

**Colegio Nacional de Educación a Distancia**

**Universidad Estatal a Distancia**



**Coordinación de**  
**INGLES**  
**Orientaciones Académicas**

**Código: 80013**

**NOVENO Nivel**

**I semestre 2019**

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**Coordinación de área Erika Prendas / Teléf. 8831 5629**

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

## 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 pueda asistir a tutorías.



### **Blog de la asignatura:**

Ingresando a la página de CONED [www.coned.ac.cr](http://www.coned.ac.cr), puede acceder al blog de cada materia, donde encontrara 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 correspondientes a cada una de las sedes.

Sede	Teléfono	Correo electrónico	Sede	Teléfono	Correo electrónico
Ciudad Neilly	2783-33-33	anmontero@uned.ac.cr	Heredia	2262 7115	casalazar@uned.ac.cr
Cartago	2591-4117	lmonge@uned.ac.cr	Nicoya	2685-4738	druiza@uned.ac.cr
Liberia	26664296 / 26661641	lemadrigal@uned.ac.cr	Palmares	2453-3045	mzuniga@uned.ac.cr
Turrialba	2556-3010	lariasm@uned.ac.cr	San José	2221-3803	enavarro@uned.ac.cr
Esparza	2636-0000 Ext. 127	jesuana3@hotmail.com	Acosta	24103159	mleonm@uned.ac.cr
Limón	2758-00-16	masanchezs@uned.ac.cr	Puntarenas	2661 33 00	sscafidi@uned.ac.cr
Quepos	<b>27770372</b>	lochaves@uned.ac.cr			

Sede	Encargado
San José	Elieth Navarro Quirós
Heredia	Cristian Adolfo Salazar Gutiérrez
CN	Ana Isabel Montero Gómez Edwin Araya Arias
Turrialba	Mirla Sánchez Barboza Lissette Arias Madriz
Palmares	Maritza Isabel Zúñiga Naranjo
Limón	Marilin Sánchez Sotela Daisy Madrigal Sánchez
Nicoya	Daniel Hamilton Ruiz Arauz Cinthya Godínez Céspedes
Liberia	Yerlins Miranda Solís Luis Esteban Madrigal Vanegas
Cartago	Luis Carlos Monge Garro Dianna Acuña Serrano
Esparza	Jesuana Araya Angulo
Puntarenas	SindyScafidiAmpié
Acosta	Marco León Montero
Quepos	Lourdes Chaves Avilés

## Evaluación



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

I Prueba escrita 20	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:**

▪ <b>Prueba de ampliación</b>	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.
▪ <b>Prueba de suficiencia</b>	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.
▪ <b>Estrategia de promoción</b>	Cuando de debo 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. Haber presentado las pruebas de ampliación en las dos convocatorias.
▪ <b>Condiciones para eximirse</b>	Tiene derecho a eximirse el estudiante que haya obtenido una calificación de 90 o más en cada uno de los componentes de la calificación
▪ <b>Extra clases o Tareas</b>	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. <b>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.</b>

## Calendarización de las pruebas I semestre 2019



Consulte la hora de aplicación en la sede respectiva, este atento a la siguiente distribución de días según sedes versión A y Versión B



VERSIÓN A					VERSIÓN B	
San José, Nicoya, Turrialba, Heredia, ALUNASA, Cartago, Acosta, Quepos					Palmares, Ciudad Neilly, Liberia, Limón, Puntarenas	
PROGRAMACIÓN I PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 11 de marzo	Martes 12 de marzo	Miércoles 13 de marzo	Jueves 14 de marzo	Viernes 15 de marzo	Sábado 16 de marzo	Domingo 17 de marzo
Matemática	Estudios Sociales Edc. Cívica	Español	Ciencias/ Biología	Inglés	Inglés Estudios Sociales Español	Matemática Ciencias/ Biología Educación Cívica
PROGRAMACIÓN DE II PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 29 de abril	Martes 30 de abril	Miércoles 1 de mayo	Jueves 2 de mayo	Viernes 3 de mayo	Sábado 4 de mayo	Domingo 5 de mayo
Matemática	Estudios Sociales	Día del trabajador	Ciencias/ Biología	Español Inglés	Inglés Estudios Sociales Español	Matemática  Ciencias/biología
PROGRAMACIÓN III PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 27 de mayo	Martes 28 de mayo	Miércoles 29 de mayo	Jueves 30 de mayo	Viernes 31 de mayo	Sábado 1 de junio	Domingo 2 de junio
Matemática	Estudios Sociales Edc. Cívica	Español	Ciencias/ Biología	Inglés	Inglés Estudios Sociales Español	Matemática Ciencias/biología Educación Cívica



## Orientaciones del I semestre 2019

Semana Lectiva	Tema	Fecha	Actividades
<b>1.</b>	<p style="text-align: center;"><b>Unit # 1 Time to Have Fun!</b> 1. Let's Workout Páginas 8 – 13</p> <p style="text-align: center;">2. Once Upon a Time I Enjoyed... Páginas 14 – 23</p>	<b>4– 10 febrero</b>	<p><b>Inicio de Tutorías</b></p> <p><b>Inicio cursos virtuales</b></p>
<b>2.</b>	<p style="text-align: center;"><b>Unit # 1 Time to Have Fun!</b> 3. Try it! Páginas 24 – 33</p> <p style="text-align: center;">4. The Most Fun I've Ever Had! Páginas 34 – 52</p>	<b>11 - 17 febrero</b>	<p><b>Matrícula Estudiantes</b> <b>Estrategia del 13 al 17</b></p>
<b>3.</b>	<p style="text-align: center;"><b>Unit # 2 Online &amp; Connected</b> 1. Yesterday, Today and Future Media Páginas 54 – 58</p> <p style="text-align: center;">2. Virtual Communities and Networks Páginas 59 – 62</p>	<b>18-24 febrero</b>	<p><b>Simulacro para pruebas nacionales sedes.</b></p>
<b>4.</b>	<p style="text-align: center;"><b>Unit # 2 Online &amp; Connected</b> 3. New Media and Public Safety Páginas 63 – 66</p> <p style="text-align: center;">4. The Magical World of Apps Páginas 67 – 74</p>	<b>25 febrero - 3 marzo</b>	<p><b>Entrega I Tarea</b></p>
<b>5.</b>	<b>Repaso</b>	<b>4– 10 marzo</b>	<p>8 de marzo Día Internacional de las mujeres.</p>
<b>6.</b>	<b>I PRUEBA ESCRITA</b>	<b>11- 17 de marzo</b>	<b>I PRUEBA ESCRITA</b>

			<b>Horario según corresponda a cada sede</b>
<b>7.</b>	<p><b>Unit # 3 Lights, Camera &amp; Action</b></p> <p>1. What's on TV? Páginas 76 – 83</p> <p>2. The Best Show Ever... Páginas 84 – 92</p>	<b>18 - 24 marzo</b>	<b>20 de marzo:</b> Aniversario de la Batalla de Santa Rosa
<b>8.</b>	<p><b>Unit # 3 Lights, Camera &amp; Action</b></p> <p>3. Through the Lens of the Documentary Páginas 93 – 105</p> <p>4. Daily News Páginas 106 – 116</p>	<b>25 marzo – 31 de marzo</b>	
<b>9.</b>	<p><b>Entrega II Tarea</b></p> <p>Es una evaluación Oral por lo tanto debe de ser presencial.</p> <p>Para conocer el horario de cada grupo, debe de contactarse con el tutor a cargo</p>	<b>1 – 7 abril</b>	<b>Entrega II Tarea</b>
<b>10.</b>	<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>	<b>8 - 14 abril</b>	<b>11 de abril :</b> Celebración de la Batalla de Rivas y acto heroico de Juan Santamaría
<b>11.</b>	<b>Semana santa</b>	<b>15 - 21 abril</b>	<b>Semana santa</b>

12.	<p><b>Unit # 4 In the Public Eye!</b></p> <p>3. Contributions of Outstanding Figures to Society Páginas 136 – 145</p> <p>4. Breaking News: Read All About It Páginas 146 – 160</p>	22 - 28 de abril	23 de abril: Día del Libro
13.	<b>II PRUEBA ESCRITA</b>	29 abril - 5 mayo	<p><b>II PRUEBA ESCRITA</b></p> <p><b>Horario según corresponda a cada sede</b></p> <p>1 de mayo: Día Internacional de la Clase Trabajadora. Feriado</p>
14.	<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>3. Unanticipated Appointments Páginas 193 – 199</p> <p>4. Making a Complaint at a Restaurant Páginas 200 – 206</p>	6 – 12 mayo	
15.	<p><b>Unit # 6 Open a book, Open your Mind</b></p> <p>1. Keep it simple Páginas 208 – 215</p> <p>2. Show me: Comic Strips</p>	13 - 19 mayo	<b>Entrega III Tarea</b>



	Páginas 216 – 220		
<b>16.</b>	<b>Unit # 6 Open a book, Open your Mind</b>  3. Biographies of Writers  Páginas 221 – 229  4. The Moral of the Costa Rican Legend is ...  Páginas 230 – 247	<b>20 – 26 mayo</b>	22 de mayo: Día internacional de la Biodiversidad
<b>17.</b>	<b>III PRUEBA ESCRITA</b>	<b>27 mayo – 2 junio</b>	<b>III PRUEBA ESCRITA</b>  Horario según corresponda a cada sede
<b>18.</b>	<b>Entrega de resultados</b>	<b>3 - 9 junio</b>	<b>Entrega de resultados</b>  <b>Talleres de preparación para bachillerato</b>
<b>19.</b>		<b>10 - 16 de junio</b>	<b>Pruebas de ampliación I convocatoria</b>  <b>Pruebas de suficiencia</b>  <b>Talleres de preparación para bachillerato</b>
<b>20.</b>	<b>Resultados finales a los estudiantes</b>	<b>17– 23 junio</b>	<b>Resultados finales a los estudiantes</b>
<b>21.</b>	<b>Pruebas de ampliación II convocatoria</b>	<b>24 junio – 30 junio</b>	<b>Pruebas de ampliación II convocatoria</b>  <b>Talleres de preparación para bachillerato</b>  <b>Aniversario CONED 27 de junio</b>  <b>Lista de estudiantes para la estrategia de promoción. Entregar información a</b>

			<b>estudiantes.</b>  <b>APLICACIÓN DE ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B (15 al 21 de Julio) al entrar al II semestre 2019</b>  <b>GRADUACIONES CONED</b>
<b>22.</b>	<b><u>Matrícula II semestre 2019</u></b>	<b>1 - 7 julio</b>	<b><u>Matrícula II semestre 2019</u></b>  <b>VACACIONES</b>
<b>23.</b>	<b>VACACIONES</b>	<b>8 – 14 julio</b>	<b>VACACIONES</b>  de medio periodo para docentes y estudiantes

### 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> <li>• R.3. understand important information on the label of packages (e.g., directions for use, and instructions for preparation).</li> <li>• 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.</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> <li>• R.4. extracts the main points and supporting details in simple, clearly drafted print materials.</li> </ul>

<b>Oral and Written Production</b>	
<ul style="list-style-type: none"> <li>• SI.1. discuss different things to do for fun.</li> <li>• SI.2. ask and answer questions about experiences, events, past experiences.</li>   <li>• SP.1. describe experiences, events and storytelling related to exercise, sports and games.</li> <li>• SP.2. describe what is occurring in a film or book, and indicate their personal opinion about it.</li>   <li>• 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• SI.1. discusses different things to do for fun.</li> <li>• SI.2.asks and answers questions about experiences, events, past experiences</li> <li>• SP.1. describes experiences, events and storytelling related to exercise, sports and games.</li> <li>• SP.2. describes what is occurring in a film or book, and indicates his/her personal opinion.</li> <li>• W.1.writes a short description of personal experiences without using an aid, such as a dictionary.</li> </ul>

## Unit # 2 : Online & Connected

<b>Linguistic Competences</b>	<b>Indicadores</b>
<ul style="list-style-type: none"> <li>• L.1. understand some colloquial expressions related to media, virtual communities, apps and media safety.</li> <li>• L.2. understand the main idea and key points/details of audio related to media, virtual communities, apps and media safety.</li> <li>• R.1. understand simple instructions with some visual support (e.g., safe use of social networks).</li> <li>• R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3. distinguish between factual and fictional text.</li>   <p style="text-align: center;"><b>Oral and Written Production</b></p> <li>• SI.1. ask for and give opinions about the latest media, virtual communities, and apps.</li> <li>• SI.2. express comments about media, virtual communities, apps and security and otherwise contribute, in a small group situation.</li> <li>• SP.1. describe media, apps, virtual communities and networks.</li> </ul>	<ul style="list-style-type: none"> <li>• L.1. identifies some colloquial expressions related to media, virtual communities, apps and media safety.</li> <li>• L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed</li> <li>• R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks).</li> <li>• R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3. distinguishes between factual and fictional text.</li>   <li>• SI.1. asks for and gives opinions about the latest media, virtual communities, and apps.</li> <li>• SI.2. gives information on media, virtual communities and apps security.</li>   <li>• SP.1 describes media, apps, virtual communities and networks.</li> </ul>

<ul style="list-style-type: none"> <li>• SP.2. describe experiences with media, apps, virtual communities and networks.</li> <li>• SP.3. summarize a simple story he/she read about media, apps, virtual communities and networks relying on language used in the story/information.</li> <li>• W.1. write about an event using simple, coherent, and well-written sentences.</li> <li>• 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.).</li> </ul>	<ul style="list-style-type: none"> <li>• SP.2. describes experiences with media, apps, virtual communities and networks.</li> <li>• SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story.</li> <li>• W.1. writes about an event using simple, coherent, and well-written sentences.</li> <li>• W.2. writes an e-mail about media, apps, virtual communities or networks.</li> </ul>
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### Unit # 3 : Lights, Camera & Action

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.2. understand the main idea of an age appropriate audio - visual presentation.</li> <li>• L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace.</li> <li>• R.1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports.</li> <li>• R.2. understand English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3. understand subject specific words when encountered in text.</li> <li>• R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.2. recognizes the main idea of an age appropriate audio - visual presentation.</li> <li>• L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace.</li> <li>• R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.</li> <li>• R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3. extracts subject specific words when encountered in text.</li> <li>• R.4. discriminates the main idea and supporting details in straight forward letters and physical or electronic messages.</li> </ul>
<p style="text-align: center;"><b>Oral and Written Production</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<p>be some difficulty in understanding and being understood from time to time.</p> <ul style="list-style-type: none"> <li>• SP.1. describe what is occurring in a film or book, and indicate his/her personal opinion about it.</li> <li>• SP.2. give a short prepared presentation dramatizing a TV show/news.</li> <li>• W.1. write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary.</li> <li>• 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.</li> </ul>	<p>understood from time to time.</p> <ul style="list-style-type: none"> <li>• SP.1.describes what is occurring in a film or book, and indicates his/her personal opinion about it.</li> <li>• SP.2. gives a short prepared presentation dramatizing a TV show/news.</li> <li>• W.1.writes simple, short descriptions of personal experiences without using an aid, such as a dictionary.</li> <li>• W.2. writes personal reactions to a piece of age-appropriate literature.</li> </ul>
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**Unit # 4 : In the Public Eye!**

<b>Linguistic Competences</b>	<b>Indicadores</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.2. understand the main idea of an age appropriate audio-visual presentation.</li> <li>• L.3.understand media presentations on familiar events or places delivered clearly and at a slow pace.</li> <li>• R.1.understand the important information in simple, clearly drafted print materials such as</li> <li>• T.V. guides, newspapers, and documentary reports.</li> <li>• R.2. understand English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3. understand subject specific words when encountered in text.</li> <li>• R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages.</li> </ul> <p style="text-align: center;"><b>Oral and Written Production</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.2.recognizes the main idea of an age appropriate audio-visual presentation.</li> <li>• L.3.distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace</li> <li>• R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.</li> <li>• R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3.extracts subject specific words when encountered in text.</li> <li>• R.4.discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>being understood from time to time.</p> <ul style="list-style-type: none"> <li>• SP.1.describe what is occurring in a film or book, and indicate his/her personal opinion about it.</li> <li>• SP.2.give a short prepared presentation dramatizing a TV show/news.</li> <li>• W.1.write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary.</li> <li>• W.2.writepersonal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• SP.1.describes what is occurring in a film or book, and indicates his/her personal opinion about it.</li> <li>• SP.2. gives a short prepared presentation dramatizing a TV show/news.</li> <li>• W.1.writes simple, short descriptions of personal experiences without using an aid, such as a dictionary.</li> <li>• W.2.writespersonal reactions to a piece of age-appropriate literature.</li> </ul>
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### Unit # 5 : Unexpected Situations

Linguistic Competences	Indicadores
<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.2. understand the main points of even a relatively long discussion about unexpected situations if the people involved do not speak too quickly.</li> <li>• 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.</li> <li>• R.1.understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</li> <li>• R.2. identify English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3.understand academic explanations and examples with aid of word list and/or dictionary support</li> </ul>	<ul style="list-style-type: none"> <li>• L.1. recognizes main ideas and some key details in television, radio, and web-based broadcasts /announcements.</li> <li>• L.2. discriminates the main points of are illatively long discussion about unexpected situations.</li> <li>• L.3.retells main ideas/concepts and key points/details.</li> <li>• R.1.distinguishes main ideas and some key details in texts of various lengths.</li> <li>• R.2.distinguishesEnglish language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3.interprets academic explanations.</li> </ul>
<p style="text-align: center;"><b>Oral and Written Production</b></p> <ul style="list-style-type: none"> <li>• SI.1. offer suggestions in unexpected situations.</li> <li>• SI.2.makecomplaints and unanticipated appointments in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• SI.1.offers suggestions in unexpected situations.</li> <li>• SI.2.makes complaints and appointments.</li> </ul>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• SP.1.describe unexpected personal situations.</li> <li>• SP.2.retell an unexpected situation read/heard in class.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• SI.3.interviews others about unexpected situations if the questions have been prepared beforehand.</li> <li>• SP.1.describes personal unexpected situations.</li> <li>• SP.2.retellsan unexpected situation read/heard in class.</li> <li>• W.1.writes a narrative paragraph about a home emergency, everyday situation, appointments or something you made a complaint about.</li> </ul>
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**Unit # 6 : Open a book, Open your Mind**

<b>Linguistic Competences</b>	<b>Indicadores</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.2.understand the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message.</li> <li>• L.3.understandsmall 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.</li> <li>• R.1.understandrelevant information to draw conclusions.</li> <li>• R.2.manipulate English language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3.understand factual texts and simple reports on familiar topics.</li> </ul> <p style="text-align: center;"><b>Oral and Written Production</b></p> <ul style="list-style-type: none"> <li>• SI.1.offer an opinion about comic strips, biographies and Costa Rican legends examined in class.</li> <li>• SI.2.interview others about biographies and Costa Rican legends if the questions have</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.2. summarizes the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message.</li> <li>• 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.</li> <li>• R.1.recognizesrelevant information to draw conclusions.</li> <li>• R.2.recognizesEnglish language sounds using knowledge in phonics, syllabification and word parts.</li> <li>• R.3.discriminates information in factual text and simple reports on familiar topics.</li> </ul> <ul style="list-style-type: none"> <li>• SI.1.offers an opinion about Haikus, comic strips, biographies and Costa Rican legends examined in class.</li> <li>• SI.2.interviews others about biographies and Costa Rican legends if the questions</li> </ul>

<p>been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.</p> <ul style="list-style-type: none"> <li>• SP.1.describe his/her favorite comic strips.</li> <li>• SP.2.describe biographies of national and international writers.</li> <li>• SP.3.retell a Costa Rican legend read/heard in class.</li> <li>• W.1.write a narrative paragraph about a Costa Rican legend.</li> <li>• 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.</li> </ul>	<p>have been prepared beforehand.</p> <ul style="list-style-type: none"> <li>• SP.1.describes his/her favorite comic strips.</li> <li>• SP.2.describesbiographies of national and international writers.</li> <li>• SP.3.retells a Costa Rican legend read/heard in class.</li> <li>• W.1.writes narrative paragraphs of famous Costa Rican legends.</li> <li>• W.2. writes biographies of famous Costa Rican or international writers or author.</li> </ul>
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Colegio Nacional de Educación a Distancia



Sede \_\_\_\_\_

Nombre del estudiante:

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Número de cédula:

\_\_\_\_\_

Sección:

\_\_\_\_\_

Materia:

\_\_\_\_\_

Profesor:

\_\_\_\_\_

Fecha de entrega:

\_\_\_\_\_

Nota obtenida:

Puntos obtenidos

Porcentaje

Firma del docente:

\_\_\_\_\_

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**COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA**

Nombre del estudiante: \_\_\_\_\_ Número de cédula: \_\_\_\_\_

Sección: \_\_\_\_\_ Fecha de entrega: \_\_\_\_\_ Firma de recibido: \_\_\_\_\_

### Tarea número uno

Materia Ingles

/ Nivel: Noveno

/ Código: 80013

Indicators: Recognizes the sports and their vocabulary.

Applies grammar structure in the written sentences.

Applies present perfect form in sentences.

Applies comparative and superlative form in sentences.

Valor: 25 pts. 10 %

Fecha de entrega: **25 de febrero al 3 de marzo**

**Instrucciones generales:** esta tarea deberá de presentarla de manera individual en hojas aparte escrita a mano o en computadora. Cada una deberá traer una portada que incluya el nombre del colegio, nombre de la materia, el nombre completo del estudiante, numero de cedula, nivel que cursa, el nombre del profesor y fecha en la que se entrega la tarea. La tarea se debe entregar al tutor en el horario respectivo de la tutoría únicamente en la semana específica en el cronograma.

#### **I PART. (7 pts.)**

Complete the statements with the **present perfect form**. Use the verbs in the parenthesis.

1. I \_\_\_\_\_ at home all the day. (be)
2. You \_\_\_\_\_ the pet for three years (keep)
3. He \_\_\_\_\_ here all his life. (live)
4. She \_\_\_\_\_ three books. (write)
5. Allan \_\_\_\_\_ his homework. (finish)
6. Mary \_\_\_\_\_ her mom's birthday. (forget)
7. They \_\_\_\_\_ here all the year. (work)

**II PART. (10 pts.)**

**A.** Match the sports in **column A** with words in **column B** by writing the correct number in the parenthesis. There are two words for each sport.

**Column A**

1. Softball

2. Basketball

3. Soccer

4. Baseball

5. Football

**Column B**

( ) Backboard

( ) Catcher

( ) Helmet

( ) Umpire

( ) Basket

( ) Goalie

( ) Glove

( ) Goal

( ) Cap

( ) Football

**III PART. (8 pts.)**

Write **Two Comparative** and **Two Superlative** sentences using the **verbs into the box**.(2 pts. each correct sentence).

Big - dangerous - tall - new
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**Comparative**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Superlative**

3. \_\_\_\_\_
4. \_\_\_\_\_

<b>Indicator</b>	<b>Very Good 4 points</b>	<b>Good 2 points</b>	<b>Deficient 0 points</b>
Apply the <b>comparative</b> form in two sentences	Ss applies correctly the comparative form in the two sentences.	Ss applies correctly the comparative form in one sentences.	Ss doesn't apply the present perfect progressive in any sentence.

<b>Indicator</b>	<b>Very Good 4 points</b>	<b>Good 2 points</b>	<b>Deficient 0 points</b>
Apply the <b>superlative</b> form in two sentences	Ss applies correctly the superlative form in the two sentences.	Ss applies correctly the superlative form in one sentences.	Ss doesn't apply the superlative form in any sentence.

OBTAINED POINTS: \_\_\_\_\_



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**COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA**

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## Tarea Número 2

Materia Ingles / Nivel: Noveno / Código: 80013

Indicators: Applies grammar structure and pronunciation in the oral way.  
Applies simple present form in sentences.  
Applies simple past form in sentences.

Valor: 30 pts. 15 %

Fecha de entrega: **1 al 7 de abril**

**Instrucciones generales:** Esta tarea deberá de presentarla de manera individual, la tarea será oral. El/la estudiante deberá completar los datos indicados en la rúbrica y entregarla al tutor el día de la tarea. Cada una deberá traer una portada que incluya el nombre del colegio, nombre de la materia, el nombre completo del estudiante, numero de cedula, nivel que cursa, el nombre del profesor y fecha de aplicación de la tarea. El/la estudiante debe de presentarse en el horario respectivo de la tutoría únicamente en la semana especifica en el cronograma.

### **I PART.**

**Listening and speaking (6 pts. each question, 3 pts. grammar, 3 pts. pronunciation)**

#### **Directions:**

Teacher asks 5 questions to the students about their favorite famous actress, actor, singer or group, and they answer the questions using simple present or simple past according to the question.

#### **Example:**

**Teacher:** What is your favorite actress/actor/singer/group?

**Student:** My favorite actress/actor/ singer/group is.....

**Teacher:** When was his/her last concert/movie...?

**Student:** His/her last concert/movie was .....?



Teacher's name: \_\_\_\_\_

Obtained points: \_\_\_\_\_

Percentage: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Group: \_\_\_\_\_

Student's name: \_\_\_\_\_

**Rubric**

Indicator	Apply <b>grammar</b> correctly in five oral answers.	Quest. 1	Quest. 2	Quest. 3	Quest. 4	Quest. 5
<b>Excellent 3 points</b>	St applies correctly the grammar without mistakes in the answer.					
<b>Very good 2 points</b>	St applies grammar with 3 mistakes in the answer.					
<b>Good 1 points</b>	St applies grammar with 5 mistakes in the answer.					
<b>Unsatisfactory 0 point</b>	St doesn't apply correctly the grammar in the answer.					

Indicator	Apply <b>pronunciation</b> correctly in five oral answers.	Quest. 1	Quest. 2	Quest. 3	Quest. 4	Quest. 5
<b>Excellent 3 points</b>	St pronounces correctly the words without mistakes in the answer.					
<b>Very good 2 points</b>	St presents 3 mistakes in pronunciation in the answer.					
<b>Good 1 points</b>	St presents 5 mistakes in pronunciation in the answer.					
<b>Unsatisfactory 0 point</b>	St doesn't pronounce correctly the words in the answer.					

TOTAL POINTS: \_\_\_\_\_



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**COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA**

Nombre del estudiante: \_\_\_\_\_ Número de cédula: \_\_\_\_\_

Sección: \_\_\_\_\_ Fecha de entrega: \_\_\_\_\_ Firma de recibido: \_\_\_\_\_



### Tarea número tres

Materia Ingles / Nivel: Noveno / Código: 80013

Indicators: Identifies the occupations

Applies grammar structure in the written sentences.

Applies future with going to form in sentences.

Applies present perfect progressive form in sentences.

Valor: 25 pts. 15 %

Fecha de entrega: **Del 13 al 19 de Mayo**

**Instrucciones generales:** esta tarea deberá de presentarla de manera individual en hojas aparte escrita a mano o en computadora. Cada una deberá traer una portada que incluya el nombre del colegio, nombre de la materia, el nombre completo del estudiante, numero de cedula, nivel que cursa, el nombre del profesor y fecha en la que se entrega la tarea.

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

#### **I PART. (7pts.)**

Match the concepts in column **A** with occupations in column **B** writing the correct number in the parenthesis

<b>Column A</b>	<b>column B</b>
	( ) Shop worker
1. Repair and maintenance	( ) Gardener
	( ) Electrician
2. Household services	( ) Delivery boy
	( ) Real estate agent
3. Factory work	( ) Foreman
	( ) janitor

**II PART. (10pts.)**

Complete the following sentences using the **going to form** correctly.

1. It \_\_\_\_\_ rain.
2. She \_\_\_\_\_ eat pizza.
3. They \_\_\_\_\_ walk home.
4. He \_\_\_\_\_ sell his car.
5. Sue \_\_\_\_\_ cook the dinner.
6. Jack \_\_\_\_\_ wear a smoking tonight.
7. We \_\_\_\_\_ go to the cinema next Sunday.
8. Carl and Jason \_\_\_\_\_ play football.
9. My brother and I \_\_\_\_\_ have a party tonight.
10. She \_\_\_\_\_ move to a new apartment.

**III PART. (8 pts.)**

Write three sentences using the **present perfect progressive form (2pts. each correct sentence)**.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

<b>Indicator</b>	<b>Excellent 8 points</b>	<b>Very Good 6 points</b>	<b>Good 4 points</b>	<b>Regular 2 point</b>	<b>Deficient 0 points</b>
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