



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

**Coordinación de**  
**INGLÉS**

**Orientaciones Académicas equiparación PAB**

**Código: 80025**

**UNDÉCIMO**

**II semestre 2021**

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## **Orientaciones académicas equiparadas con PAB**

### **Observaciones.**

- **Los aprendizajes base se ubican en la columna 3, favor de concentrar su análisis y el establecimiento de la estrategia didáctica en cada planeamiento y su trabajo durante la tutoría.**
- **Los aprendizajes base deben ser tomados en cuenta en la construcción de las evaluaciones para el II semestre 2021.**



## Orientaciones del II semestre 2021

Semana Lectiva	Fecha	Aprendizaje Base (Componente del programa de estudio)
1.	<b>16 -22 agosto</b> <b>Chapter # 1 Recipes for success</b> 1. Ingredients for Healthy Living 2. Add a Pinch of a Positive Attitude	
2.	<b>23 – 29 agosto</b> <b>Chapter # 1 Recipes for success</b> 3. Follow the recipe: A Plan for success 4. Give me a Taste: Stories of Successful People	
3.	<b>30 agosto – 05 setiembre</b> <b>Chapter # 2 From the Wheel to the Drone</b> 1. Inventions that Have Changed our Lives 2. Living in a Tech World	<b>Inventions that Have Changed our Lives</b>  Oral Comprehension:  L.1.distinguishes detailed oral instructions when supported by visuals.  Written Comprehension:  R.1. follows simple instructions.

		<p style="text-align: center;"><b>Living in a Tech World</b></p> <p style="text-align: center;">Oral Comprehension:</p> <p>L.2. extracts the main points of stories and other text read aloud in the classroom.</p> <p style="text-align: center;">Written Comprehension:</p> <p>R.2. interprets relations between main ideas and supporting ideas in topical articles and reports</p> <p style="text-align: center;">Spoken Production:</p> <p>SP.2. explains how internet is used in a safe way.</p> <p style="text-align: center;">Written Production:</p> <p>W.1. writes short, detailed descriptions about objects of interest explaining the advantages and disadvantages involved.</p>
<b>4.</b>	<p><b>6 -12 setiembre</b></p> <p><b>Chapter # 2 From the Wheel to the Drone</b></p> <p>3. Safety First</p>	

	4.The Next Wave of Innovations	
5.	13 – 19 setiembre  REPASO	
6.	20 – 26 setiembre	
7.	27 setiembre – 3 octubre  Chapter # 3 The Earth–Our Gift and Our Responsibility  1. Natural Disasters-Is Nature Against us?  2. What´s the Problem?	Natural Disasters-Is Nature Against us?  Oral Comprehension: L.1. paraphrases main ideas/ concepts and key points.  Written Comprehension: R.1. summarizes main idea and supporting details.  <b>What´s the Problem?</b>  Oral Comprehension: L.2. extracts specific details and getting the gist.  Written Comprehension: R.2. interprets most words in narrative and expository texts.

		<p>Spoken Interaction:</p> <p>SI.1. expresses feelings and explains the reasons for them in simple face-to-face conversation.</p>
8.	<p><b>4 – 10 octubre</b></p> <p><b>Chapter # 3 The Earth–Our Gift and Our Responsibility</b></p> <p>3. A Helping Hand</p> <p>4. Who is Doing What?</p>	<p><b>Who is Doing What?</b></p> <p>Spoken Production:</p> <p>SP.2. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions.</p> <p>Written Production:</p> <p>W.2. writes a persuasive paragraph regarding environmental problems and helping nature.</p>
9.	<p><b>11 – 17 octubre</b></p> <p><b>Chapter # 4 Get Ready. Get set. Go!</b></p> <p>1. Get ready: Take a Look at your Dreams and Fears</p> <p>2. Get Set: College or Career?</p>	<p>Written Comprehension:</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>Spoken Interaction:</p>

		<p>Sl.2. participates in-group work, expressing opinions and making suggestions actively.</p> <p>Spoken Production:</p> <p>SP.2. expresses an argument clearly enough to be understood most of the time.</p> <p>Written Production:</p> <p>W.2. writes a descriptive paragraph about universities, majors or soft skills.</p>
<p><b>10.</b></p>	<p><b>18 – 24 octubre</b></p> <p><b>Chapter # 4 Get Ready. Get set. Go!</b></p> <p>3. Surviving or Thriving?</p> <p>4. Go! The Future is Now</p>	<p>Written Comprehension:</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>Spoken Interaction:</p> <p>Sl.2. participates in-group work, expressing opinions and making suggestions actively.</p> <p>Spoken Production:</p>

		<p>SP.2. expresses an argument clearly enough to be understood most of the time.</p> <p>Written Production:</p> <p>W.2. writes a descriptive paragraph about universities, majors or soft skills</p>
<p><b>11.</b></p>	<p><b>25 – 31 octubre</b></p> <p><b>Chapter # 5 Really??? (Controversial issues)</b></p> <p>1. You gotta be kidding...World facts 2. Shut up...Issues from Health and Medicine</p>	<p>Oral Comprehension:</p> <p>L.1. interprets the main points of stories and other texts read aloud in the classroom.</p> <p>L.2. extracts the main points from classroom talks.</p> <p>Written Comprehension:</p> <p>R.1. draws conclusions on short media reports.</p> <p>R.2. extracts key points in straightforward factual texts.</p> <p>Spoken Interaction:</p> <p>SI.2. takes part in long conversations with peers, if others make an effort as well.</p> <p>Spoken Production:</p>

		<p>SP.1. explains a process providing detailed, practical instructions.</p> <p>Written Production:</p> <p>.2. writes short persuasive paragraphs.</p>
<p><b>12.</b></p>	<p><b>1 – 7 noviembre</b></p> <p><b>Chapter # 5 Really??? (Controversial issues)</b></p> <p>3. No way...Controversies and the Law 4. OMG... Stereotypes and Cultural Differences</p>	<p>Oral Comprehension:</p> <p>L.1. interprets the main points of stories and other texts read aloud in the classroom.</p> <p>L.2. extracts the main points from classroom talks.</p> <p>Written Comprehension:</p> <p>R.1. draws conclusions on short media reports.</p> <p>R.2. extracts key points in straightforward factual texts.</p> <p>Spoken Interaction:’</p> <p>SI.2. takes part in long conversations with peers, if others make an effort as well.</p> <p>Spoken Production:</p>

		<p>SP.1. explains a process providing detailed, practical instructions.</p> <p style="text-align: center;">Written Production:</p> <p>.2. writes short persuasive paragraphs.</p>
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## INDICATORS OF LEARNING

### Unit # 1 Recipes for success

Linguistic Competences	Indicadores
<p style="text-align: center;"><b>Oral Written Comprehension</b></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**

Identifies key words and phrases of detailed oral instructions about technology.

Labels detailed oral instructions and visuals regarding technology.

Recognizes simple instructions related to technology.

Distinguishes simple instructions related to technology.

Identifies the topic of videos or conversations related to living in a tech world, safety, and the next wave of innovations.

Recognizes key words of videos or conversations related to living in a tech world, safety, and the next wave of innovations.

Gets main points of videos or conversations related to living in a tech world, safety, and the next wave of innovations.

Identifies the topic in topical articles and reports about technological advances.

Recognizes important ideas in topical articles and reports about technological advances.

Distinguishes linking words in topical articles and reports about technological advances.

Gets ideas that support a point of view in topical articles and reports about technological advances.

Distinguishes ideas that go against a point of view in topical articles and reports about technological advances.

Infers relations between main ideas and supporting ideas in topical articles and reports about technological advances.

Plans the language, content and resources to explain how internet is used in a safe way in a well-organized presentation.

Makes sentences to explain how internet is used in a safe way in a well-organized presentation with the appropriate linkers or connecting words.

Expresses ideas to explain how internet is used in a safe way in a well-organized presentation.

Prewrites a detailed description about objects of interest explaining the advantages and disadvantages involved.

Drafts a detailed description about objects of interest explaining the advantages and disadvantages involved including connecting words to express cause, effect and contrast.

Revises a detailed description about objects of interest explaining the advantages and disadvantages involved by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order, content, punctuation and use of commas.

Edits a detailed description about objects of interest explaining the advantages and disadvantages involved before publishing.

### Unit # 3 The Earth—Our Gift and Our Responsibility

Lists main ideas and important details in conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Puts in order important details from conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Recaps main ideas and important details from conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Identifies main idea and supporting details in straight factual texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's..

Identifies main idea and supporting details in straight factual texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's..

Organizes ideas main idea and supporting details by using linkers: sequential-past time about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's straight factual texts.

Recaps writers' points of view about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in NGO's straight factual texts.

Identifies the topic in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order.

Recognizes key words in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order.

Gets main points in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order.

Differentiates specific details in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order.

Identifies key words or phrases from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Jots down relevant information about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Gets the gist from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Answers questions from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Explains writer's point of view from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Plans the language, content and resources to explain a position in given cases using accurate information about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Makes sentences to state possible actions in given cases about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Gives reasons with evidence of his/her opinions about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.

Plans the information and visuals to make announcements using simple words and phrasing about natural disasters, possible solutions and organizations.

Organizes the information and visuals to make announcements using simple words and phrasing about natural disasters, possible solutions and organizations.

Makes sentences with the information and the appropriate linkers or connecting words to make announcements using simple words and phrasing about natural disasters, possible solutions and organizations.

Gives well- organized announcements using simple words and phrasing about natural disasters, possible solutions and organizations.

Prewrite a persuasive paragraph regarding environmental problems and helping nature.

Drafts a persuasive paragraph regarding environmental problems and helping nature that includes thesis statement, arguments, facts and examples and a conclusion using the appropriate linkers or connecting words.

Revises a persuasive paragraph regarding environmental problems and helping nature by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, content and use of commas.

Edits a persuasive paragraph regarding environmental problems and helping nature before publishing.

#### **Unit # 4 Get Ready. Get set. Go!**

Identifies the topic of audio recordings about future plans regarding jobs and studies.

Recognizes main points of audio recordings about future plans regarding jobs and studies.

Gets important details of audio recordings about future plans regarding jobs and studies.

Identifies the topic in a relatively long conversation about dreams and fears about the future.

Recognizes key words in a relatively long conversation about dreams and fears about the future.

Identifies the form (Is it a book? a brochure? a flyer? booklet? a web page? an advertisement? junk mail? an editorial? a newspaper article? , a job application form? a survey? a short story? a comic strip?, a poem?, a recipe? a manual?, a DIY book? an email?, a travel guide?, bird spotter's guide).

Identifies the source of the text. (Is it to persuade? to inform? to find out?, to entertain ? to instruct ? to explain? to describe?)

Recognizes sentence structure. (short direct sentences, using the imperative; longer sentences using adjectives)

Distinguishes the style of a text. (formal language with a business-like tone, informal language with lots of opinions, impersonal language)

Distinguishes the vocabulary type. (easy to read, technical)

Identifies the topic from narrative and expository texts about college and career decisions.

Recognizes key words from narrative and expository texts about college and career decisions.

Gets main points from narrative and expository texts about college and career decisions
Plans a set of sentences to give opinions about soft skills needed to be successful in working life.
Makes complete sentences to give opinions about soft skills needed to be successful in working life.
Provides suggestions on how to improve soft skills needed to be successful in working life.
Plans the language, content and resources to express an argument clearly enough to be understood most of the time about future plans regarding jobs and studies, and college problems and dressing.
Makes sentences to express an argument clearly enough to be understood most of the time in a well-organized presentation with the appropriate linkers or connecting words about future plans regarding jobs and studies, and college problems and dressing.
Expresses an argument clearly enough to be understood most of the time in a well-organized presentation.
Prewrites a descriptive paragraph about universities, majors or soft skills
Drafts a descriptive paragraph about universities, majors or soft skills that includes topic sentence (what you are writing about) supporting sentences (provide details explaining or supporting the topic sentence) concluding sentence (a sentence that summarizes the ideas expressed in the paragraph) with the appropriate linkers or connecting words.
Revises a descriptive paragraph about universities, majors or soft skills by checking subject-verb agreement, capitalization, pronoun and article agreement, sentence sense, text structure, word order, content , spelling, use of commas, punctuation and cohesion.
Edits a descriptive paragraph about universities, majors or soft skills before publishing.

**Unit # 5 Chapter # 5 Really??? (Controversial issues)**

Identifies the topic of stories and other texts read aloud in the classroom.
Identifies the intended audience of stories and other texts read aloud in the classroom.
Gets main ideas of stories and other texts read aloud in the classroom.
Extracts supporting details of stories and other texts read aloud in the classroom.
Analyses the author's argument of stories and other texts read aloud in the classroom.
Draws conclusions of stories and other texts read aloud in the classroom.
Identifies the topic from classroom talks about controversies from the law and stereotypes.
Recognizes key words from classroom talks about controversies from the law and stereotypes.
Gets main points from classroom talks about controversies from the law and stereotypes.
Identifies the topic on short media reports.

Identifies the intended audience on short media reports.

Recognizes the text structure of short media reports.

Gets main idea in paragraphs or sections of short media reports.

Extracts supporting details in paragraphs or sections of short media reports.

Analyzes the author's argument of short media reports.

Draws conclusions from of short media reports.

Plans the language, content and resources to explain a previously selected process by providing detailed, practical instructions.

Organizes the content and resources by identifying the stages to carry out the process.

Makes sentences to describe in a detailed way each stage involved in the process using the appropriate linkers or connecting words.

Gives an oral presentation to describe in a detailed way each stage involved in the process.

Prewrites a persuasive paragraph about a controversial issue.

Drafts a persuasive paragraph about a controversial issue that includes thesis statement (that states a position/claim), main reasons (arguments), facts and examples (evidence) conclusion (most important details of the argument and what you want the reader to do) while

also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand...) with the appropriate linkers or connecting words.

Revises a persuasive paragraph about a controversial issue by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling, punctuation, content cohesion accurately in a pair-share activity.

Edits a persuasive paragraph about a controversial issue before publishing