 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](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.

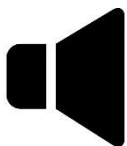


**Facebook: Mi Coned**

## 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>
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	2666-4296 /2665-1397	Lynette Camacho López	<a href="mailto:lcamacho@uned.ac.cr">lcamacho@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>
Quepos	2777-0372	Lourdes Chaves Avilés	<a href="mailto:lochaves@uned.ac.cr">lochaves@uned.ac.cr</a>
San José	2221-3803	Elieth Navarro Quirós	<a href="mailto:enavarro@uned.ac.cr">enavarro@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%

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

▪ <b>Prueba ampliación</b>	<b>de</b>	En caso de que el promedio final sea inferior al mínimo requerido para aprobar la materia, tiene derecho a realizar las pruebas de ampliación, que comprenden toda la materia del semestre. Tendrá derecho a realizar prueba de ampliación, el estudiante que haya cumplido con el 80% de las acciones evaluativas asignadas. (Pruebas y tareas) Art. 48 del REA. La inasistencia sin justificación de la persona estudiante a la primera convocatoria, no afecta su derecho a asistir a la segunda convocatoria. En caso de ausencia justificada a alguna de las convocatorias lo que procede es la reprogramación de esta.
▪ <b>Prueba suficiencia</b>	<b>de</b>	Constituye una única prueba que se aplica al final del semestre, con los mismos contenidos de los cursos ordinarios. Para llevar un curso por suficiencia no tiene que haber sido cursado ni reprobado. La persona estudiante solicita en periodo de matrícula la aplicación de la prueba, se debe de poseer dominio de la asignatura. Art-. 66 REA
▪ <b>Estrategia promoción</b>	<b>de</b>	Cuando se debe una única materia para aprobar se valora esta opción, para ello se tiene que tomar en cuenta haber cumplido con todas las pruebas y 80% de las tareas. (el comité de evaluación ampliado determinará la condición final de la persona estudiante) Art-. 54 REA  Haber presentado las pruebas de ampliación en las dos convocatorias.

<ul style="list-style-type: none"> <li>▪ <b>Condiciones para eximirse</b></li> </ul>	<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"> <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 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	
<b>PROGRAMACIÓN DE I PRUEBA ESCRITA</b>						
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
<b>PROGRAMACIÓN DE II PRUEBA ESCRITA</b>						
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
<b>PROGRAMACIÓN III PRUEBA ESCRITA</b>						
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	Criterios de Evaluación	Actividades
0.	6 al 12 de febrero		<p><b>Inicio del curso lectivo 2023</b></p> <p>- Semana de inducción - Orientación a sedes</p>
1.	13 al 19 de febrero	<p><b>Chapter # 1</b></p> <p><b>Love What We Do!</b></p> <p>1. Help wanted</p> <p>2. Jobs</p> <p>Pages 2 - 21</p>	<p><b>Inicio de Tutorías</b></p> <p>-</p>
2.	20 al 26 de febrero	<p><b>Chapter # 1</b></p> <p><b>Love What We Do!</b></p> <p>3. Interviewing</p> <p>4. Working to live or Living to work?</p> <p>Pages 22 - 44</p>	
3.	27 de febrero al 5 de marzo	<p><b>Chapter # 2 Stories Come in All Shapes and Sizes</b></p> <p>1. Tell mw a Story</p> <p>2. Thumbs Up/Down</p> <p>Pages 45 - 74</p>	

<b>4.</b>	<b>6 al 12 de marzo</b>	<p><b>Chapter # 2 Stories Come in All Shapes and Sizes</b></p> <p>3. The Reviews Are in Pages 75 – 80</p> <p>4. You should Read This Pages 75 - 80</p>	<p>8 de marzo Día Internacional de las mujeres</p> <p><b>Entrega I Tarea</b> <b>WRITTEN HOMEWORK</b></p>
<b>5.</b>	<b>13 al 19 de marzo</b>		<b>I PRUEBA ESCRITA</b>
<b>6.</b>	<b>20 al 26 de marzo</b>	<p><b>Chapter # 3</b></p> <p><b>A world of Differences</b></p> <p>1. These are my people 2. Cultures, Subcultures and Cliques Pages 81 - 103</p>	<b>20 de marzo:</b> Aniversario de la Batalla de Santa Rosa
<b>7.</b>	<b>27 de marzo al 2 de abril</b>	<p><b>Chapter # 3</b></p> <p><b>A world of Differences</b></p> <p>3.Culture, Norms and Cultural Storms</p> <p>4. I am no my hair Pages 103 - 115</p>	
<b>8.</b>	<b>3 al 9 de abril</b>		<b>Semana Santa</b>
<b>9.</b>	<b>10 al 16 d abril</b>	<b>Chapter # 4</b>	

		<p><b>Caution: Fragile World. Handle with Care</b></p> <p>1. What Makes Something Sustainable.</p> <p>2. Products and Practices around the World.</p> <p>Pages 116 -169</p>	
<b>10.</b>	<b>17 al 23 de abril</b>	<p><b>Chapter # 4</b></p> <p><b>Caution: Fragile World. Handle with Care</b></p> <p>3. Products and Practices in Costa Rica.</p> <p>4. Am I Environmentally friendly</p> <p>Pages 116 -169</p>	<p>23 de abril: Día del Libro</p> <p><b>Entrega II Tarea PRODUCCION ORAL</b></p>
<b>11.</b>	<b>24 al 30 de abril</b>		<p><b>II PRUEBA ESCRITA</b></p> <p><b>Horario según corresponda a cada sede</b></p>
<b>12.</b>	<b>1 al 7 de mayo</b>	<p><b>Chapter # 5</b></p> <p>High Tech High Touch</p> <p><b>Pages 170 - 224</b></p>	<p>1 de mayo: Día Internacional de la Clase Trabajadora. Feriado</p>
<b>13.</b>	<b>8 al 14 de mayo</b>	<p><b>Chapter # 6</b></p> <p><b>What Comes Next?</b></p> <p>1. Paas or Fail?</p> <p>2. College or Career?</p> <p>Pages 225 - 233</p>	<p><b>Entrega III Tarea</b></p> <p>COMPRESION AUDITIVA</p>

14.	15 al 21 de mayo	<p><b>Chapter # 6</b></p> <p><b>What Comes Next?</b></p> <p>3. Study Here or Abroad?</p> <p>4. Getting By or Getting Ahead?</p> <p>Pages 234 - 263</p>	
15.	22 al 28 de mayo		<p>22 de mayo: Día internacional de la Biodiversidad</p> <p><b>III PRUEBA ESCRITA</b></p> <p><b>Horario según corresponda a cada sede</b></p>
16.	29 de mayo al 4 de junio		<b>Entrega de resultados</b>
17.	5 al 11 de junio		<p><b>Pruebas de ampliación I convocatoria</b></p> <p><b>Pruebas de suficiencia</b></p>
18.	12 al 18 de junio		<b>Resultados finales a los estudiantes</b>
19.	19 al 25 de junio		<p><b>Pruebas de ampliación II convocatoria</b></p> <p><b>Lista de estudiantes para la estrategia de promoción.</b>  <b>Entregar información a estudiantes.</b></p>

			<b>APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al II semestre 2023</b>
<b>20.</b>	<b>26 de junio al 2 de julio</b>		<b><u>Matrícula II semestre 2023</u></b>
<b>21.</b>			<i>Receso de medio periodo para docentes y estudiantes</i>
<b>22.</b>			<i>Receso de medio periodo para docentes y estudiantes</i>

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

<b>Linguistic Competences</b>	<b>Indicadores</b>
<p><b>Oral Written Comprehension</b></p> <p><b>L1.</b> Understand the main points, concepts, key points and details in television programs, radio, and web-based broadcasts/announcements dealing with subjects of interest if the people talk slowly and clearly.</p> <p><b>L2.</b> Follow a small group discussion between two or more native speakers if that conversation is unhurried and if the learner is</p>	<p>L1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings discussions and social conversations about jobs and occupations.</p> <p>L.2. discriminates main points, concepts, key points and details from television programs, radio, and web-based</p>

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

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

**Oral and Written Production**

**SI.1.** talk in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos.

**SP1.** describe what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.

**SP2.** sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.

**SP3.** express opinions of a short story, play, essay, or poem examined in class.

**W1.** express what has been learned, how it has been learned, and learning goals for the future.

**W2.** summarize simple text dealing with familiar subjects (e.g., short stories, videos, blogs) and check written sentences to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time.

SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.

SP2. sustains a conversational exchange with peers.

SP3. expresses opinions of a short story, play, essay, or poem examined in class.

W1. expresses what has been learned, how it has been learned, and learning goals for the future.

W2. Summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).



**Unit # 3 A World of Differences**

Linguistic Competences	Indicadores
<p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p><b>L.1.</b> understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.</p> <p><b>L.2.</b> follow the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p><b>R.1.</b> read textbook explanations and examples with aid of word list and/or dictionary support.</p> <p><b>R.2.</b> manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> understand many subject specific words when encountered in text (e.g., diversity, culture, cultural norms, stereotypes) support reading comprehension by key words, diagrams and illustrations.</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI.1.</b> repeat what has been said and convey this information to another person.</p> <p><b>SI.2.</b> express opinions about cultural identity and cultural diversity.</p> <p><b>SP.1.</b> express opinions on familiar subjects and ask for others’ opinions.</p> <p><b>SP.2.</b> derive interviews from others, if the questions have been prepared beforehand. Sometimes, can pose a further</p>	<p>L.1. distinguishes many television, radio, and web-based broadcasts/ announcements.</p> <p>L.2. extracts main idea of audio texts in many television, radio, and web-based broadcasts/ announcements.</p> <p>R.1. recognizes textbook explanations and examples.</p> <p>R.2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.</p> <p>R.3. interprets many subject specific words when encountered in text.</p> <p>SI.1. repeats what has been said and convey this information to another person.</p> <p>SI.2. expresses opinions about cultural identity and c diversity.</p> <p>SP.1. expresses opinions on familiar subjects and ask for others’ opinions.</p> <p>SP.2. asks question to others if the questions have been prepared beforehand.</p>

<p>question without having to pause very long to formulate the question.</p> <p><b>SP.3.</b> explain and justify, briefly points of view, assumptions and plans.</p> <p><b>W.1</b> express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity.</p> <p><b>W.2</b> write a simple, short descriptive narrative paragraph of personal experiences on cultural diversity, without using an aid such as a dictionary, and check it to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, spelling and basic punctuation, etc.).</p>	<p>SP.3. explains points of view, justifying assumptions, and plans, briefly.</p> <p>W.1. writes completing specific graphic organizers and sentence frames aimed at monitoring comprehension.</p> <p>W.2.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting.</p>
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**Unit # 4 Caution: Fragile World. Handle with Care**

<b>Linguistic Competences</b>	<b>Indicadores</b>
<p style="text-align: center;"><b>Oral Written Comprehension</b></p> <p><b>L.1.</b> understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.</p> <p><b>L.2.</b> follow the main idea of audio text about our sustainable world.</p> <p><b>L.3.</b> understand the most important information in a news broadcast (television, Internet) when visuals support the message about the fragile world and the way of mitigating effects responsibly.</p>	<p>L.1. paraphrases the main points of a relatively long discussion using standard English.</p> <p>L.2. extracts the main points of audio texts.</p> <p>L.3. extracts the most important information in news broadcast (television, internet).</p> <p>R.1. discriminates key words, diagrams, and illustrations to support reading comprehension.</p>

<p><b>R.1.</b> use key words, diagrams, and illustrations to support reading comprehension</p> <p><b>R.2.</b> manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p><b>R.3.</b> understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI. 1.</b> verbally indicate willingness to participate in activities.</p> <p><b>SI. 2.</b> sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p> <p><b>SP.1.</b> express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others' opinions.</p> <p><b>SP.2.</b> explain and justify points of view briefly about the topic.</p> <p><b>W.1.</b> summarize simple text dealing with the subject.</p> <p><b>W.2.</b> describe events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other in expository paragraphs and check written paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>	<p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).</p> <p>SI.1. indicates verbally willingness to participate in activities.</p> <p>SI. 2. starts maintains and closes a conversational exchange with a peer in the classroom.</p> <p>SP.1. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.</p> <p>SP.2. explains and justify points of view briefly about the topic.</p> <p>W.1. summarizes simple text dealing with the subject.</p> <p>W.2. describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs</p>
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**Unit # 5 High Tech High Touch**

<b>Linguistic Competences</b>	<b>Indicadores</b>
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### Oral Written Comprehension

**L.1.** understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.

**L.2.** understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.

**L.3.** follow the main idea of audio text if the topic is familiar and the text can be replayed.

**R.1.** understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).

**R.2** identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.

**R.3.** understand clear, simple instructions with some visual support (e.g., how to use an app).

### Oral and Written Production

**SI.1.** ask questions about procedures.

**SI.2.** start, sustain and close a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.

**SP.1.** express opinions on familiar subjects and ask for others' opinions.

L.1. recognizes many television, radio, and web-based broadcasts/ announcements.

L.2. recognizes information from spoken interactions spoken at normal speed.

L.3. extracts main idea and specific details and getting the gist of audio texts, on familiar topics.

R.1. recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).

R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts

R.3.interprets clear, simple instructions with some visual support (e.g., how to use an app).

SI.1. asks questions about procedures.

SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.

SP.1. expresses opinions and asks for others' opinions about the digital world.

SP.2. gives explanations and justifications on points of view, briefly

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

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

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



Sede \_\_\_\_\_

Nombre del estudiante:

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Número de cédula:

\_\_\_\_\_

Sección:

\_\_\_\_\_

Materia:

\_\_\_\_\_

Profesor:

\_\_\_\_\_

Fecha de entrega:

\_\_\_\_\_

Nota obtenida:

Puntos obtenidos

Porcentaje

Firma del docente:

\_\_\_\_\_

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**COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA**

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

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

Asignatura:

### Tarea número uno

Materia: Inglés

/ Nivel: Décimo

/Código: 80019

Objective: Understand factual text and simple reports on familiar topics

Valor: 30 puntos 10%

Fecha de entrega: Del 6 al 12 de marzo

**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 de entregar al tutor en la semana específica en el cronograma.

**A. INSTRUCTIONS:** Read the text and mark with an X the correct answers. ( 5 points)

#### **MY JOB**

Working for an old ambulance service can really be hard, although you usually have to get experience from it. Definitely, it is not fun working with poor equipment, deteriorated vehicles and bad services. Even if people face these job conditions, they keep high standards.

Getting up in the middle of the night five or six times can really mess up a person' sleep pattern and tire people out. Then, workers go into these loud and unpredictable scenes, sometimes bars, car wrecks or people's homes, and have to work with high standards. In these situations, they must watch out for their partners' safety and themselves.

Doctors, nurses, technical staff at hospitals and clinics believe this job implies great job rewards. My parents are not very happy with my occupation, but although I have heard my parents say that this is not the kind of job they wanted for me; I love it and I am crazy about this occupation. In fact, feeling pleased with a job is what matters, and this is how I feel about the ambulance service.



- 1) The job described in the text is \_\_\_\_\_.
  - A) fun but not difficult
  - B) not difficult or risky
  - C) stressful and dangerous
- 2) According to the text, it is difficult to work with \_\_\_\_\_.
  - A) young people
  - B) high standards
  - C) poor equipment
- 3) The person says that some people \_\_\_\_\_.
  - A) have a lot of free time
  - B) do not understand this job
  - C) have just a few things to do
- 4) The person who describes the job is \_\_\_\_\_.
  - A) a firefighter
  - B) an architect
  - C) a paramedic
- 5) According to the text, this job \_\_\_\_\_.
  - A) has predictable scenes.
  - B) is enjoyed by everybody
  - C) makes people sleep a few hours at night

**B. INSTRUCTIONS:** Complete these sentences with the correct comparative or superlative forms. (9 points)

- 1) I drives (fast) \_\_\_\_\_ out of all the family.
- 2) He studied (hard) \_\_\_\_\_ out of all the class.
- 3) Harry speaks (quietly) \_\_\_\_\_ out of all the group.
- 4) María is (good) \_\_\_\_\_ at surfing in the community.
- 5) That bus comes (frequently) \_\_\_\_\_ in this area.
- 6) Sara lives (far) \_\_\_\_\_ than Ellie.
- 7) John runs (fast) \_\_\_\_\_ than Michael.
- 8) They welcomed us (warm) \_\_\_\_\_ than Karen.
- 9) He cooks (good) \_\_\_\_\_ than my sister.

**C. INSTRUCTIONS.** Complete the sentences using the simple past tense. (5 points)

1. On Saturday I \_\_\_\_\_ (play) computer games with my cousins.
2. My mum \_\_\_\_\_ (not cook) dinner last night.
3. I \_\_\_\_\_ (walk) to school because there weren't any buses.
4. They \_\_\_\_\_ (not dance) at the party.
5. My brother \_\_\_\_\_ (travel) to Ireland last summer.

**D. INSTRUCTIONS.** Complete the sentences using the Second conditional. (2 points)

1. If I \_\_\_\_\_ (have) enough money, I \_\_\_\_\_ (backpack) around Europe. But, unfortunately, I am broke.

**E. INSTRUCTIONS.** Complete the sentences using the Third conditional. (3 points)

1. If I \_\_\_\_\_ (have) enough money in my twenties, I \_\_\_\_\_ (backpack) around Europe. But, unfortunately, I was broke.

2. She would have been here earlier if she \_\_\_\_\_ (miss, not) the train.

**F. INSTRUCTIONS.** Write your own opinion about social media. in 2 complete sentences. (6 points)

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**RUBRIC**

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