



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

**Coordinación de**

**INGLÉS**  
**Orientaciones Académicas**

**Código 80019**

**Nivel DÉCIMO**

**II Semestre 2022**

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**Horario de atención: Lunes 7am – 11 am, martes y miércoles 4:30 pm a 8:30 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 II semestre 2022, 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 | Yerlins Miranda Solís         | <a href="mailto:ymiranda@uned.ac.cr">ymiranda@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 evaluaciones



|                         |               |
|-------------------------|---------------|
| 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:**

|   |           |  |
|---|-----------|--|
| <ul style="list-style-type: none"> <li>▪ <b>Prueba ampliación</b></li> </ul>    | <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. |
| <ul style="list-style-type: none"> <li>▪ <b>Prueba suficiencia</b></li> </ul>   | <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  |
| <ul style="list-style-type: none"> <li>▪ <b>Estrategia promoción</b></li> </ul> | <b>de</b> | Cuando se debe una única materia para aprobar se valora esta opción, para ello se tiene que tomar en cuenta haber cumplido con todas las pruebas y 80% de las tareas. (el comité de evaluación ampliado determinará la condición final de la persona estudiante) Art-. 54 REA  |

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|--|--|
|  | Haber presentado las pruebas de ampliación en las dos convocatorias.   |
| <ul style="list-style-type: none"> <li>▪ <b>Condiciones para eximirse</b></li> </ul> | Tiene derecho a eximirse el estudiante que haya obtenido una calificación de 90 o más en cada uno de los componentes de la calificación. Art-. 43 REA  |
| <ul style="list-style-type: none"> <li>▪ <b>Extra clases o Tareas</b></li> </ul>     | <p>Para la entrega de los extra clases, debe seguir los procedimientos de cada sede, ya sea entregarlas al tutor de cada materia en las tutorías respectivas, en la fecha indicada en las orientaciones del curso, en caso de ausencia del docente o porque tenga un horario limitado, se entregará en la oficina de cada sede de acuerdo con el horario establecido.</p> <p><b>En el caso de recibirse trabajos iguales, se les aplicará el artículo 33 del Reglamento de Evaluación de los Aprendizajes y, en consecuencia, los estudiantes obtendrán la nota mínima de un uno. Se aclara que siguiendo el Artículo 27 del REA “las tareas pueden ser desarrolladas, durante las tutorías o fuera de este horario”, no alterando por este acto la validez del instrumento evaluativo.</b></p> <p><b>Durante el proceso de mediación a distancia, las tareas serán enviadas por las plataformas tecnológicas indicadas para la comunicación docente – estudiante o bien siguiendo las indicaciones de la sede respectiva.</b></p> <p><b>Para efectos de cursos modalidad virtual, las tareas deben ser enviadas por la plataforma Moodle según corresponda el entorno para cada asignatura.</b></p> |



## Calendarización de evaluaciones II semestre 2022



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, ALUNASA, Cartago, Acosta, Quepos Ciudad Neilly <sup>1</sup> |                                       |                           |                        |                         | Palmares, Liberia, Limón, Puntarenas |  |
| <b>PROGRAMACIÓN DE I PRUEBA ESCRITA</b>   |                                       |                           |                        |                         |                                      |  |
| VERSIÓN A   |                                       |                           |                        |                         | VERSIÓN B                            |  |
| Lunes 22 de agosto  | Martes 23 de agosto                   | Miércoles 24 de agosto    | Jueves 25 de agosto    | Viernes 26 de agosto    | Sábado 27 de agosto                  | Domingo 28 de agosto                   |
| Matemática  | Estudios Sociales                     | Español                   | Ciencias/ Biología     | Inglés                  | Matemática<br>Español<br>Sociales    | Inglés<br>Ciencias/ Biología           |
| <b>PROGRAMACIÓN DE II PRUEBA ESCRITA</b>  |                                       |                           |                        |                         |                                      |  |
| Lunes 26 de setiembre   | Martes 27 de setiembre                | Miércoles 28 de setiembre | Jueves 29 de setiembre | Viernes 30 de setiembre | Sábado 01 de octubre                 | Domingo 02 de octubre                  |
| Matemática  | Estudios Sociales<br>Educación Cívica | Español                   | Ciencias/ Biología     | Inglés                  | Matemática<br>Español<br>Sociales    | Inglés<br>Cívica<br>Ciencias/ Biología |
| <b>PROGRAMACIÓN III PRUEBA ESCRITA</b>  |                                       |                           |                        |                         |                                      |  |
| VERSIÓN A   |                                       |                           |                        |                         | VERSIÓN B                            |  |
| Lunes 24 de octubre   | Martes 25 de octubre                  | Miércoles 26 de octubre   | Jueves 27 de octubre   | Viernes 28 de octubre   | Sábado 29 de octubre                 | Domingo 30 de octubre                  |
| Matemática  | Estudios Sociales<br>Educación Cívica | Español                   | Ciencias/ Biología     | Inglés                  | Matemática<br>Español<br>Sociales    | Inglés<br>Cívica<br>Ciencias/ Biología |

<sup>1</sup> Aplicación de pruebas miércoles y jueves





## Orientaciones del II semestre 2022

| Semana Lectiva | Fecha             | Criterios de Evaluación   | Actividades   |
|----------------|-------------------|---|---|
| 1.             | 18 al 24 de julio | <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 del II semestre 2022</b></p> <p><b>Inicio de Tutorías</b></p> <p><b>Inicio cursos virtuales a estudiantes</b></p> <p>- Semana de inducción - Orientación a sedes</p> |
| 2.             | 25 al 31 de julio | <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.             | 1 al 7 de agosto  | <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>            |   |

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|----|-----------------------------|---|---|
| 4. | 8 al 14 de agosto           | <p><b>Chapter # 2 Stories Come in All Shapes and Sizes</b></p> <p>3. The Reviews Are in</p> <p>Pages 75 - 80</p>  | <p><b>Entrega I Tarea</b><br/>WRITTEN HOMEWORK</p>  |
| 5. | 15 al 21 de agosto          | <p><b>Chapter # 2 Stories Come in All Shapes and Sizes</b></p> <p>4. You should Read This</p> <p>Pages 75 - 80</p>  | 15 de agosto: día de la madre   |
| 6. | 22 al 28 de agosto          |   | <p><b>I Evaluación</b><br/>Horario según corresponda a cada sede</p>  |
| 7. | 29 agosto al 4 de setiembre | <p><b>Chapter # 3</b></p> <p><b>A world of Differences</b></p> <p>1. These are my people<br/>2. Cultures, Subcultures and Cliques</p>                       |   |
| 8. | 5 al 11 de setiembre        | <p><b>Chapter # 3</b></p> <p><b>A world of Differences</b></p> <p>3. Culture, Norms and Cultural Storms</p> <p>4. I am no my hair</p> <p>Pages 81 - 115</p> | <p>8 de setiembre: Día mundial de la alfabetización.<br/><b>Entrega II Tarea</b><br/><b>PRODUCCION ORAL</b></p> |

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|-----|---------------------------------|--|--|
| 9.  | 12 al 18 de setiembre           | <p><b>Chapter # 4</b></p> <p><b>Caution: Fragile World. Handle with Care</b></p> <p>1. What Makes Something Sustainable.</p> <p>2. Products and Practices around the World.</p>                | 15 de setiembre: Celebración de la Independencia                         |
| 10. | 19 al 25 de setiembre           | <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> |  |
| 11. | 26 de setiembre al 2 de octubre |  | <p><b>II EVALUACIÓN</b></p> <p>Horario según corresponda a cada sede</p> |
| 12. | 3 al 9 de octubre               | <p><b>Chapter # 5</b></p> <p><b>High Tech High Touch</b></p> <p><b>Pages 170 - 224</b></p>   |  |
| 13. | 10 al 16 de octubre             | <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><b>Entrega III Tarea</b></p> <p>COMPRESION AUDITIVA</p>               |

|     |                                 |  |   |
|-----|---------------------------------|--|---|
|     |                                 | Pages 225 - 233  |   |
| 14. | 17 al 23 de octubre             | <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. | 24 al 30 de octubre             |  | <p><b>III EVALUACIÓN</b></p> <p>Horario según corresponda a cada sede</p>   |
| 16. | 31 de octubre al 6 de noviembre |  | <p><b>Entrega de Resultados</b></p>   |
| 17. | 7 al 13 de noviembre            |  | <p><b>Pruebas de ampliación I convocatoria</b></p> <p><b>Pruebas de suficiencia</b></p>   |
| 18. | 14 al 20 de noviembre           |  | <p><b>Resultados finales a los estudiantes</b></p>  |
| 19. | 21 al 27 de noviembre           |  | <p><b>Pruebas de ampliación II convocatoria</b></p> <p><b>Lista de estudiantes para la estrategia de promoción.</b><br/> <b>Entregar información a estudiantes</b></p> <p><b>APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al I semestre 2023</b></p> |

|     |                                   |  |  |
|-----|-----------------------------------|--|--|
| 20. | 28 de noviembre al 4 de diciembre |  | <b><u>Matrícula I semestre 2023</u></b><br><b>Acciones administrativas</b> |
| 21. | 5 al 11 de diciembre              |  | <b>Acciones administrativas</b>  |
| 22. | 12 al 18 de diciembre             |  | <b>Acciones administrativas</b><br><b>GRADUACIONES CONED</b>               |

**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 familiar with the topic under discussion in a video/audio recording about jobs and occupations.</p> <p><b>L3.</b> Understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases or help in clarifying particular details.</p> | <p>L1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings discussions and social conversations about jobs and occupations.</p> <p>L.2. discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between two or more native speakers, in a video/audio recording at normal speed.</p> |

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

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

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

|  |   |
|--|---|
| <p><b>SI.1.</b> talk in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos.</p> <p><b>SP1.</b> describe what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</p> <p><b>SP2.</b> sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p> <p><b>SP3.</b> express opinions of a short story, play, essay, or poem examined in class.</p> <p><b>W1.</b> express what has been learned, how it has been learned, and learning goals for the future.</p> <p><b>W2.</b> summarize simple text dealing with familiar subjects (e.g., short stories, videos, blogs) and check written sentences to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time.</p> | <p>SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</p> <p>SP2. sustains a conversational exchange with peers.</p> <p>SP3. expresses opinions of a short story, play, essay, or poem examined in class.</p> <p>W1. expresses what has been learned, how it has been learned, and learning goals for the future.</p> <p>W2. Summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).</p> |
|--|---|

**Unit # 3 A World of Differences**

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

|   |  |
|---|--|
| <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> |  |
|---|--|

**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><b>R.1.</b> use key words, diagrams, and illustrations to support reading comprehension</p> | <p>L.1. paraphrases the main points of a relatively long discussion using standard English.</p> <p>L.2. extracts the main points of audio texts.</p> <p>L.3. extracts the most important information in news broadcast (television, internet).</p> <p>R.1. discriminates key words, diagrams, and illustrations to support reading comprehension.</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> |

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

**R.3.** understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development

### **Oral and Written Production**

**SI. 1.** verbally indicate willingness to participate in activities.

**SI. 2.** 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.

**SP.1.** express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others' opinions.

**SP.2.** explain and justify points of view briefly about the topic.

**W.1.** summarize simple text dealing with the subject.

**W.2.** 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.).

R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).

SI.1. indicates verbally willingness to participate in activities.

SI. 2. starts maintains and closes a conversational exchange with a peer in the classroom.

SP.1. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.

SP.2. explains and justify points of view briefly about the topic.

W.1. summarizes simple text dealing with the subject.

W.2. describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs

**Unit # 5 High Tech High Touch**

| 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> understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p><b>L.3.</b> follow the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p><b>R.1.</b> understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).</p> <p><b>R.2</b> identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> | <p>.</p> <p>L.1. recognizes many television, radio, and web-based broadcasts/ announcements.</p> <p>L.2. recognizes information from spoken interactions spoken at normal speed.</p> <p>L.3. extracts main idea and specific details and getting the gist of audio texts, on familiar topics.</p> <p>R.1. recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts</p> |

|  |  |
|--|--|
| <p><b>R.3.</b> understand clear, simple instructions with some visual support (e.g., how to use an app).</p> <p style="text-align: center;"><b>Oral and Written Production</b></p> <p><b>SI.1.</b> ask questions about procedures.<br/> <b>SI.2.</b> start, sustain and close a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.<br/> <b>SP.1.</b> express opinions on familiar subjects and ask for others' opinions.<br/> <b>SP.2.</b> explain and justify points of view, briefly, about the digital world.<br/> <b>W.1.</b> summarize simple text dealing with familiar subjects.<br/> <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>R.3.interprets clear, simple instructions with some visual support (e.g., how to use an app).</p> <p>SI.1. asks questions about procedures.</p> <p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p> <p>SP.1. expresses opinions and asks for others' opinions about the digital world.</p> <p>SP.2. gives explanations and justifications on points of view, briefly</p> <p>W.1. summarizes simple text dealing with familiar subjects.</p> <p>W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.</p> |
|--|--|

**Unit # 6 What Comes Next?**

|                               |                    |
|-------------------------------|--------------------|
| <b>Linguistic Competences</b> | <b>Indicadores</b> |
|-------------------------------|--------------------|

### **Oral Written Comprehension**

**L.1.** understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.

**L.2.** 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., interviews).

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

**R.3.** use key words, diagrams, and illustrations to support reading comprehension.

**R.4.** understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.

### **Oral and Written Production**

**SI.1.** 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.

**SI.2.** 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

**SP.1.** describe personal goals and intentions.

**SP.2.** express and ask for others' opinions and needs on familiar subjects.

L.1. recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.

L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.

R.1. recognizes factual text and simple reports on familiar topics.

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

R.3. uses texts of various lengths as long as the words used are familiar. Identifying relevant information and drawing conclusions.

R.4. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

SI.1. interviews others if the questions have been prepared beforehand.

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

SP.1. describes personal goals and Intentions.

**SP.3.** explain and justify points of view, assumptions, and future plans, briefly.

**W.1.** summarize simple text dealing with familiar subjects.

**W.2.** 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.).

SP.2. expresses and asks for others' opinions and needs.

SP.3. explains and justifies points of view, assumptions, and future plans, briefly.

W.1. restates a main idea in a few words.

W.2. writes a one-page report based on real events.



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:

\_\_\_\_\_

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**COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA**

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

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

Asignatura: INGLÉS



### Tarea número uno

Materia: Ingles

/ Nivel: Décimo

/ Código: 80019

Indicator: discriminates factual information from texts and simple reports on familiar topics.

Expresses what has been learned, how it has been learned, and learning goals .

Valor: 30 pts / 10%

Fecha de entrega: 8 al 14 de agosto

## I PART. READING

Read the following text carefully and then choosing the best response for each statement according to this text.

### **The Dangerous Link between Likes, Followers, and Your Child's Self-Esteem By Melissa Maypole**

Kids have always looked to their peers for validation and self-worth, especially teens and tweens. That's nothing new. But in today's social media-obsessed culture, it's easy for young people to become overly fixated on their online popularity. Instead of gauging their popularity by the number of friends they have in real life, adolescents are increasingly evaluating their social status and self-image by the number of people who follow them on Twitter or "like" their selfies on Instagram.

#### The Danger of An Online Popularity Contest

The pressure to be popular can be hard enough on adolescents, but when the popularity contest moves from high school hallways to social media networks, it can be downright overwhelming. Tweens and teens may become stressed, anxious, and even depressed as they spend more and more time crafting their online identities in order to gain favour from other social media users. Social media peer pressure can cause young people to post risqué pictures including revealing selfies and/or party pics in an effort to be liked online. Unfortunately, this strategy often backfires and sometimes with devastating results.

#### The Trouble with Online Friendships

Research suggests that teens are relying more on social media for emotional support than traditional sources of encouragement such as a face-to-face conversation or a phone call with a friend. The problem with this trend is two-fold. First, social media has made it more challenging for parents to keep up with their kids' peer groups, and secondly, it appears that online friendships can be even more influential than their real-life relationships, making digital peer pressure a real concern.

**Taken from [www.toronto4kids.com](http://www.toronto4kids.com)**

Based on the previous reading choose the best response for each statement. 5 points, 1 point each correct answer.

1. According to the article, who do Children look to for validation?
  - a) their parents
  - b) other children
  - c) their idols
  
2. Social media peer pressure can cause young people to post
  - a) potentially funny photos
  - b) intimate photos
  - c) risqué photos
  
3. Why teens are relying more on social media?
  - a) For fun
  - b) For support
  - c) For spending tome

## II PART. WRITTEN. 27 POINTS

A. Using the following pictures of different professions and occupations, write two comparative sentences (**er-than** and **more-than**) and two superlative sentences (**the-est** and **the most**).

**Remember use ADVERBS**



**COMPARATIVE SENTENCES:**

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**SUPERLATIVE SENTENCES:**

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| CRITERIA  | ACHIEVED = 3 POINTS  | IN PROCESS = 2 POINTS  | NOT ACHIEVED = 1 POINT   | NO ANSWER = 0 POINTS |
|---|--|--|--|----------------------|
| Vocabulary (use of words, and phrases according to the given function or task “comparatives and superlatives” ) | Student uses very limited vocabulary to express his/her ideas. . Student uses sufficient vocabulary to express his/her ideas. Student uses extensive vocabulary in a correct way.  | Student uses very limited vocabulary to express his/her ideas. . Student uses sufficient vocabulary to express his/her ideas. Student uses extensive vocabulary in a correct way.  | Student uses very limited vocabulary to express his/her ideas. . Student uses sufficient vocabulary to express his/her ideas. Student uses extensive vocabulary in a correct way.  | <b>NO ANSWER</b>     |
| Grammar (The sentences follow the rules of the language “comparatives and superlatives” )                       | Student uses grammatical structures incorrectly or there is no structure at all. Student frequently uses grammatical structures correctly. Student uses grammatical structures with no significant mistakes or none at all | Student uses grammatical structures incorrectly or there is no structure at all. Student frequently uses grammatical structures correctly. Student uses grammatical structures with no significant mistakes or none at all | Student uses grammatical structures incorrectly or there is no structure at all. Student frequently uses grammatical structures correctly. Student uses grammatical structures with no significant mistakes or none at all | <b>NO ANSWER</b>     |

B. Give personal responses to the flowing questions. Be careful with your grammar and spelling. (15 points)

1. What platforms do you use?

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2. How much time do you spend on the platforms?

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3. When do you first go online on a typical day?

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4. When is the last time you go online on a typical day?

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| <b>CRITERIA</b>                       | <b>ACHIEVED = 3 POINTS</b>   | <b>IN PROCESS = 2 POINTS</b>   | <b>NOT ACHIEVED = 1 POINT</b>  | <b>NO ANSWER = 0 POINTS</b> |
|---------------------------------------|--|--|--|-----------------------------|
| <b>Content</b>                        | Incorporates all the required information and shows full knowledge about the topic and beyond. | Only some of the required information is provided. There is lack of knowledge about the topic. | The required information is omitted and provides illogical ideas. There is little knowledge about the topic. | <b>NO ANSWER</b>            |
| <b>Grammar and mechanics</b>          | Excellent grammar and syntax. Sentence patterns show no errors according to level.             | Expected grammar and syntax is used but show irregularities for the level.                     | Expected grammar and syntax is not used. Sentence patterns are below expectations.                           | <b>NO ANSWER</b>            |
| <b>Vocabulary</b>                     | Vocabulary choice is appropriate. Uses most of the required vocabulary.                        | Many wrong choices. Uses only a few words from the required vocabulary.                        | Vocabulary misuse interrupts the message. Uses just a very few words.  | <b>NO ANSWER</b>            |
| <b>Spelling</b>                       | Employs the proper spelling of words in all the task.  | Many spelling mistakes, there is some interference with the message.                           | Too many spelling mistakes interfere with the message.   | <b>NO ANSWER</b>            |
| <b>Capitalization and Punctuation</b> | Proper use of punctuation and capitalization rules.  | Several misuses on capitalization and punctuation.   | Too many misuses on capitalization and punctuation.  | <b>NO ANSWER</b>            |