



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

**Coordinación de**  
**INGLÉS**

**Orientaciones Académicas equiparación PAB**

**Código: 80013**

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**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)
<b>1.</b> <b>16 -22 agosto</b>	<b>Unit # 1 Time to Have Fun!</b> 1. Let's Workout Páginas 8 – 13 2. Once Upon a Time I Enjoyed... Páginas 14 – 23	
<b>2.</b> <b>23 – 29 agosto</b>	<b>Unit # 1 Time to Have Fun!</b> 3. Try it! Páginas 24 – 33 4. The Most Fun I've Ever Had! Páginas 34 – 52	
<b>3.</b> <b>30 agosto – 05 setiembre</b>	<b>Unit # 2 Online &amp; Connected</b> 1. Yesterday, Today and Future Media Páginas 54 – 58 2. Virtual Communities and Networks	<b>Yesterday, Today and Future Media</b>  Oral Comprehension:  L.1. identifies some colloquial expressions related to media, virtual communities, apps and media safety.  Written Comprehension:

		<p>R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks).</p> <p>Written Production:</p> <p>W.1. writes about an event using simple, coherent, and well-written sentences.</p> <p><b>Virtual Communities and Networks</b></p> <p>Oral Comprehension:</p> <p>L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed</p> <p>Written Comprehension:</p> <p>R.3. distinguishes between factual and fictional text.</p>
<p><b>4.</b> <b>6 -12 setiembre</b></p>	<p><b>Unit # 2 Online &amp; Connected</b></p> <p>3. New Media and Public Safety</p> <p>Páginas 63 – 66</p>	<p><b>New Media and Public Safety</b></p> <p>Spoken Interaction:</p> <p>SI.2. gives information on media, virtual communities and apps security.</p> <p>Written Production:</p> <p>W.2. writes an e-mail about media, apps, virtual communities or networks.</p>

<p><b>5.</b> <b>13 – 19 setiembre</b></p>	<p><b>Unit # 2 Online &amp; Connected</b> 4. The Magical World of Apps Páginas 67 – 74</p>	<p><b>The Magical World of Apps</b>  Spoken Production:  SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story.</p>
<p><b>6.</b> <b>20 – 26 setiembre</b></p>	<p><b>REPASO</b></p>	
<p><b>7.</b> <b>27 setiembre – 3 octubre</b></p>		
<p><b>8.</b> <b>4 – 10 octubre</b></p>	<p><b>Unit # 3 Lights, Camera &amp; Action</b> 1. What's on TV? Páginas 76 – 83 2. The Best Show Ever... Páginas 84 – 92 <b>Unit # 3 Lights, Camera &amp; Action</b> 3. Through the Lens of the Documentary Páginas 93 – 105 4. Daily News</p>	<p><b>What's on TV?</b>  Oral Comprehension:  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.  Spoken Interaction:  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</p>

	<p>Páginas 106 – 116</p>	<p><b>. The Best Show Ever...</b></p> <p>Written Comprehension:</p> <p>R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.</p> <p><b>Through the Lens of the Documentary</b></p> <p>Written Comprehension:</p> <p>W.1. writes simple, short descriptions of TV programs, the best show, documentaries and news without using an aid, such as a dictionary.</p> <p><b>Daily News</b></p> <p>Spoken Production:</p> <p>SP.2. gives a short, prepared presentation dramatizing a TV show/news.</p>
<p><b>9.</b> <b>11 – 17 octubre</b></p>	<p><b>Unit # 4 In the Public Eye!</b></p> <p>1. Success vs. Fame Páginas 118 – 125</p> <p>2. National Role Models Páginas 126 – 135</p>	<p><b>Success vs. Fame</b></p> <p>Oral Comprehension:</p> <p>L.2. summarizes 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.</p> <p>National Role Models:</p> <p>Oral Comprehension:</p>

		<p>L.3. retelling, main ideas/concepts and key points/details in a news broadcast (television, Internet) when visuals support the message.</p> <p>Written Comprehension:</p> <p>R.1. identifies relevant information and draw conclusions.</p>
<p><b>10.</b> <b>18 – 24 octobre</b></p>	<p><b>Unit # 4 In the Public Eye!</b></p> <p>1. Contributions of Outstanding Figures to Society.</p> <p>Breaking News</p>	<p><b>Contributions of Outstanding Figures to Society.</b></p> <p>Spoken Production:</p> <p>SP.1. describes personal and other people's stories of success.</p> <p><b>Breaking News</b></p> <p>Spoken Interaction:</p> <p>SI.2. interviews others about nationally and internationally outstanding figures if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.</p> <p>Spoken Production:</p> <p>SP.2. describes contributions of nationally and internationally outstanding figures.</p> <p>Written Production:</p>

		W.1. writes a narrative paragraph of personal and other people's stories of success, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).
<b>11.</b> <b>25 – 31 octubre</b>		
<b>12.</b> <b>1 – 7 noviembre</b>	<p><b>Unit # 5 Unexpected Situations</b></p> <p>1. Home Emergencies Páginas 162 – 176</p> <p>2. Emergency Traveling Situations Páginas 177 – 192</p>	<p><b>Home Emergencies</b></p> <p>Spoken Interaction: SI.1. offers suggestions in unexpected situations.</p> <p><b>Emergency Traveling Situations</b></p> <p>Oral Comprehension: L.2. discriminates the main points of a relatively long discussion about unexpected situations.</p> <p>Written Comprehension: R.3.interprets academic explanations.</p> <p>Spoken Interaction: SI.2.1 makes complaints.</p>
<b>13.</b>	<b>Unit # 5 Unexpected Situations</b>	<b>Unanticipated Appointments</b>

<p><b>8 – 14 noviembre</b></p>	<p>3. Unanticipated Appointments Páginas 193 – 199</p> <p>4. Making a Complaint at a Restaurant Páginas 200 – 206</p>	<p>Oral Comprehension: . retells main ideas/concepts and key points/details.</p> <p><b>Making a Complaint at a Restaurant</b></p> <p>Spoken Production: SP.2. retells an unexpected situation read/heard in class.</p> <p>Written Production: W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments or something you made a complaint about.</p>
<p><b>14.</b> <b>15 – 21 noviembre</b></p>	<p><b>Unit # 6 Open a book, Open your Mind</b></p> <p>1. Keep it simple Páginas 208 – 215</p>	<p><b>Keep it simple</b></p> <p>Written Comprehension: R.1. recognizes relevant information to draw conclusions.</p> <p><b>Comics Strips</b></p> <p>Oral Comprehension: L.2. summarizes the most important information about poems, comic strips, biographies and the moral of the story when visuals support the message.</p>

<p><b>15.</b> <b>22 – 28 noviembre</b></p>	<p><b>Unit # 6 Open a book, Open your Mind</b></p> <p>4. The Moral of the Costa Rican Legend is ...</p> <p>Páginas 230 – 247</p> <p>Biographies of Writers</p>	<p><b>Biographies of Writers</b></p> <p>Oral Comprehension:</p> <p>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.</p> <p>Spoken Production:</p> <p>SP.2. describes biographies of national and international writers.</p> <p><b>The Moral of the Costa Rican Legend is ...</b></p> <p>SI.2. interviews others about biographies and Costa Rican legends if the questions have been prepared beforehand.</p> <p>Written Production:</p> <p>W.1. writes narrative paragraphs of famous Costa Rican legends.</p> <p>Spoken Production:</p> <p>SP.3. retells a Costa Rican legend read/heard in class.</p>

<b>16.</b> <b>29 noviembre – 5 diciembre</b>		
<b>17.</b> <b>6 – 12 diciembre</b>		
<b>18.</b> <b>13 – 19 diciembre</b>		
<b>19.</b> <b>20, 21, 22 de diciembre</b>		
<b>20.</b> <b>Jueves 23 diciembre – domingo 2 enero 2022</b>		
<b>21.</b> <b>03 – 09 enero</b>		
<b>22.</b> <b>10 – 16 enero</b>		
<b>23.</b>		

<b>17 – miércoles 19 enero</b>		
<b>24. Jueves 20 , viernes 21 y sábado 22 enero</b>		
<b>25. Sábado 22 enero al miércoles 16 febrero</b>		
<b>26. 24 – 30 enero</b>		

### Unit # 1 : Time to have Fun

<b>Linguistic Competences</b>	<b>Indicadores</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• R.1. answer literal questions in straightforward messages.</li> <li>• R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.</li> </ul>	<ul style="list-style-type: none"> <li>• L.1. recognizes specific information when people speak at normal speed about leisure activities.</li> <li>• L.2. discriminates main ideas and key points.</li> <li>• R.1. extracts the important information in simple, clearly drafted print materials.</li> <li>• R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts</li> <li>• R.3. distinguishes important information.</li> </ul>

- 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.

**Oral and Written Production**

- Sl.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.)

- R.4. extracts the main points and supporting details in simple, clearly drafted print materials.

- Sl.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.

**Unit # 2 : Online & Connected**

Gets the gist of audio texts related to media, virtual communities, apps and media safety by using pictures or drawings.

Recognizes expressions in audio texts related to media, virtual communities, apps and media safety by using pictures or drawings.

Recognizes the topic of audio texts about media, virtual communities, apps and media safety by using pictures or drawings.

Identifies simple instructions about the safe use of social networks.

Labels pictures with instructions about the safe use of social networks.

Prewrites a list of ideas about an event that include characters, plot and setting.

Drafts a narrative paragraph with the listed ideas about an event including linkers: sequential-past time and discourse markers. (on the other hand, however)

Revises a narrative paragraph about an event by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, use of commas, use of linkers: sequential-past time and discourse markers. (on the other hand, however.

Identifies facts of audio texts about media, virtual communities, apps and media safety by using pictures or drawings.

Distinguishes main ideas of audio texts about media, virtual communities, apps and media safety by using pictures or drawings.

Gets specific details in audio texts about media, virtual communities, apps and media safety by using pictures or drawings.

Identifies a factual or fictional text from reading the title or a description.

Recognizes information related to facts or fiction from a text about media, virtual communities, apps and media safety

Identifies facts of audio texts about media, virtual communities, apps and media safety by using pictures or drawings.
Plans the language, content and online resources to comment about media, virtual communities, apps and safety.
Makes sentences to comment about media, virtual communities, apps, and safety.
Expresses ideas to comment on media, virtual communities, apps, and safety.
Prewrites a list of ideas for an e-mail about media, apps, virtual communities or networks.
Drafts an e-mail about media, apps, virtual communities or networks including subject, sender, date and time, received (on), reply- to, recipient to, recipient email address, body with the appropriate linkers or connecting words and attachments.
Revises an e-mail about media, apps, virtual communities or networks by looking for mistakes related to subject-verb agreement, pronouns and article agreement, capitalization, content, spelling, use of commas to punctuate, abbreviations.
Edits an e-mail about media, apps, virtual communities or networks before publishing.
Selects the appropriate information and visuals to give a presentation about experiences with media, apps, virtual communities and networks.
Organizes the information and visuals to give a presentation about experiences with media, apps, virtual communities and networks.
Makes sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about experiences with media, apps, virtual communities and networks.
Gives a well-organized description about experiences with media, apps, virtual communities and networks.

Selects the appropriate information and visuals to summarize a simple story/information he/she read about media, apps, virtual communities and networks.

Organizes the information and visuals to summarize a simple story/information he/she read about media, apps, virtual communities and networks

Makes sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation to summarize a simple story/information he/she read about media, apps, virtual communities and networks.

### **Unit # 3 : Lights, Camera & Action**

Recognizes the topic of a dialogue in a movie, a trailer for a film or the events in a news story.

Identifies position of each speaker in a movie, a trailer for a film or the events in a news story.

Summarizes the outcome of the dialogue in a movie, a trailer for a film or the events in a news story.

Recognizes specific words.

Distinguishes specific words meanings by using context cues.

Starts the telephone conversation by greeting and making a statement.

Keeps the telephone conversation going by checking understanding from the speaker's point of view or listener's point of view.

Interrupts the listener in a telephone conversation.

Keeps the telephone conversation going on or by adding a new topic

Closes the telephone conversation by using a leave-taking.

Identifies the purpose of a reading in T.V. guides and newspapers.

Locates important sections in T.V. guides, newspapers.

Identifies the most relevant information in T.V. guides, newspapers to answer literal questions such as who, why, what, when, which and how.

Recognizes the topic in straightforward letters and physical or electronic messages.

Identifies facts in straightforward letters and physical or electronic messages.

Distinguishes main ideas in straightforward letters and physical or electronic messages.

Recognizes supporting details in straightforward letters and physical or electronic messages.

Prewrites a list of ideas that include personal experiences related to o TV programs, the best show, documentaries and news.

Drafts a description with the listed ideas about TV programs, the best show, documentaries and news 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.

Selects the appropriate information and visuals to dramatize a TV show/news.

Organizes the information and visuals to dramatize a TV show/news.

Makes sentences with the information and with the appropriate linkers or connecting words to dramatize a TV show/news.

Gives a well-organized presentation about a TV show/news.

#### **Unit # 4 : In the Public Eye!**

Recognizes the topic 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.

Identifies 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.

Makes a summary of a relatively long discussion with the appropriate linkers or connecting words
Identifies participants in a news broadcast.
Recognizes specific characteristics of the participants in a news broadcast.
Recognizes main problem in a news broadcast.
Describes the problem solution in a news broadcast.
Recaps events presented in a sequential order including main ideas/concepts and key points/details.
Gets main idea in paragraphs or news.
Extracts supporting details in paragraphs or news.
Distinguishes the author's argument in paragraphs or news.
Draws conclusions from paragraphs or news.
Selects the appropriate information to describe personal and other people's stories of success.
Organizes the information and resources to describe personal and other people's stories of success by using sentence frames and the appropriate linkers or connecting words.
Describes personal and other people's stories of success in a well-organized presentation.

Prepares yes/no and wh questions for an interview about nationally and internationally outstanding figures.
Exchanges personal experiences, feelings, opinions and reactions about nationally and internationally outstanding figures by participating in an interview.
Asks a further question to expand the interview a bit.
Selects the appropriate information to describe contributions of nationally and internationally outstanding figures
Organizes the information and resources to describe contributions of nationally and internationally outstanding figures by using sentence frames and the appropriate linkers or connecting words.
Describes contributions of nationally and internationally outstanding figures in a well-organized presentation.
Prewrites ideas for a narrative paragraph of personal and other people's stories of success.
Drafts sentences for a narrative paragraph of personal and other people's stories of success
Revises a narrative paragraph of personal and other people's stories of success by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.
Edits a narrative paragraph of personal and other people's stories of success by correcting the mistakes before publishing it.

## Unit # 5 : Unexpected Situations

Asks the person for the possibility to make a suggestion using expressions such as: “Have you considered\_\_\_\_\_?” , “How about \_\_\_\_\_?”

Uses expressions to give advice such as: “You should\_\_\_\_\_” , “Why don’t you\_\_\_\_\_.”,

Recognizes the topic of a relatively long discussion about unexpected situations.

Distinguishes the main points of a relatively long discussion about unexpected situations.

Identifies the topic of an academic explanation.

Identifies the intended audience of an academic explanation.

Recognizes the text structure of an academic explanation.

Gets main idea in paragraphs or sections of an academic explanation.

Extracts supporting details in paragraphs or sections of an academic explanation.

Analyzes the author's argument in an academic explanation.

Starts the conversation politely with one of these phrases: "I'm sorry to bother you, but I ....." or "Excuse me, I wonder if you can help me"

Explains the problem using polite, respectful language.

Says how you feel about the problem.

Asks for action to be taken on the problem.

Greets the person who answers and asks for the person you wish to speak with.

Expresses the purpose for your call.

Agrees on the most convenient day and time for both parties.

Identifies the topic in television, radio and web-based broadcasts /announcements about unexpected situations.

Recognizes main ideas/concepts in television, radio, and web-based broadcasts /announcements about unexpected situations.

Recognizes key points/details in television, radio, and web-based broadcasts /announcements about unexpected situations.

Recaps main ideas related to what he/she said about expected situations.

Selects the appropriate information and visuals to prepare a presentation to retell an unexpected situation read/heard in class.

Organizes the information and visuals to give a presentation to retell an unexpected situation read/heard in class.

Makes sentences with the information and with the appropriate linkers or connecting words to give a presentation to retell an unexpected situation read/heard in class.

Gives a well- organized presentation to retell an unexpected situation read/heard in class.

Prewrites ideas for a narrative paragraph about a home emergency, everyday situation, appointments, or something you made a complaint about.

Drafts sentences for a narrative paragraph about a home emergency, everyday situation, appointments, or something you made a complaint about using the appropriate linkers or connecting words.

Revises a narrative paragraph about a home emergency, everyday situation, appointments, or something you made a complaint about to look for mistakes related to subject-verb agreement, phrases, clauses, capitalization, spelling, compound sentences, basic punctuation and content.

**Unit # 6 : Open a book, Open your Mind**

Gets main idea in paragraphs or sections of textbooks as she/he reads.

Extracts supporting details in paragraphs or sections of textbooks.

Analyzes the author's argument in paragraphs or sections of textbooks.

Draws conclusions by answering questions.

Identifies what poems, comic strips, biographies and the moral of the story are about.

Identifies main ideas in poems, comic strips, biographies and the moral the moral of the story.

Recognizes the conclusion in poems, comic strips, biographies and the moral of the story.

Recaps the most important information about poems, comic strips, biographies and the moral of the story.

Selects the appropriate information to recap a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic.

Organizes the information to recap a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic

Makes sentences with the information and with the appropriate linkers or connecting words to recap a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic.

Recaps a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic.

Selects the appropriate information, visuals to give a presentation about national and international writers.

Organizes the information and visuals to give a presentation about national and international writers.

Makes sentences with the information and with the appropriate linkers or connecting words to give a description of national and international writers.

Plans yes/no and wh questions for an interview about biographies and Costa Rican legends.

Exchanges personal experiences, feelings, opinions and reactions about biographies and Costa Rican legends by participating in an interview.

Recognizes main problem/ conflict in a Costa Rican legend.

Prewrites ideas for a narrative paragraph of a famous Costa Rican legend.

Drafts sentences for a narrative paragraph of a famous Costa Rican legend using the appropriate linkers or connecting words.

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

Edits the narrative paragraph by correcting the mistakes before publishing it.

Identifies characters in a Costa Rican legend.

Recognizes specific characteristics of characters in a Costa Rican legend.

Recognizes main problem/ conflict in a Costa Rican legend.

Describes the problem/ conflict' solution in a Costa Rican legend.

Recaps events presented in a sequential order including main ideas/concepts and key points/details and the moral.