



Colegio Nacional de Educación a Distancia
Universidad Estatal a Distancia

Coordinación de
Inglés

Orientaciones Académicas equiparación PAB

Código: 80001

Sétimo: Inglés

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	Criterios de evaluación	Aprendizaje Base (Componente del programa de estudio)
1. 16 -22 agosto	Chapter # 1 Here I Am! Pages 5 – 19 Hello, Hi there, He, Bye Building Community	
2. 23 – 29 agosto	Chapter # 1 Here I Am! Let’s Get Personal Meet My Family	
3. 30 agosto – 05 setiembre	Chapter # 2 Enjoying Life My Daily Routine Eating Habits Pages 36 – 49	My Daily Routine Oral Comprehension: L1. identifies the sound of words heard in context. L2. distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.

		<p>Written Production:</p> <p>W1. writes labels on familiar objects in a picture or diagram.</p> <p>Eating Habits</p> <p>Spoken Interaction</p> <p>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.</p> <p>S.P.1. describes how he/she enjoys life by using simple standard expressions.</p>
<p>4.</p> <p>6 -12 setiembre</p>	<p>Chapter # 2 Enjoying Life</p> <p>Hanging out</p> <p>Pages 50 – 58</p>	<p>Written Production</p> <p>W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.</p>
<p>5.</p> <p>13 – 19 setiembre</p>	<p>Chapter # 2 Enjoying Life</p> <p>Things I like to do</p> <p>Pages 50 – 58</p>	<p>Written Comprehension</p> <p>R.2. recognizes the main information on posters, brochures, signs, and invitations.</p>
<p>6.</p> <p>20 – 26 setiembre</p>	<p>REPASO</p>	

<p>7. 27 setiembre – 3 octubre</p>		
<p>8. 4 – 10 octubre</p>	<p>Chapter # 3 Getting Back to Nature A world of wonders Where Can I go next? Pages 74 - 81</p>	<p>A World of Wonders Oral Comprehension L.3. recognizes specific information about natural beauties and wonders. Written Comprehension R.4. recognizes specific details in texts accompanied by illustrations. Spoken Interaction SI.3. asks people for information related to places, tours and plans. Where Can I go next? Spoken Production SP.2. describes what he/she likes about places and traveling plans. Written Production W2. writes simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g.,</p>

<p>9. 11 – 17 octubre</p>	<p>Chapter # 3 Getting Back to Nature Natural Wonders in My Backyard Marvels in Costa Rica Pages 59 – 73</p>	<p>Natural Wonders in My Backyard Written Comprehension R.2. identifies key words related to nature in texts. Spoken Production SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world. Marvels in Costa Rica Oral Comprehension L.2. recognizes some isolated vocabulary, terms, and main ideas from specific subject areas. Written Comprehension R.3. recognizes main ideas in texts Spoken Interaction SI.3. asks people for information related to places, tours and plans.</p>
<p>10. 18 – 24 octubre</p>	<p>Chapter # 4 Checking things off a shopping list. Pages 86 – 113</p>	<p>Written Comprehension R.2. recognizes previously encountered parts of words, prefixes, and suffixes.</p>

		<p>R.3. distinguishes information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.</p> <p>Oral Comprehension:</p> <p>L.2. recognizes what is being said about shopping for groceries and clothing.</p> <p>L.3. recognizes most of a story when read slowly and accompanied by pictures.</p> <p>Spoken Interaction:</p> <p>SI.1. asks and tells others his/her desires about shopping prices, size and where to get things.</p> <p>Spoken Production</p> <p>SP.2. describes shopping items using simple words and sentence frames. (For example: their size, color, material, price).</p> <p>SI.3. buys things in shops by pointing or other gestures that can support what he/she says.</p> <p>SI.4. uses simple numbers in everyday conversations. (e.g. prices)</p> <p>Written Production</p>
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		W.2. writes 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.).
11. 25 – 31 octubre		
12. 1 – 7 noviembre	<p>Chapter # 5 Let's Celebrate Costa Rican Culture!</p> <p>How my family and I celebrate "Tico" culture</p> <p>How my community celebrates "Tico" culture?</p> <p>Pages 114 - 131</p>	<p>How my family and I celebrate "Tico" culture</p> <p>Oral Comprehension:</p> <p>L.1. identifies basic phrases that denote facts about Costa Rican culture.</p> <p>Written Comprehension:</p> <p>R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).</p> <p>R.3. discriminates straightforward information, words and expressions on Costa Rican culture.</p> <p>How my community celebrates "Tico" culture?</p> <p>Oral Comprehension:</p>

		<p>L.2. recognizes what is being said about holidays and celebrations.</p> <p>Spoken Interaction:</p> <p>SI.1. answers simple questions using individual words, expressions, or short sentences.</p>
<p>13. 8 – 14 noviembre</p>	<p>Chapter # 5 Let's Celebrate Costa Rican Culture!</p> <p>How other Costa Rican communities celebrate "Tico" culture How Costa Ricans</p> <p>Pages 132 - 144</p>	<p>How Costa Ricans celebrate national Tico Culture</p> <p>Spoken Production:</p> <p>SP.2. very simply describes how he/she celebrates holidays and special occasions and inquiries about others.</p> <p>Written Production:</p> <p>W.2. writes simple descriptions of holidays and celebrations.</p>
<p>14. 15 – 21 noviembre</p>	<p>Chapter # 6 Getting from Here to There</p> <p>Knowing where I want to go</p> <p>Knowing where It is</p> <p>Pages 145 -155</p>	<p>Knowing where I want to go</p> <p>Oral Comprehension:</p> <p>L.3. recognizes instructions for games and follows teacher/students' modeling of the activity.</p> <p>Written Comprehension:</p>

		<p>R.3. recognizes familiar names of places, goods and services in short and simple texts.</p> <p>Knowing where It is</p> <p>Written Comprehension:</p> <p>R.4. recognizes main ideas of text when accompanied by illustrations.</p> <p>Spoken Interaction:</p> <p>SI.2. interacts in a simple way, asking and answering questions about places, where they are and how to get to them if they are articulated slowly and clearly.</p>
<p>15. 22 – 28 noviembre</p>	<p>Chapter # 6 Getting from Here to There</p> <p>Knowing how to get there Knowing what I need and when</p> <p>Pages 156 - 169</p>	<p>Knowing how to get there</p> <p>Oral Comprehension:</p> <p>L.1. follows simple directions on how to get from one place to another, on foot or by public transport.</p> <p>Spoken Production:</p> <p>SP.2. describes places and ways to move around (towns, holiday resorts, car, plane, and bike).</p> <p>Written Production:</p>

		<p>W.2. writes simple descriptions of places (e.g., location, direction, activities)</p> <p>Knowing what I need and when</p> <p>Spoken Production:</p> <p>SP.3. describes briefly weekend or holiday plans.</p> <p>Oral Comprehension:</p> <p>L.2. recognizes figures given in clear announcements, for example at the airport or at a bus station.</p>
<p>16.</p> <p>29 noviembre – 5 diciembre</p>		
<p>17.</p> <p>6 – 12 diciembre</p>		
<p>18.</p> <p>13 – 19 diciembre</p>		
<p>19.</p> <p>20, 21, 22 de diciembre</p>		
<p>20.</p> <p>Jueves 23 diciembre –</p>		

domingo 2 enero 2022		
21. 03 – 09 enero		
22. 10 – 16 enero		
23. 17 – miércoles 19 enero		
24. Jueves 20 , viernes 21 y sábado 22 enero		
25. Sábado 22 enero al miércoles 16 febrero		
26. 24 – 30 enero		

Chapter # 1 Here I am!

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-

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.

verb agreement, capitalization, spelling, basic punctuation etc.) checking written sentences	
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Chapter #2 Enjoying Life

Indicators of Learning

Identifies the sound of words heard in context.

Distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.

Writes labels on familiar objects in a picture or diagram.

Uses yes/no questions to ask about daily routines, eating habits, hobbies and hanging out activities

Uses correct question word for wh- questions to ask about daily routines, eating habits, hobbies and hanging out activities

Uses correct question structure to ask about daily routines, eating habits, hobbies and hanging out activities

Makes complete sentences to answer what is being asked.

Revises the sentences by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.

Edits the sentences in the questionnaire by correcting the mistakes before publishing them.

Recognizes the topic on posters, brochures, signs, and invitations.

Identifies facts on posters, brochures, signs, and invitations. .

Chapter #3 Getting Back to Nature

Indicators of Learning

Recognizes key words meanings related to nature in texts.

Identifies key words related to nature to use them in context.

Identifies a natural beauty.

Provides information about the national beauty by using sentence frames, key words and the appropriate linkers or connecting words.

Identifies the topic in oral advertisements or conversations.

Recognizes key words/phrases in oral advertisements or conversations.

Distinguishes important information in oral advertisements or conversations.

Recognizes the topic in texts about natural beauties and wonders.

Identifies facts in texts about natural beauties and wonders.

Recognizes key words in oral texts about natural beauties and wonders.

Distinguishes important information in texts about natural beauties and wonders.

Identifies the topic in texts related natural beauties and wonders.

Identifies main ideas in texts related natural beauties and wonders.

Extracts most relevant details in texts related natural beauties and wonders.

Selects the appropriate information to describe a place or a tour you like the most.

Organizes the information and resources to describe a place or a tour by using sentence frames and the appropriate linkers or connecting words.

Describes location, transportation, activities, prices and any other important information of different places and tours.

Prewrites ideas for a description about a place, tour or plan using sentence frames.

Drafts a description about a place, tour or plan using the appropriate linkers or connecting words.

Revises the descriptions by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.

chapter #4 Checking things of a shopping list

Indicators of Learning

Identifies prefixes, and suffixes.

Distinguishes the root word from prefixes, and suffixes.

Identifies what is being said about shopping for groceries and clothing in conversations.

Distinguishes specific information about shopping for groceries and clothing in conversations.

Identifies the topic in posters, ads, catalogues and everyday signs and short texts.

Identifies key words in each part of the posters, ads, catalogues and everyday signs and short texts.

Recognizes important information (price, size, quantity, other characteristics) in each part of the in posters, ads, catalogues and everyday signs and short texts.

Uses yes/no questions and wh- questions to ask others about desires regarding shopping prices, size and where to get things.

Makes complete sentences to answer what is being asked.

Tells others his/her desires about shopping prices, size and where to get things.

Identifies the setting of a story when read slowly and accompanied by pictures.

Identifies the characters of a story when read slowly and accompanied by pictures.

Distinguishes a problem of a story when read slowly and accompanied by pictures.

Distinguishes the ending of a story when read slowly and accompanied by pictures.

Selects the appropriate information to describe shopping items using simple words and sentence frames.

Organizes the information and resources to describe shopping items by using sentence frames and the appropriate linkers or connecting words.

Makes sentences to describe shopping items by using sentence frames and the appropriate linkers or connecting words.

Describes shopping items using simple words and sentence frames.

Identifies groceries, clothing and food at a store.

Asks for prices, e.g. How much is this? How much does it cost?

Answers questions about prices.

Asks for different payment options.

Answers questions about payment options.

Identifies groceries, clothing and food at a store.

Asks for prices, e.g. How much is this? How much does it cost?

Answers questions about prices.

Prewrites ideas for a short, simple text about shopping at grocery store, clothing stores and supermarkets.

Drafts sentences for a short, simple text about shopping at grocery store, clothing stores and supermarkets using the appropriate linkers or connecting words.

Revises a short, simple text by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.

Chapter # 5 Let's celebrate Costa Rica's Culture

Identifies basic phrases that denote facts about Costa Rican culture.

Identifies the topic on basic promotional material such as posters.

Identifies key words on basic promotional material such as posters.

Distinguishes important information on basic promotional material such as posters.

Labels pictures with words related to Costa Rican culture.

Identifies expressions on Costa Rican culture.

Distinguishes straightforward information on Costa Rican culture.

Recognizes pieces of short information about holidays and celebrations

Recognizes what is being said about holidays and celebrations

Uses individual words or expressions to answer yes/no questions about holidays and celebrations.

Makes short sentences to answer wh- questions about holidays and celebrations.

Uses yes/no questions to ask for specific information regarding holidays and celebrations.

Selects the appropriate information to very simply describe how he/she celebrates holidays and special occasions

Organizes the information and resources to very simply describes how he/she celebrates holidays and special occasions.

Makes sentences with the information and the appropriate linkers or connecting words to describe how he/she celebrates holidays and special occasions.

Describes how he/she celebrates holidays and special occasions using sentence frames and inquiries about others.

Prewrites a list of ideas for a simple description of a holiday or a celebration.

Drafts a simple description of a holiday or a celebration using the appropriate linkers or connecting words.

Revises the description by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content.

Edits the description by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing.

Prewrites a list of ideas for an invitation.

Drafts an invitation using the appropriate linkers or connecting words.

Revises an invitation by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content.

Edits an invitation by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing.

Chapter # 6 Getting from Here to there

Identifies key words of the instructions for games.

Differentiates the instruction by following teacher/students' modeling of the activity.

Identifies the topic of presentations related to places, goods and services.

Recognizes the topic in short and simple texts about places, goods and services when accompanied by illustrations.

Identifies key words in texts about places, goods and services when accompanied by illustrations.

Distinguishes most important ideas/information in texts about places, goods and services when accompanied by illustrations.

Plans the language and content to express preferences about places to visit. For example: My favorite place is..., I don't like ...

Uses correct wh- questions to ask about places, where they are and how to get to them if they are articulated slowly and clearly.

Makes complete sentences to answer what is being asked about places, where they are and how to get to them if they are articulated slowly and clearly.

Selects the appropriate information to tell where a place is and ways to get there.

Identifies figures given in clear announcements, for example at the airport or at a bus station.

Organizes the information and resources to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).

Makes complete sentences to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).

Describes places and ways to move around (towns, holiday resorts, car, plane, and bike) using sentence frames.

Selects the appropriate information to describe briefly weekend or holiday plans.

Drafts a simple description of a place. (e.g., location, direction, activities) using the appropriate linkers or connecting words.

Revises the description by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content.

Edits the description by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing.

Organizes the information and resources to describe briefly weekend or holiday plans.

Makes complete sentences to describe briefly weekend or holiday plans.

Describes briefly weekend or holiday plans using sentence frames.

Identifies each part of the hotel registration.

Identifies times given in clear announcements, for example at the airport or at a bus station.
