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**Colegio Nacional de Educación a Distancia**

**Universidad Estatal a Distancia**

**Coordinación de**

**INGLÉS**

**Orientaciones Académicas**

**Código: 80001**

**Nivel. SÉPTIMO**

**I semestre 2024**

**Elaborado por: ERIKA PRENDAS VARGAS**

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**Horario de atención: Lunes/ Martes/ Miercoles 5pm a 8 pm**

**Visite la página web ingresando a:** [**www.coned.ac.cr**](http://www.coned.ac.cr)

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**Atención**

**Persona estudiante matriculada en el CONED, es importante comunicarle que para el I semestre 2024, 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.**

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| --- | --- | --- | --- |
| Sede | Teléfono | Encargado(s) | Correo electrónico |
| Acosta | 2410-3159 | Norlen Valverde Godínez | [nvalverde@uned.ac.cr](mailto:nvalverde@uned.ac.cr) |
| Alajuela | 2440-4326 EXT 109/2443-6746 | Nelson Briceño Vargas | [nbriceno@uned.ac.cr](mailto:nbriceno@uned.ac.cr) |
| Atenas | Tel 2446-0779. **/**2446-0778. | Jenny Alpízar Solano. | [jalpizar@uned.ac.cr](mailto:jalpizar@uned.ac.cr) |
| Cartago | 2552 6683 | Paula Céspedes Sandí | pcespedes@uned.ac.cr |
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| Esparza | 2258 2209 | Adriana Jiménez Barboza | ajimenezb@Uned.ac.cr |
| Heredia | 2262-7189 | Manuel Chacón Ortiz | mchacono@uned.ac.cr |
| Liberia | 2234-3236 EXT 4151-4152-41564 | Flor Umaña Contreras | fumana@uned.ac.cr |
| Limón | 2758-1900 | Marilin Sánchez Sotela | [masanchezs@uned.ac.cr](mailto:masanchezs@uned.ac.cr) |
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| Turrialba | 2556-3010 | Mirla Sánchez Barboza | [msanchezb@uned.ac.cr](mailto:msanchezb@uned.ac.cr) |

Esta asignatura se aprueba con un promedio mínimo de 65, una vez sumados los porcentajes de las notas de las tareas y pruebas

|  |  |
| --- | --- |
| I Prueba escrita 20%  II Prueba escrita 20%  III Prueba escrita 20% | I Tarea 10%  II Tarea 15%  III Tarea 15% |



**NOTA : La entrega de las Tareas en la fecha establecida en el cronograma ( Según horario y disposiciones de cada SEDE)**

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

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| * 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. 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 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. 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 de promoción | 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. |
| * 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 |
| * Extra clases o Tareas | 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.  **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.**    **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.**    **Para efectos de cursos modalidad virtual, las tareas deben ser enviadas por la plataforma Moodle según corresponda el entorno para cada asignatura.** |

**Calendarización de Pruebas Escritas Primer Semestre 202****4**

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 respetiva**

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| VERSIÓN A | | | | VERSIÓN B | | | | | |
| San José, Nicoya, Turrialba, Heredia, Esparza , Cartago, Acosta, Parrita, Alajuela | | | | **Palmares, Liberia, Limón, Puntarenas, Ciudad Neilly 1, Atenas , Puriscal** | | | | | |
| PROGRAMACIÓN DE I PRUEBA ESCRITA | | | | | | | | | |
| VERSIÓN A | | | | | | |  | **VERSIÓN B** | |
| Lunes 18 de  Marzo | **Martes 19 de**  **Marzo** | **Miércoles 20 de**  **Marzo** | **Jueves 21 de**  **Marzo** | | **Viernes 22 de**  **Marzo** | | **Sábado 23 de**  **Marzo** | **Domingo 24 de**  **Marzo** |
| Matemática | **Estudios**  **Sociales** | **Español** | **Ciencias/**  **Biología** | | **Inglés** | |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Ciencias/ Biología** |
| PROGRAMACIÓN DE II PRUEBA ESCRITA | | | | | | | | | |
| Lunes 22 de abril | **Martes 23 de abril** | **Miércoles 24 de abril** | **Jueves 25 de abril** | | **Viernes 26 de abril** | |  | **Sábado 27 de abril** | **Domingo 28 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 20 de Mayo | **Martes 21 de**  **Mayo** | **Miércoles 22 de**  **Mayo** | **Jueves 23 de**  **Mayo** | | | **Viernes 24 de Mayo** | **Sábado 25 de**  **Mayo** | **Domingo 26 de**  **Mayo** |
| Matemática | **Estudios**  **Sociales**  **Educación Cívica** | **Español** | **Ciencias/**  **Biología** | | | **Inglés** |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Educación Cívica**  **Ciencias/ Biología** |

1 Sede Ciudad Neilly, Horario de aplicación Miércoles y Jueves .

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**Orientaciones del Primer Semestre 2024**

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| **Semana Lectiva** | **Fecha** | **Criterios de Evaluación** | **Actividades** |
| **0.** | **5 al 11 de febrero** |  | **Inicio del curso lectivo 2024**  **Semana de inducción obligatoria para las 16 sedes del CONED**  **Aplicación de Estrategias de promoción**  **Pruebas de suficiencia** |
|  | **12 al 18 de febrero** | **Chapter # 1 Here I Am**!  Hello, Hi there, He, Bye  Building Community  **PAGES 5 - 35** | **Inicio de Tutorías**  **Inicio cursos virtuales a estudiantes** |
| **2.** | **19 al 25 de febrero** | **Chapter # 1 Here I Am!**  Let’s Get Personal  Meet My Family  **PAGES 5 - 35** |  |
| **3.** | **26 de febrero al 3 de marzo** | **Chapter # 2 Enjoying Life**  My Daily Routine  Eating Habits  **Pages 36 – 58** |  |
| **4.** | **4 al 10 de marzo** | **Chapter # 2 Enjoying Life**  Hanging out  Things I like to do  **Pages 36 – 58** | 8 de marzo Día Internacional de las mujeres  **Entrega I Tarea** |
| **5.** | **11 al 17 de marzo** |  | **REPASO** |
| **6.** | **18 al 24 de marzo** |  | **Temas de la I Prueba escrita (Semanas de la 1 a la 5)**  **I PRUEBA ESCRITA**  **20 de marzo**: Aniversario de la Batalla de Santa Rosa |
| **7.** | **25 al 31 de marzo** |  | **Semana Santa** |
| **8.** | **1 al 7 de abril** | **Chapter # 3 Getting Back to**  **Nature.**  A world of wonders  Where Can I go next?  Natural Wonders in My Backyard  Marvels in Costa Rica  **Pages 59 – 84** |  |
| **9.** | **8 al 14 de abril** | **Chapter # 4 Checking things off a shopping list.**  My Family’s Grocery List  Going Shopping  **Pages 85 – 112** | **Entrega II Tarea**  **( COMPHRENSION AUDITIVA)** |
| **10.** | **15 al 21 de abril** | **Chapter # 4 Checking things off a shopping list.**  Does this fit me?  How much does it cost?  **Pages 85 – 112** | 23 de abril: Día del Libro |
| **11.** | **22 al 28 de abril** |  | **II PRUEBA ESCRITA**  **Temas de la II prueba escrita Semanas 8, 9 y 10**  **Horario según corresponda a cada sede** |
| **12.** | **29 de abril al 5 de mayo** | **Chapter # 5 Let’s Celebrate Costa Rican Culture!**  How my family and I celebrate “Tico” culture  How my community celebrates “Tico” culture?  **Chapter # 5 Let’s Celebrate Costa Rican Culture!**  How other Costa Rican communities celebrate “Tico” culture How Costa Ricans  **Pages 113 - 143** | 1 de mayo: Día Internacional de la Clase Trabajadora. Feriado |
| **13.** | **6 al 12 de mayo** |  | **Entrega III Tarea ( PRODUCCION ORAL)** |
| **14.** | **13 al 19 de mayo** | |  | | --- | | **Chapter # 6**  **Getting from Here to There** |   Knowing where I want to go  Knowing where It is  **Pages 145 - 154**  **Chapter # 6 Getting from Here to There**  Knowing how to get there  Knowing what I need and when  **Pages 155 - 168** |  |
| **15.** | **20 al 26 de mayo** |  | 22 de mayo: Día internacional de la Biodiversidad  **III PRUEBA ESCRITA**  **Temas de las III prueba escrita Semanas 12, 13 y 14**  **Horario según corresponda a cada sede** |
| **16.** | **27 de mayo al 2 de junio** |  | **Entrega de resultados** |
| **17.** | **3 al 9 de junio** |  | **Pruebas de ampliación I convocatoria** |
| **18.** | **10 al 16 de junio** |  | **Resultados finales a los estudiantes** |
| **19.** | **17 al 23 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 2024** |
| **20.** | **24 al 30 de junio** |  | **Matrícula II semestre 2024** |
| **21.** | **1 al 7 de julio** |  | ***Receso de medio periodo para docentes y estudiantes*** |
| **22.** | **8 al 14 de julio** |  | ***Receso de medio periodo para docentes y estudiantes*** |

**Chapter # 1 Here I am!**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry). * L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?). * L.3. understand simple personal questions. (e.g., name, age, address, father, mother, sister). * R.1. understand brief, simple instructions if encountered previously in the same or similar form. * R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.   **Oral and Written Production**   * SI.1. spell words including names, surnames, country of citizenship and other. * SI.2. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies). * SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies). * SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives. * W.1. write labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser). * W.2. write straightforward information about him/herself in short sentences or fill out that information in a form (questionnaire, card) with assistance such as using a dictionary or book, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) checking written sentences | L.1. identifies basic greetings, farewells and common expressions of politeness.  L.2. discriminates classroom language within oral utterances.  L.3. recognizes simple personal questions when they hear them.  R.1. identifies brief, simple instructions if encountered in similar form.  SI.1. spells out words.  SI.2. asks personal information to others  SP.1. introduces him/herself providing personal information  SP.2. describes his/her family simply  W.1. writes labels on familiar objects in a picture or diagram.  W.2. writes straightforward information about him/herself in short sentences. |

**Chapter #2 Enjoying Life**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L1. Recognize the sound of most words heard in context. * L2. Understand simple information and phrases about routines, eating habits, hobbies and hanging out activities. * R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. * R.2. recognize the main information on posters, brochures, signs, and invitations. * R.3. understand brief, simple instructions and some expressions in simple texts if allowed to use a dictionary. * SP.1 Describe how they enjoy life by using simple, standard expressions. * **SI.1.** ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities. (e.g., what do you like to do in your free time?) if the other person speaks slowly and clearly. * W1. Write labels on familiar objects in a picture or diagram. * W2. Write straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | L1. identifies the sound of words heard in context.  L2. distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.  R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.  R.2. recognizes the main information on posters, brochures, signs, and invitations.  R.3. distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form.  SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.  S.P.1. describes how he/she enjoys life by using simple standard expressions.  W1. writes labels on familiar objects in a picture or diagram.  W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire. |

**Chapter #3 Getting Back to Nature**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * **L.1.** recognize some isolated vocabulary terms and main idea in written, oral advertisements or conversations**.** * **L.3.** recognize specific information on natural beauties and wonders. * **R.1.** identify English language sounds using knowledge in phonics, syllabification and word parts. * **R.2.** identify key words related to nature in texts. * **R.3.** understand main ideas in familiar texts about natural beauties and wonders accompanied by illustrations. * **R.4.** understand specific details in texts accompanied by illustrations.   **Oral and Written Production**   * SI.1. talk briefly about tours and plans. * SI.2. ask people for information related to places, tours and plans. * SP.1. provide basic information about familiar things (e.g. favorite natural beauties in the country and wonders all over the world). * SP.2. describe what he/she likes about places and tours. * W.1. complete gapped sentences using a word list of familiar words. * W.2. write simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | L.1. recognizes some isolated vocabulary, terms, and main ideas from specific subject areas.    L.3. recognizes specific information about natural beauties and wonders.  R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.  R.2. identifies key words related to nature in texts.  R.3. recognizes main ideas in texts.  R.4. recognizes specific details in texts accompanied by illustrations.  SI.1. talks about tours and plans briefly.  SI.2. asks people for information related to places, tours and plans.  SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world.  SP.2. describes what he/she likes about places and traveling plans.  W.1. completes gapped sentences using a word list of familiar words.  W.2. writes simple descriptions of traveling places and plans. |

**Chapter #4 Checking things of a shopping list**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. understand what is being said about shopping for groceries and clothing. * L.2. understand most of a story when read slowly and accompanied by pictures. * R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts. * R.2. recognize previously encountered parts of words, prefixes, and suffixes. * R.3. understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.   **Oral and Written Production**   * SI.1. buy things in shops by pointing or other gestures that can support what he/she says. * SI.2. use simple numbers in everyday conversations for example prices. * SP.1. give basic information about shopping preferences and prices. (e.g. favorite clothing, favorite shops). * SP.2. describe shopping items using simple words and sentence frames. (for example, their size, color, material, price). * W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.) * W.2. write short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | L.1. recognizes what is being said about shopping for groceries and clothing.    L.2. recognizes most of a story when read slowly and accompanied by pictures.  R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts.    R.2. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.    R.3. recognizes previously encountered parts of words, prefixes, and suffixes.    SI.1. buys things in shops by pointing or other gestures to support what he/she says.  SI.2. uses simple numbers in everyday conversations. (e.g. prices)  SP.1. gives basic information about shopping preferences and prices. SP.2. describes shopping items using simple words and sentence frames. (for example, their size, color, material, price)  W.1. writes simple descriptions of shopping lists and budget charts (e.g. I need some milk).  W.2. writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets |

**Chapter # 5 Let’s celebrate Costa Rica’s Culture**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. recognize basic phrases that denote facts about Costa Rican culture. (e.g., I love to celebrate birthdays). * L.2. understand pieces of short information and what is being said about holidays and celebrations. * R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.2 recognize vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).   R.3. understand straightforward information, words and expressions on Costa Rican culture such as holidays and celebrations. (e.g., We celebrate Labor Day on May 1st).  **Oral and Written Production**   * SI.1. answer simple questions using individual words, expressions, or short sentences. * SI.2. ask for specific information regarding holidays and celebrations. * SP.1. talk briefly about celebrations and holidays in Costa Rica. * SP.2. very simply describe how he/she celebrates holidays and special occasions and also inquire as to how others celebrate them. * W.1. complete gapped sentences using a word list of familiar words. * W.2. write cards and invitations for (e.g., birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions) and simple descriptions of holidays and celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc. | L.1. identifies basic phrases that denote facts about Costa Rican culture.  L.2. recognizes pieces of short information and what is being said about holidays and celebrations.  R.1. identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.    R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).  R.3. discriminates straightforward information, words and expressions on Costa Rican culture.  SI.1. answers simple questions using individual words, expressions, or short sentences.  SI.2. asks for specific information regarding holidays and celebrations.  SP.1. talks about celebrations and holidays in Costa Rica briefly.  P.2. very simply describes how he/she celebrates holidays and special occasions and also inquiries about others.  W.1. completes gapped sentences using a word list.  W.2. writes cards, invitations and simple descriptions of holidays and celebrations |

**Chapter # 6 Getting from Here to there**

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| --- | --- |
| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. follow simple directions how to get from one place to another, on foot or by public transport. * L.2. understand figures and times given in clear announcements, for example at the airport or at a bus station. * L.3. understand the main idea of presentations related to places, goods and services. * R.1. label diagrams with appropriate pieces of familiar goods and services. * R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.3. recognize familiar names of places, goods and services in short and simple texts.   **Oral and Written Production**   * SI.1. express preferences about places to visit and ways to move around. * SI.2. interact in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly. * SP.1. use simple words to tell where a place is and ways to get there. * SP.2. describe places and ways to move around. (towns, holiday resorts, car, plane, bike). * SP.3. describe weekend or holiday plans and what I need and when. (ticket, reservation, passport) * W.1. fill in a hotel registration form with personal details. * W.2. write simple descriptions of places (e.g., location, direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | L.1. follows simple directions how to get from one place to another, on foot or by public transport  L.2. recognizes figures and times given in clear announcements, for example at the airport or at a bus station.  L.3. recognizes the main idea of presentations related to places, goods and services.  R.1. labels diagrams with appropriate pieces of familiar goods and services.  R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.  R.3. recognizes familiar names of places, goods and services in short and simple texts.    S.1. expresses preferences about places to visit and ways to move around.  SI.2. interacts in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.  SP.1. uses simple words to tell where a place is and ways to get there.  SP.2. describes places and ways to move around. (towns, holiday resorts, car, plane, bike).  SP.3. describes briefly weekend or holiday plans.  W.1. fills in a hotel registration form with personal details.  W.2. writes simple descriptions of places (e.g., location, direction, activities) |

Logotipo

Descripción generada automáticamente

Colegio Nacional de Educación a Distancia

Nombre del estudiante:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Número de cédula: 

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sección:

\_\_\_\_\_\_

Materia:

INGLES 7

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: INGLES 7

**Tarea número uno**

Materia: Ingles / Nivel: Sétimo / Código: 80001

Indicator: Be able to identify the correct grammar of a sentence or question, and to write complete sentences or questions regarding Daily Routine topic using present simple, adverbs of frequency, and “How often” expression.

Valor: 22 POINTS 10%

Fecha de entrega: **Semana del 04 al 10 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, número de cédula, nivel que cursa, el nombre del profesor y fecha en la que se entrega la tarea.

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

**I PART. SHORT ANSWER. 10 PTS.**

1. Read the text and complete the empty spaces with the words given in the following chart. 10 pts. (1 pt. each correct answer).

Hello! I am Lara. I want to talk to you about my daily routine. I \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ at 6:00 a.m. The first thing that I do is to \_\_\_\_\_\_\_\_ “Hello!” to my beautiful dogs Milla and Yora. Then I go to the bathroom and brush my \_\_\_\_\_\_\_\_. After that, I go outside and do some exercise. I really love to run. Then, I come back home and \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ shower. After doing this, I usually \_\_\_\_\_\_\_\_ some fun time, watching movies, reading, or dancing. To continue with my day, I do some tasks from university and then \_\_\_\_\_\_\_\_ go to the \_\_\_\_\_\_\_\_ until night. Finally, I go back home and take some \_\_\_\_\_\_\_\_.

**rest take teeth university up**

**a have I wake say**

**II PART. PRODUCTION. 12 PTS.**

A. According to the drawing, write sentences using the adverbs of frequency and questions using “How often” expression. Use complete sentences and questions. 6 pts. (2 pts. each correct answer)

**A dog on a leash

Description automatically generated**

**Example:**

**Question:** How often do you walk the dog?

**Answer:** I walk the dog every day.

A cartoon of a person carrying a pillow

Description automatically generated

1. **Question:** How often do they go to school?

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. A cartoon of a person standing next to a chalkboard

   Description automatically generated**Question:** How often does the kid visit his grandfather?

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Rubric** | | | | |
| **Skill** | **Achieved** | **In Process** | **Need to improve** | **Total** |
| **Writing** | The student can write complete sentences and questions using the correct grammar structures. (2 pts. Each correct sentence or question) | The student writes complete sentences and questions but makes one grammar mistake in each sentence or question. (1 pt. Each complete sentence or question with only one mistake) | The student is not able to write complete sentences or questions, or has two or more mistakes in each sentence or question. (0 pt) |  |

**Answer:** She never goes to the beach.

1. Answer the following questions using your personal information. Write complete sentences. 6 pts. (2 pts. each correct answer).
2. How often do you take English classes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How often do you watch TV?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How often do you take a shower?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric** | | | | |
| **Skill** | **Achieved** | **In Process** | **Need to improve** | **Total** |
| Writing | The student can write complete sentences using the correct grammar structures. (2 pts. each correct sentence) | The student writes complete sentences but makes one grammar mistake in each sentence. (1 pt. each complete sentence with only one mistake) | The student is not able to write complete sentences or has two or more mistakes in each sentence. (0 pt) |  |

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