



Colegio Nacional de Educación a Distancia
Universidad Estatal a Distancia

Coordinación de

INGLÉS
Orientaciones Académicas

Código: 80013

Nivel NOVENO

II semestre 2022

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Horario de atención: Lunes 7am – 11 am, martes y miércoles 4:30 pm a 8:30 pm

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



Atención

Persona estudiante matriculada en el CONED, es importante comunicarle que para el II semestre 2022, usted deberá mantener estrecha comunicación con la Sede en la cual matriculo, así como mantener actualizada su información personal, (número telefónico, correo) para ello debe dirigirse a la coordinación de Sede.

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

Orientación General

Para orientar su proceso de estudio, leer lo siguiente:

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



Tutoría presencial:

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



Tutoría Telefónica:

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



Blog de la asignatura:

Ingresando a la página de CONED www.coned.ac.cr, 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	Cristian Adolfo Salazar Gutiérrez	casalazar@uned.ac.cr
Liberia	2666-4296 /2665-1397	Yerlins Miranda Solís	ymiranda@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 65, una vez sumados los porcentajes de las notas de las tareas y evaluaciones



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

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

<ul style="list-style-type: none"> ▪ Prueba ampliación 	<p>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.</p>
<ul style="list-style-type: none"> ▪ Prueba suficiencia 	<p>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</p>
<ul style="list-style-type: none"> ▪ Estrategia promoción 	<p>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</p> <p>Haber presentado las pruebas de ampliación en las dos convocatorias.</p>

<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. Art-. 43 REA</p>
<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 evaluaciones II semestre 2022



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

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

¹ Aplicación de pruebas miércoles y jueves



Orientaciones del II semestre 2022

Semana Lectiva	Fecha	Criterios de Evaluación	Actividades
1.	18 al 24 de julio	<p>Unit # 1 Time to Have Fun!</p> <p>1. Let's Workout Páginas 8 – 13</p> <p>2. Once Upon a Time I Enjoyed... Páginas 14 – 23</p>	<p>Inicio del II semestre 2022</p> <p>Inicio de Tutorías Inicio cursos virtuales a estudiantes - Semana de inducción - Orientación a sedes</p>
2.	25 al 31 de julio	<p>Unit # 1 Time to Have Fun!</p> <p>3. Try it! Páginas 24 – 33</p> <p>4. The Most Fun I've Ever Had! Páginas 34 – 52</p>	
3.	1 al 7 de agosto	<p>Unit # 2 Online & Connected</p> <p>1. Yesterday, Today and Future Media Páginas 54 – 58</p> <p>2. Virtual Communities and Networks</p>	

4.	8 al 14 de agosto	Unit # 2 Online & Connected 3. New Media and Public Safety Páginas 63 – 66	Entrega I Tarea WRITTEN HOMEWORK
5.	15 al 21 de agosto	Unit # 2 Online & Connected 4. The Magical World of Apps Páginas 67 – 74	15 de agosto: día de la madre
6.	22 al 28 de agosto		I Evaluación Horario según corresponda a cada sede
7.	29 agosto al 4 de setiembre	Unit # 3 Lights, Camera & Action 1. What's on TV? Páginas 76 – 83 2. The Best Show Ever... Páginas 84 – 92	
8.	5 al 11 de setiembre	Unit # 3 Lights, Camera & Action 3. Through the Lens of the Documentary Páginas 93 – 105 4. Daily News Páginas 106 – 116	8 de setiembre: Día mundial de la alfabetización. Entrega II Tarea ORAL HOMEWORK

9.	12 al 18 de setiembre	<p>Unit # 4 In the Public Eye!</p> <p>1. Success vs. Fame Páginas 118 – 125</p> <p>2. National Role Models Páginas 126 – 135</p>	15 de setiembre: Celebración de la Independencia
10.	19 al 25 de setiembre	<p>Unit # 4 In the Public Eye!</p> <p>3. Contributions of Outstanding Figures to Society. 4. Breaking News</p>	
11.	26 de setiembre al 2 de octubre		<p align="center">II EVALUACIÓN</p> <p align="center">Horario según corresponda a cada sede</p>
12.	3 al 9 de octubre	<p>Unit # 5 Unexpected Situations</p> <p>1. Home Emergencies Páginas 162 – 176</p> <p>2. Emergency Traveling Situations Páginas 177 – 192</p> <p>Unit # 5 Unexpected Situations</p> <p>3. Unanticipated Appointments Páginas 193 – 199</p>	

		4. Making a Complaint at a Restaurant Páginas 200 – 206	
13.	10 al 16 de octubre	Unit # 6 Open a book, Open your Mind 1. Keep it simple Páginas 208 – 215	Entrega III Tarea
14.	17 al 23 de octubre	Unit # 6 Open a book, Open your Mind 4. The Moral of the Costa Rican Legend is ... Páginas 230 – 247 2. Show me: Comic Strips	
15.	24 al 30 de octubre		III EVALUACIÓN Horario según corresponda a cada sede
16.	31 de octubre al 6 de noviembre		Entrega de Resultados
17.	7 al 13 de noviembre		Pruebas de ampliación I convocatoria Pruebas de suficiencia
18.	14 al 20 de noviembre		Resultados finales a los estudiantes
19.	21 al 27 de noviembre		Pruebas de ampliación II convocatoria

			<p>Lista de estudiantes para la estrategia de promoción. Entregar información a estudiantes</p> <p>APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al I semestre 2023</p>
20.	28 de noviembre al 4 de diciembre		<p><u>Matrícula I semestre 2023</u></p> <p>Acciones administrativas</p>
21.	5 al 11 de diciembre		<p>Acciones administrativas</p>
22.	12 al 18 de diciembre		<p>Acciones administrativas</p> <p>GRADUACIONES CONED</p>

Unit # 1 : Time to have Fun

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> L.1. understand specific information when people speak at normal speed about leisure activities. There may be a need to repeat particular words and phrases. L.2. understand main ideas and key points from teacher explanations and audio, announcements about leisure activities, delivered clearly and at slow paces, supported by textbook illustrations. R.1. answer literal questions in straightforward messages. R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. 	<ul style="list-style-type: none"> L.1. recognizes specific information when people speak at normal speed about leisure activities. L.2. discriminates main ideas and key points. R.1. extracts the important information in simple, clearly drafted print materials. R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts R.3. distinguishes important information.

<ul style="list-style-type: none"> • R.3. understand important information on the label of packages (e.g., directions for use, and instructions for preparation). • R.4. understand the main points and supporting details in simple, clearly drafted print materials, such as school handouts, brochures, letters and messages or newspapers. <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. ask and answer questions about experiences, events, past experiences. • SP.1. describe experiences, events and storytelling related to exercise, sports and games. • SP.2. describe what is occurring in a film or book, and indicate their personal opinion about it. • W.1. write a short description of personal experiences without using an aid, such as a dictionary, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) 	<ul style="list-style-type: none"> • R.4. extracts the main points and supporting details in simple, clearly drafted print materials. • SI.1. asks and answers questions about experiences, events, past experiences • SP.1. describes experiences, events and storytelling related to exercise, sports and games. • SP.2. describes what is occurring in a film or book, and indicates his/her personal opinion. • W.1. writes a short description of personal experiences without using an aid, such as a dictionary.
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Unit # 2 : Online & Connected

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1. understand some colloquial expressions related to media, virtual communities, apps and media safety. • L.2. understand the main idea and key points/details of audio related to media, virtual communities, apps and media safety. 	<ul style="list-style-type: none"> • L.1. identifies some colloquial expressions related to media, virtual communities, apps and media safety. • L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed

<ul style="list-style-type: none"> • R.1. understand simple instructions with some visual support (e.g., safe use of social networks). • R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. • R.3. distinguish between factual and fictional text. <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. ask for and give opinions about the latest media, virtual communities, and apps. • SI.2. express comments about media, virtual communities, apps and security and otherwise contribute, in a small group situation. • SP.1. describe media, apps, virtual communities and networks. • SP.2. describe experiences with media, apps, virtual communities and networks. • SP.3. summarize a simple story he/she read about media, apps, virtual communities and networks relying on language used in the story/information. • W.1. write about an event using simple, coherent, and well-written sentences. • W.2. write an e-mail about media, apps, virtual communities or networks, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<ul style="list-style-type: none"> • R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks). • R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts. • R.3. distinguishes between factual and fictional text. • SI.1. asks for and gives opinions about the latest media, virtual communities, and apps. • SI.2. gives information on media, virtual communities and apps security. • SP.1 describes media, apps, virtual communities and networks. • SP.2. describes experiences with media, apps, virtual communities and networks. • SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story. • W.1. writes about an event using simple, coherent, and well-written sentences. • W.2. writes an e-mail about media, apps, virtual communities or networks.
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Unit #3 : Lights, Camera & Action

Linguistic Competences	Indicadores
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- L.1. understand the gist of dialogue from a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.
- L.2. understand the main idea of an age appropriate audio - visual presentation.
- L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace.
- R.1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports.
- R.2. understand English language sounds using knowledge in phonics, syllabification and word parts.
- R.3. understand subject specific words when encountered in text.
- R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages.

Oral and Written Production

- SI.1. start, sustain and close simple face to face or telephone conversations with peers about what's on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time.
- SP.1. describe what is occurring in a film or book, and indicate his/her personal opinion about it.
- SP.2. give a short prepared presentation dramatizing a TV show/news.
- W.1. write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary.

- L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.
- L.2. recognizes the main idea of an age appropriate audio - visual presentation.
- L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace.
- R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.
- R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.
- R.3. extracts subject specific words when encountered in text.
- R.4. discriminates the main idea and supporting details in straight forward letters and physical or electronic messages.
- SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time.
- SP.1. describes what is occurring in a film or book, and indicates his/her personal opinion about it.
- SP.2. gives a short prepared presentation dramatizing a TV show/news.
- W.1. writes simple, short descriptions of personal experiences without using an aid, such as a dictionary.
- W.2. writes personal reactions to a piece of age-appropriate literature.

<ul style="list-style-type: none"> W.2. write personal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject - verb agreement, capitalization, spelling, basic punctuation etc. 	
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Unit #4 : In the Public Eye!

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> L.1. understand the gist of dialogue from a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. L.2. understand the main idea of an age appropriate audio-visual presentation. L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace. R.1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports. R.2. understand English language sounds using knowledge in phonics, syllabification and word parts. R.3. understand subject specific words when encountered in text. R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages. <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> SI.1. start, sustain and close simple face to face or telephone conversations with peers about what's on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time. SP.1. describe what is occurring in a film or book, and indicate his/her personal opinion about it. 	<ul style="list-style-type: none"> L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support. L.2. recognizes the main idea of an age appropriate audio-visual presentation. L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided. R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts. R.3. extracts subject specific words when encountered in text. R.4. discriminates the main idea and supporting details in straightforward letters and physical or electronic messages. SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time. SP.1. describes what is occurring in a film or book, and indicates his/her personal opinion about it. SP.2. gives a short prepared presentation dramatizing a TV show/news.

<ul style="list-style-type: none"> • SP.2.give a short prepared presentation dramatizing a TV show/news. • W.1.write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary. • W.2.writepersonal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.) 	<ul style="list-style-type: none"> • W.1.writes simple, short descriptions of personal experiences without using an aid, such as a dictionary. • W.2.writespersonal reactions to a piece of age-appropriate literature.
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Unit #5 : Unexpected Situations

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1.understand main ideas and some key details in many television, radio, and web-based broadcasts/announcements dealing with unexpected situations if the people talk clearly. • L.2. understand the main points of even a relatively long discussion about unexpected situations if the people involved do not speak too quickly. • L.3. understand a small group discussion between two or more native speakers, about unexpected situations if that conversation is unhurried and supported by video recording. 	<ul style="list-style-type: none"> • L.1. recognizes main ideas and some key details in television, radio, and web-based broadcasts /announcements. • L.2. discriminates the main points of are illatively long discussion about unexpected situations. • L.3.retellsmain ideas/concepts and key points/details.

<ul style="list-style-type: none"> • R.1. understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest. • R.2. identify English language sounds using knowledge in phonics, syllabification and word parts. • R.3. understand academic explanations and examples with aid of word list and/or dictionary support <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. offer suggestions in unexpected situations. • SI.2. make complaints and unanticipated appointments in different situations. • SI.3. interview others about unexpected situations if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question. • SP.1. describe unexpected personal situations. • SP.2. retell an unexpected situation read/heard in class. • W.1. write a narrative paragraph on a personal experience related to a home emergency, unexceptional traveling situations, unanticipated appointments or complaints, checking written sentences to look for mistakes (subject-verb agreement, capitalization, spelling, basic punctuation etc. 	<ul style="list-style-type: none"> • R.1. distinguishes main ideas and some key details in texts of various lengths. • R.2. distinguishes English language sounds using knowledge in phonics, syllabification and word parts. • R.3. interprets academic explanations. <ul style="list-style-type: none"> • SI.1. offers suggestions in unexpected situations. • SI.2. makes complaints and appointments. • SI.3. interviews others about unexpected situations if the questions have been prepared beforehand. <ul style="list-style-type: none"> • SP.1. describes personal unexpected situations. • SP.2. retells an unexpected situation read/heard in class. • W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments or something you made a complaint about.
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Unit #6 : Open a book, Open your Mind

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> • L.1. understand the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. 	<ul style="list-style-type: none"> • L.1. distinguishes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.

- L.2. understand the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message.
- L.3. understands small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.
- R.1. understand relevant information to draw conclusions.
- R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.
- R.3. understand factual texts and simple reports on familiar topics.

Oral and Written Production

- SI.1. offer an opinion about comic strips, biographies and Costa Rican legends examined in class.
- SI.2. interview others about biographies and Costa Rican legends if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.
- SP.1. describe his/her favorite comic strips.
- SP.2. describe biographies of national and international writers.
- SP.3. retell a Costa Rican legend read/heard in class.
- W.1. write a narrative paragraph about a Costa Rican legend.
- W.2. write a biography of famous writers, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc).

- L.2. summarizes the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message.
- L.3. retells small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.
- R.1. recognizes relevant information to draw conclusions.
- R.2. recognizes English language sounds using knowledge in phonics, syllabification and word parts.
- R.3. discriminates information in factual text and simple reports on familiar topics.

- SI.1. offers an opinion about Haikus, comic strips, biographies and Costa Rican legends examined in class.
- SI.2. interviews others about biographies and Costa Rican legends if the questions have been prepared beforehand.

- SP.1. describes his/her favorite comic strips.
- SP.2. describes biographies of national and international writers.
- SP.3. retells a Costa Rican legend read/heard in class.
- W.1. writes narrative paragraphs of famous Costa Rican legends.
- W.2. writes biographies of famous Costa Rican or international writers or author.



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: INGLÉS

Tarea I

Materia: **Inglés**
80013

Nivel: **Noveno**

Código:

Fecha de entrega: **Del 08 al 14 de Agosto**
10%

Valor: **23 puntos**

Porcentaje:

Indicators:

- Distinguishes the correct use of present perfect and present perfect progressive in context.
- Uses appropriately modal auxiliaries based on their most common uses.
- Writes about someone's plans in the future using proper grammatical structures.

PART I – Short Answer. Complete the following conversation using correct grammar tense (**present perfect** or **present perfect progressive**). (13 points, 1 point for each correct answer)

When Mr. Jones comes back home, he finds his son Tom sitting on the stairs in front of their house.

Tom: Where _____ (**be**) so long, Dad?

Dad: I _____ (**work**) late today. What's the matter?

Tom: I _____ (**lose**) my keys, I'm afraid.

Dad: Do you mean that you _____ (**lose**) your keys since you were born? How long _____ you _____ (**wait**) here?

Tom: For two hours.

Dad: And what _____ you _____ (**do**) all that time?

Tom: Nothing, really.

Dad: Are you sure that you _____ (**lose**) the keys?

Tom: Yes, I am.

Dad: _____ you _____ (**try**) your bag?

Tom: My bag? I don't think ... Oh no, my keys!

Dad: Oh, dear. You _____ (**sit**) here all afternoon doing nothing

and you _____ (**not even look**) into your bag!

PART II – Multiple Choice. Read the following sentences. Then, mark with an **X** over the letter next to the best alternative to complete the blanks using **modal auxiliaries**. (5 points, 1 point for each correct answer)

1. I think it _____ rain today.
A) shall
B) may
C) ought to
2. It is a rule and you _____ obey it strictly.
A) should
B) could
C) must
3. I _____ swim across the river when I was young.
A) could
B) can
C) should
4. You _____ obey the advice of your teacher.
A) must
B) should
C) have to
5. Raj _____ speak French. He learned when he was 5.
A) should
B) have to
C) can

PART III – Production. Look at the picture. Then, write 5 sentences about David's plans. Use **simple future**. (5 points, 1 point for each correct sentence)



1. _____
2. _____
3. _____
4. _____
5. _____

Rubric.

1	The information provided is grammatically and linguistically correct.
0	The information provided has grammar and vocabulary incorrect.