



Colegio Nacional de Educación a Distancia
Universidad Estatal a Distancia

Coordinación de

INGLÉS
Orientaciones Académicas

Código: 80025

UNDÉCIMO Nivel

II semestre 2021

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



Atención

Persona estudiante matriculada en el CONED, es importante comunicarle que para el II semestre 2021, usted deberá mantener estrecha comunicación con sus tutores a cargo por medio de la plataforma tecnológica definida desde el inicio del semestre, la emergencia nacional por Covid-19 nos ha obligado a establecer canales de comunicación haciendo uso de las diferentes herramientas tecnológicas, es necesario que usted como persona adulta este atenta a todos los pormenores durante el semestre y comunique a la sede respectiva cualquier duda o situación que se presente durante el proceso de enseñanza .

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.



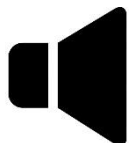
Facebook: Mi Coned

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
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Heredia	2262-7189	Cristian Adolfo Salazar Gutiérrez	casalazar@uned.ac.cr
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Turrialba	2556-3010	Mirla Sánchez Barboza	msanchezb@uned.ac.cr

Evaluación



Esta asignatura se aprueba con un promedio mínimo de 70, una vez sumados los porcentajes de las notas de las tareas y Evaluaciones

I evaluación 35 %	I Tarea 10%
II evaluación 35 %	II Tarea 10%
	III Tarea 10%

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

▪ Prueba de ampliación	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. (Esta prueba podría sufrir ajustes metodológicos para ser aplicada durante el II semestre 2021 debido a cambios evaluativos emanados por el MEP así como la apertura para su aplicación según el movimiento de la pandemia para ese momento del curso lectivo)
▪ Prueba de suficiencia	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.
▪ Estrategia de promoción	Cuando se debe una única asignatura 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) Haber presentado las pruebas de ampliación en las dos convocatorias.

	(Esta prueba podría sufrir ajustes metodológicos para ser aplicada durante el II semestre 2021 debido a cambios evaluativos emanados por el MEP así como la apertura para su aplicación según el movimiento de la pandemia para ese momento del curso lectivo)
<ul style="list-style-type: none"> ▪ Condiciones para eximirse 	<p>Tiene derecho a eximirse el estudiante que haya obtenido una calificación de 90 o más en cada uno de los componentes de la calificación.</p> <p>(De seguir con la lineamientos de evaluación vigentes para el 2021, no aplica la condición de eximido)</p>
<ul style="list-style-type: none"> ▪ Tareas 	<p>Para la entrega de las tareas, debe seguir los procedimientos de cada sede, ya sea entregarlas al tutor de cada materia en las tutorías respectivas, en la fecha indicada en las orientaciones del curso, en caso de ausencia del docente o porque tenga un horario limitado, se entregará en la oficina de cada sede de acuerdo con el horario establecido.</p> <p>En el caso de recibirse trabajos iguales, se les aplicará el artículo 33 del Reglamento de Evaluación de los Aprendizajes y, en consecuencia, los estudiantes obtendrán la nota mínima de un uno.</p> <p>Se aclara que siguiendo el Artículo 27 del REA “las tareas pueden ser desarrolladas, durante las tutorías o fuera de este horario”, no alterando por este acto la validez del instrumento evaluativo.</p> <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 evaluaciones II semestre 2021



Se recuerda que las evaluaciones correspondientes para el II semestre siguiendo las medidas preventivas ante la propagación del Covid19, deben ser realizadas por la persona estudiante y devueltas en la fecha establecida por la persona tutora según la asignatura y nivel, por la plataforma tecnológica usada para efectos de los cursos matrícula a distancia, 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 por suficiencia consulte en la sede respectiva.

VERSIÓN A					VERSIÓN B	
San José, Nicoya, Turrialba, Heredia, ALUNASA, Cartago, Acosta, Quepos					Palmares, Ciudad Neilly ¹ , Liberia, Limón, Puntarenas	
PROGRAMACIÓN I EVALUACIÓN SEMANA DE ENTREGA						
VERSIÓN A					VERSIÓN B	
Lunes 20 de setiembre	Martes 21 de setiembre	Miércoles 22 de setiembre	Jueves 23 de setiembre	Viernes 24 de setiembre	Sábado 25 de octubre setiembre	Domingo 26 de octubre setiembre
PROGRAMACIÓN DE II EVALUACIÓN SEMANA DE ENTRAGA						
VERSIÓN A					VERSIÓN B	
Lunes 08 de Noviembre	Martes 09 de Noviembre	Miércoles 10 de Noviembre	Jueves 11 de Noviembre	Viernes 12 de Noviembre	Sábado 13 de Noviembre	Domingo 14 de Noviembre

¹ Sede Ciudad Neilly, Horario de aplicación martes y miércoles.



Orientaciones del II semestre 2021

Semana Lectiva	Fecha	Actividades
1.	16 -22 agosto Chapter # 1 Recipes for success 1. Ingredients for Healthy Living 2. Add a Pinch of a Positive Attitude	Inicio de Tutorías a Distancia Inicio cursos virtuales
2.	23 – 29 agosto Chapter # 1 Recipes for success 3. Follow the recipe: A Plan for success 4. Give me a Taste: Stories of Successful People	
3.	30 agosto – 05 setiembre Chapter #2 From the Wheel to the Drone 1. Inventions that Have Changed our Lives 2. Living in a Tech World	

4.	<p align="center">6 -12 setiembre</p> <p>Chapter #2 From the Wheel to the Drone</p> <p align="center">3. Safety First 4.The Next Wave of Innovations</p>	<p align="center">ENTREGA I Tarea</p> <p align="center">WRITTEN HOMEWORK</p>
5.	<p align="center">13 – 19 setiembre</p> <p align="center">REPASO</p>	<p align="center">Feriado 15 de septiembre: Celebración de la Independencia</p> <p align="center">Feriado 13 de setiembre</p>
6.	<p align="center">20 – 26 setiembre</p>	<p align="center">I EVALUACIÓN</p> <p align="center">Horario según corresponda a cada sede</p>
7.	<p>27 setiembre – 3 octubre</p> <p>Chapter # 3 The Earth–Our Gift and Our Responsibility</p> <p>1. Natural Disasters-Is Nature Against us? 2. What´s the Problem?</p>	

8.	<p style="text-align: center;">4 – 10 octubre</p> <p style="text-align: center;">Chapter # 3 The Earth–Our Gift and Our Responsibility</p> <p style="text-align: center;">3. A Helping Hand</p> <p style="text-align: center;">4. Who is Doing What?</p>	<p style="text-align: center;">ENTREGA II Tarea</p> <p style="text-align: center;">ORAL HOMEWORK</p>
9.	<p style="text-align: center;">11 – 17 octubre</p> <p style="text-align: center;">Chapter # 4 Get Ready. Get set. Go!</p> <p style="text-align: center;">1. Get ready: Take a Look at your Dreams and Fears</p> <p style="text-align: center;">2. Get Set: College or Career?</p>	<p>12 de octubre día de las culturas</p>
10.	<p style="text-align: center;">18 – 24 octubre</p> <p style="text-align: center;">Chapter # 4 Get Ready. Get set. Go!</p> <p style="text-align: center;">3. Surviving or Thriving?</p> <p style="text-align: center;">4. Go! The Future is Now</p>	
11.	<p style="text-align: center;">25 – 31 octubre</p> <p style="text-align: center;">Chapter # 5 Really???(Controversial issues)</p> <p style="text-align: center;">1. You gotta be kidding...World facts 2. Shut up...Issues from Health and Medicine</p>	<p style="text-align: center;">ENTREGA III Tarea</p> <p style="text-align: center;">LISTENING HOMEWORK</p>

12.	<p align="center">1 – 7 noviembre</p> <p>Chapter # 5 Really??? (Controversial issues)</p> <p>3. No way...Controversies and the Law 4. OMG... Stereotypes and Cultural Differences</p>	
13.	<p>8 – 14 noviembre</p>	<p align="center">II EVALUACIÓN</p> <p align="center">Horario según corresponda a cada sede</p> <p align="center">Suficiencia</p>
14.	<p>15 – 21 noviembre</p>	<p align="center">Prueba escrita con Aprendizajes Esperados</p>
15.	<p>22 – 28 noviembre</p>	<p align="center">Resultados finales a los estudiantes</p>
16.	<p>29 noviembre – 5 diciembre</p>	<p align="center">Estrategia de promoción</p> <p align="center">Feriado lunes 29 noviembre</p>

17.	6 - 12 diciembre	
18.	13 - 19 diciembre	
19.	20, 21, 22 de diciembre	
20.	Jueves 23 diciembre - domingo 2 enero 2022	Festividades fin de año
21.	03 - 09 enero	Inclusión de notas As400
22.	10 - 16 enero	Estrategia de promoción
23.	17 - miércoles 19 enero	
24.	Jueves 20 , viernes 21 y sábado 22 enero	Graduaciones CONED
25.	Sábado 22 enero al miércoles 16 febrero	Vacaciones docentes previas al inicio del curso lectivo 2022
26.	24 - 30 enero	Matrícula I semestre 2022

27.	31 enero - 6 febrero	
28.	7- 13 febrero	
29.	14 - 20 febrero	17 de febrero Inicio de I semestre 2022

Unit # 1 Recipes for success

Linguistic Competences	Indicadores
<p>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</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>

successful people (e.g., magazines, brochures, information on the Internet).

Oral and Written Production

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.

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.

SP.1. express feelings about healthy living, positive attitudes, plans for success, and stories of successful people and explain why I felt that way.

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.

W. 1 write his/her reflective letter ("dear me...") about own healthy living, attitudes and plans for a successful future.

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.)

SI.2. starts, maintains and closes simple face to-face conversation.

SP.1. expresses feelings about healthy living, positive attitudes, plans for success, and stories of successful people.

SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.

W.1. writes his/her reflective letter ("dear me...") about own healthy living, attitudes and plans for a successful future.

W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.

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>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>SP.1. describe inventions, living in a tech world and the next wave of innovations, in a comprehensible and fairly fluent manner using a 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>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.1. extracts specific details and getting the gist.</p> <p>L.2. extracts the gist of TV programs.</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, 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>R.1. summarizes main idea and supporting details.</p> <p>R.2. recognizes most words in narrative and expository texts.</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>
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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.).	W.2. writes a persuasive paragraph regarding environmental problems and helping nature.
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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>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. participate in group work, expressing opinions and making suggestions actively.</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>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>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>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>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.2. extracts key points in straightforward, factual text</p>
<p>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>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>

<p>W.1. write a short summary of a piece of literature or audiovisual production.</p> <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>	

Sede _____

Nombre del estudiante:

Número de cédula:

Sección:

Materia:

Profesor:

Fecha de entrega:

Firma del docente:

Nota obtenida:

Puntos Obtenidos

Porcentaje

Tarea número Uno

Materia: Inglés / Nivel: Undécimo / Código: 80025

Indicator: Applies information about how to be healthy in a paragraph.

Valor: 20 points 10 %

Fecha de entrega: 13 al 19 setiembre

Instrucciones generales: Esta tarea deberá presentarla de manera individual (no se permitirá evaluaciones iguales) y será entregada por los medios tecnológicos asignados por el profesor. Cada una deberá traer una portada que incluya el nombre del colegio, nombre de la materia, el nombre completo del estudiante, número de cédula, nivel que cursa, el nombre del profesor, fecha en la que se entrega la tarea.

WRITING PART

- A. **Write an expository paragraph of 10 to 15 complete sentences regarding healthy living, positive attitudes, plan for success, and stories of successful people, comparing and contrasting different opinions on the topic.**
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	Poor 1 point	Fair 2 points	Good 3 points	Excellent 4 points
Main Idea	Main idea/Topic Sentence is not present or is unclear.	Main Idea/Topic Sentence is present but does not restate the topic.	Main Idea/Topic Sentence is present and clearly written.	The Main Idea/Topic Sentence is a clear restating of the topic.
Supporting details	The details do not support the main idea.	Some of the details support the main idea, but there are some that do not.	Each detail supports the main idea but there are no follow up sentences.	Each detail supports, or tells more about the topic. Follow up sentences provide additional support.
Logical order	The supporting sentences within the paragraph as a whole are not developed in a logical order.	The writer attempts to develop the sentences in a logical order, but some of the paragraph may be presented in an order readers may find confusing.	Most of the sentences are presented in a logical order, and readers should have little trouble following the supporting details.	The sentences are developed in a logical order appropriate to the writer's purpose and readers needs.
Conclusion	There is no conclusion. The paragraph just ends without summing up, or restating the topic. It doesn't tie the the details together.	There is an attempt at a conclusion, but it doesn't restate the topic, or tie the details together.	The conclusion sums up the topic, by restating it, but it does tie the details together.	The conclusions does an excellent job of summing up, or restating the topic and tying the details together.
Grammar and Mechanics	The paragraph contains 6 or more errors in usage, spelling and mechanics most of which are distracting to the reader.	The paragraph contains 3 to 5 errors in usage, spelling and mechanics, some of which are distracting to the reader.	The paragraph contains 1 or 2 errors in usage, spelling and mechanics, but they are not distracting to the reade	The paragraph contains no more than two errors. There is nothing in the spelling, usage or mechanics that is distracting to the reader.