



Colegio Nacional de Educación a Distancia
Universidad Estatal a Distancia

Coordinación de

INGLÉS
Orientaciones Académicas

Código: 80025

Nivel: UNDÉCIMO

I Semestre 2023

Elaborado por: Erika Prendas Vargas

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

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



Atención

Persona estudiante matriculada en el CONED, es importante comunicarle que para el I semestre 2023, usted deberá mantener estrecha comunicación con la Sede en la cual matriculo, así como mantener actualizada su información personal, (número telefónico, correo) para ello debe dirigirse a la coordinación de Sede.

Es necesario que usted como persona adulta este atenta a las indicaciones que contiene este documento, las cuales son necesarias para el trabajo independiente dentro de un sistema de estudios a distancia durante el semestre, favor de comunicar a la sede respectiva cualquier duda o situación que se presente durante el desarrollo de su proceso educativo en el CONED.

Orientación General

Para orientar su proceso de estudio, leer lo siguiente:

1. **Educación a distancia:** Se debe asumir una actitud autónoma en el proceso de estudio; leer los temas que correspondan a cada semana, establecer un horario de estudio a partir de las orientaciones, se recomienda asistir a las tutorías habilitadas en cada sede para fortalecer el proceso de aprendizaje.
2. **Materiales y recursos didácticos:**



Tutoría presencial:

Proceso de interacción y comunicación con el tutor, le permite aclarar dudas, en CONED la asistencia a la tutoría no es obligatoria sin embargo es un recurso de apoyo educativo. Para que la tutoría sea provechosa el estudiante debe llegar con los temas leídos y plantear dudas.



Tutoría Telefónica:

Puede comunicarse con el coordinador de la materia en caso de tener dudas sobre las tareas o temas puntuales, lo anterior en caso de que no poder asistir a tutorías.



Blog de la asignatura:

Ingresando a la página de CONED www.coned.ac.cr, puede acceder al blog de cada materia, donde encontrará materiales que le permiten prepararse para la tutoría.



Video tutoriales:

Cada materia cuenta con grabaciones sobre diferentes temas de interés según nivel y materia, puede acceder al espacio de video tutorías ubicado en la página web de CONED.



Cursos virtuales híbridos:

Permiten flexibilidad y acompañamiento en el proceso de estudio desde una computadora portátil o un teléfono inteligente. La apertura de los cursos depende de la proyección establecida.



Antología del curso:

Material base para las pruebas y tareas.



Facebook: Mi Coned

Sedes de CONED

El Programa CONED está en la mejor disposición de atender a sus consultas en los teléfonos y correo electrónico correspondiente a cada una de las sedes.

Sede	Teléfono	Encargado(s)	Correo electrónico
Acosta	2410-3159	Norlen Valverde Godínez	nvalverde@uned.ac.cr
Cartago	2552 6683	Paula Céspedes Sandí	pcespedes@uned.ac.cr
Ciudad Neilly	2783-3333	Merab Miranda Picado	mmiranda@uned.ac.cr
Esparza	2258 2209	Adriana Jiménez Barboza	ajimenezb@Uned.ac.cr
Heredia	2262-7189	Manuel Chacón Ortiz	mchacono@uned.ac.cr
Liberia	2666-4296 /2665-1397	Lynette Camacho López	lcamacho@uned.ac.cr
Limón	2758-1900	Marilin Sánchez Sotela	masanchezs@uned.ac.cr
Nicoya	2685-4738	Daniel Hamilton Ruiz Arauz	druiza@uned.ac.cr
Palmares	2452-0531	Maritza Isabel Zúñiga Naranjo	mzuniga@uned.ac.cr
Puntarenas	2661-3300	Sindy Scafidi Ampié	sscafidi@uned.ac.cr
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

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:

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

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



Calendarización de pruebas escritas I semestre 2023



Consulte la hora de aplicación en la sede respectiva, este atento a la siguiente distribución de días según sedes versión A y Versión B, tome en cuenta que las sedes versión A atienden de lunes a viernes y las sedes B sábado y domingo. **Fechas de aplicación de pruebas de suficiencia y ampliación comunicarse en la sede respectiva**

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



Orientaciones del I semestre 2023

Semana Lectiva	Fecha	Criterios de Evaluación	Actividades
0.	6 al 12 de febrero		Inicio del curso lectivo 2023 - Semana de inducción - Orientación a sedes
1.	13 al 19 de febrero	Chapter # 1 Recipes for success 1. Ingredients for Healthy Living 2. Add a Pinch of a Positive Attitude PAGES 10 - 35	Inicio de Tutorías
2.	20 al 26 de febrero	Chapter # 1 Recipes for success 3. Follow the recipe: A Plan for success 4. Give me a Taste: Stories of Successful people. PAGES 36 - 51	
3.	27 de febrero al 5 de marzo	Chapter # 2 From the Wheel to the Drone 1. Inventions that Have Changed our Lives 2. Living in a Tech World PAGES 52 - 67	
4.	6 al 12 de marzo	Chapter # 2 From the Wheel to the Drone 3. Safety First 4. The Next Wave of Innovations PAGES 68 - 89	8 de marzo Día Internacional de las mujeres Entrega I Tarea WRITTEN HOMEWORK

5.	13 al 19 de marzo		I PRUEBA ESCRITA
6.	20 al 26 de marzo	Chapter # 3 The Earth–Our Gift and Our Responsibility 1. Natural Disasters-Is Nature Against us? 2. What’s the Problem? PAGES 90 - 121	20 de marzo: Aniversario de la Batalla de Santa Rosa
7.	27 de marzo al 2 de abril	Chapter # 3 The Earth–Our Gift and Our Responsibility 3. A Helping Hand 4. Who is Doing What? PAGES 122 - 139	
8.	3 al 9 de abril		Semana Santa
9.	10 al 16 d abril	Chapter # 4 Get Ready. Get set. Go! 1. Get ready: Take a Look at your Dreams and Fears 2. Get Set: College or Career? PAGES 140 -153	
10.	17 al 23 de abril	Chapter # 4 Get Ready. Get set. Go! 3. Surviving or Thriving? 4. Go! The Future is Now PAGES 154 - 182	23 de abril: Día del Libro Entrega II Tarea PRODUCCION ORAL

11.	24 al 30 de abril		II PRUEBA ESCRITA
			Horario según corresponda a cada sede
12.	1 al 7 de mayo	Chapter # 5 Really??? (Controversial issues) 1. You gotta be kidding...World facts 2. Shut up...Issues from Health and Medicine PAGES 183 - 213	1 de mayo: Día Internacional de la Clase Trabajadora. Feriado
13.	8 al 14 de mayo	Chapter # 5 Really??? (Controversial issues) 3. No way...Controversies and the Law 4. OMG... Stereotypes and Cultural Differences PAGES 213 - 241	Entrega III Tarea COMPRESION AUDITIVA
14.	15 al 21 de mayo	REPASO	
15.	22 al 28 de mayo		22 de mayo: Día internacional de la Biodiversidad III PRUEBA ESCRITA Horario según corresponda a cada sede

16.	29 de mayo al 4 de junio		Entrega de resultados
17.	5 al 11 de junio		Pruebas de ampliación I convocatoria Pruebas de suficiencia
18.	12 al 18 de junio		Resultados finales a los estudiantes
19.	19 al 25 de junio		Pruebas de ampliación II convocatoria Lista de estudiantes para la estrategia de promoción. Entregar información a estudiantes. APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al II semestre 2023
20.	26 de junio al 2 de julio		<u>Matrícula II semestre 2023</u>
21.			<i>Receso de medio periodo para docentes y estudiantes</i>
22.			<i>Receso de medio periodo para docentes y estudiantes</i>

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Unit # 1 Recipes for success

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

<p>SI.1. give and ask personal opinions in an informal discussion with friends, agreeing and disagreeing politely regarding healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>SI.2. start, maintain and close simple face-to-face conversations on about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>SP.1. express feelings about healthy living, positive attitudes, plans for success, and stories of successful people and explain why I felt that way.</p> <p>SP.2. express arguments about healthy living, positive attitudes, plans for success, and stories of successful people well enough to be followed without difficulty most of the time.</p> <p>W. 1 write his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p> <p>W.2. write an expository paragraph regarding healthy living, positive attitudes, plans for success, and stories of successful people, comparing and contrasting different opinions on the topic and check written paragraphs or letters to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.)</p>	<p>SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>W.1. writes his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p> <p>W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.</p>
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Unit # 2 From the Wheel to the Drone

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral Written Comprehension</p> <p>L.1. understand detailed oral instructions when supported by visuals such as textbook illustrations regarding technology.</p> <p>L.2. understand the main points of stories and other text read aloud in the classroom related to inventions, living in a tech world, safety, and the next wave of innovations.</p> <p>R.1. follow simple instructions, for example for a video or computer game, using familiar type of technological devices, using social networks, and creating electronic accounts (e.g. Facebook, Twitter, Instagram, etc.).</p> <p>R.2. understand relations between main ideas and supporting ideas in topical articles and reports in which the authors are presenting and defending a particular point of view in regards to technological advance.</p> <p style="text-align: center;">Oral and Written Production</p> <p>SI.1. participate in relatively lengthy conversations with peers on subjects of common interest such as technology, safety, and technological innovations.</p> <p>SI.2. express opinions and make suggestions about inventions, living in a tech world, safety, and the next wave of innovations while actively participating in group work.</p> <p>SP.1. describe inventions, living in a tech world and the next wave of innovations, in a comprehensible and fairly fluent manner using a</p>	<p>L.1. distinguishes detailed oral instructions when supported by visuals.</p> <p>L.2. extracts the main points of stories and other text read aloud in the classroom</p> <p>R.1. follows simple instructions.</p> <p>R.2. interprets relations between main ideas and supporting ideas in topical articles and reports</p> <p>SI.1. talks lengthy conversations with peers on subjects of common interest.</p> <p>SI.2. expresses opinions/makes suggestions while actively participating in group work.</p> <p>SP.1. describes inventions, living in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner</p> <p>SP.2. explains how internet is used in a safe way.</p> <p>W.1. writes short detailed descriptions about objects of interest explaining the advantages and disadvantages involved.</p> <p>W.2. writes expository essays</p>

<p>large number of different words and expressions, though there may be pauses for self-correction.</p> <p>SP.2. explain how internet is used in a safe way</p> <p>W.1. write short detailed descriptions about objects of interest explaining the advantages and disadvantages involved (e.g. as digital games, innovations, inventions).</p> <p>W.2. write an expository essay about safety while working on line and check written paragraphs or descriptions to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>	
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Unit # 3 The Earth—Our Gift and Our Responsibility

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

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

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

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

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

<p>R.1. understand short media reports about world facts, issues of health and medicine, controversies from the law and stereotypes and cultural differences.</p> <p>R.2. understand straightforward, factual text about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences satisfactorily.</p> <p style="text-align: center;">Oral and Written Production</p> <p>SI.1 take part in long conversations with peers about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences, if others make an effort as well.</p> <p>SP.1. provide detailed, practical instructions to explain a process with which they are familiar (e.g., animal rights, UFO's, controversial issues).</p> <p>SP.2. express an opinion about world facts, issues from health and medicine, stereotypes and cultural differences and issues such as giving a short talk on animal rights, UFO's, controversial issues.</p> <p>W.1. write a short summary of a piece of literature or audiovisual production.</p>	<p>R.2. extracts key points in straightforward, factual text</p> <p>SI.1 takes part in long conversations with peers, if others make an effort as well.</p> <p>SP.1. explains a process providing detailed, practical instructions.</p> <p>SP.2. expresses opinions about world facts, issues from health and medicine, stereotypes and cultural differences.</p> <p>W.1. writes a short summary of a piece of literature or audiovisual production.</p> <p>W.2. writes short persuasive paragraph</p>
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<p>W.2. write short persuasive paragraph about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences.</p> <p>W.3. spell and show basic punctuation accurately enough to be followed most to the time.</p> <p>W.4. check written summaries and paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.).</p>	
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Colegio Nacional de Educación a Distancia



Sede _____

Nombre del estudiante:

Número de cédula:

Sección:

Materia:

Profesor:

Fecha de entrega:

Nota obtenida:

Puntos obtenidos

Porcentaje

Firma del docente:

COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA

Nombre del estudiante: _____ Número de cédula: _____

Sección: _____ Fecha de entrega: _____ Firma de recibido: _____

Asignatura:

Tarea número uno

Materia: Inglés

/ Nivel: Undécimo

/Código: 80025

Objective: find specific information in straightforward printed text.

Valor: 36 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. Reading comprehension. Read the texts and choose the best option to complete each statement. (12 points)

CHILDREN AND HEALTHY EATING HABITS

According to Dr. Walter O'Hara, "most children ask for the same foods over and over again, and may refuse to try anything new, whereas others may constantly demand snacks." The doctor says the reason is that children simply eat what they like and leave the rest.

Dr. O'Hara thinks that parent must promote healthy eating habits as one of the most important lessons a child learns. Furthermore, he claims that "parents and specialists can work together to establish a plan of action for each child's nutritional needs."

- 1) Dr. Walter O'Hara states that most children ask for _____.
 - A) healthy snacks
 - B) good eating habits
 - C) the same kind of food

- 2) The doctor thinks that parents must encourage their children to _____.
 - A) eat what they want
 - B) constantly demand snacks
 - C) have healthy eating habits

DIABETES

Diabetes is a disease that usually occurs in people over 45 years old, and more often in women than man. Twenty years ago, there were almost no diabetic children; but for the last 15 years, diabetes has accounted for 4.5% of children's hospitalizations. More than 40% range between 10 and 14 years old.

Excess body fat is an initiator of diabetes. In fact, more children are becoming overweight due to bad eating habits at home. The lack of physical activity is another cause of excess fat.

Over the same 15 years, the amount of people with diabetes in the province of Limón has increased by 30%. Doctors are not able to explain this. However, CCSS doctor, Roy Wong, says that many of the diabetics in this province do not follow medical instructions to manage the disease correctly.

Heredia is the only other province with an increase in diabetic patients. 9% in 15 years. The number of cases has gone down in the other five provinces over the same period.

Worldwide, health specialists expects diabetes to increase by 50% over the next 10 years. They also say that by the year 2030, diabetes will be the seventh largest cause of death in the world.

- 3) Diabetes is most common in _____.
- A) men than women
 - B) women older than 45
 - C) men younger than 40
- 4) Diabetes can be caused by _____.
- A) becoming older
 - B) doing physical activity
 - C) having excess body fat

- 5) A true idea taken from the article is that _____.
- A) body fat cannot indicate diabetes
 - B) doctors do not know why diabetes in Limón has increased
 - C) cases of diabetes in children are decreasing in Costa Rica
- 6) The number of diabetics has decreased _____.
- A) around the world
 - B) in Heredia and Limón
 - C) in 5 provinces of Costa Rica
- 7) In the next 10 years, diabetes is expected to increase by _____.
- A) fifty
 - B) nine
 - C) forty

MICROSOFT INITIATIVE

Technology entered Costa Rican classrooms through Peer Coaching, which is an initiative designed by Microsoft to train teachers to instruct other educators on how to integrate technology into their curriculum.

The Peer Coaching Program, which is carried out in collaboration with the Ministry of Public Education (MEP), trains public school teachers to use Web tools and to implement technology in the classroom; then they help to train their colleagues. This also offers the country a chance to improve the teaching professions.

The program, which exists in 101 countries, was introduced here by Microsoft Costa Rica on February 24th, during a press conference at Villa Tournón Hotel in downtown San José. During its first year, eight public elementary school teachers have received 40 hours of face-to-face training by Microsoft and Omar Dengo Foundation representatives; four of these teachers were trained as peer coaches, and four as program advisors.

The costs for the program have amounted to \$40 000, and it is estimated that by the end of the first phase, around 150 teachers will have received training.

- 8) Peer Coaching is a program designed _____.
- A) to train educators
 - B) to revise teachers' curriculum
 - C) by the Omar Dengo Foundation
- 9) The initiative is intended to be developed _____.
- A) without any cost
 - B) by 40 instructors
 - C) among public school teachers
- 10) The Peer Coaching Program also wants _____.
- A) San José to become the center of the plan
 - B) MEP's authorities to develop technology
 - C) Teachers to train their colleagues
- 11) The program was introduced by _____.
- A) Villa Tournón Hotel
 - B) Microsoft Costa Rica
 - C) Omar Dengo trainers
- 12) During the initial stage, the program expects to _____.
- A) start similar programs in other countries
 - B) train more than 100 students
 - C) prepare 150 teachers

B. INSTRUCTIONS. Put the verbs in brackets into the gaps using the Second Conditional. (10 points)

1. If you _____ (help) your grandma, I _____ (do) the shopping.
2. Andrew _____ (water) the flowers if he _____ (stay) at home.
3. If she _____ (have) 5 pounds more, she _____ (buy) herself this T-shirt.
4. If they _____ (offer) me the job, I _____ (take) it.
5. You _____ (have) summer holidays from June till August if you _____ (live) in the USA.

C. INSTRUCTIONS. Put the verbs into the correct form using the future continuous. (8 points)

1. At midnight we (sleep) _____
2. This time next week we (sit) _____ at the beach.
3. At nine I (watch) _____ the news.
4. Tonight we (study) _____ for our English test.
5. They (dance) _____ all night.
6. He (not / play) _____ all afternoon.
7. I (not / work) _____ all day.
8. (eat / you) _____ at six?

D. INSTRUCTIONS. Explain in 2 sentences how internet is used in a safety way. (6 points)

RUBRIC

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