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**Colegio Nacional de Educación a Distancia**

**Universidad Estatal a Distancia**

**Coordinación de**

**INGLÉS**

**Orientaciones Académicas**

**Código: 80007**

**Nivel. OCTAVO**

**I semestre 2024**

**Elaborado por: ERIKA PRENDAS VARGAS**

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**Horario de atención: Lunes/ Martes/ Miercoles 5pm a 8 pm**

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

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**Atención**

**Persona estudiante matriculada en el CONED, es importante comunicarle que para el I semestre 2024, usted deberá mantener estrecha comunicación con la Sede en la cual matriculo, así como mantener actualizada su información personal, (número telefónico, correo) para ello debe dirigirse a la coordinación de Sede.**

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

**Orientación General**

Para orientar su proceso de estudio, leer lo siguiente:

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

**Tutoría presencial:**

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



**Tutoría Telefónica:**

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



**Blog de la asignatura:**

Ingresando a la página de CONED [www.coned.ac.cr](http://www.coned.ac.cr), puede acceder al blog de cada materia, donde encontrará materiales que le permiten prepararse para la tutoría.

**Video tutoriales**:

Cada materia cuenta con grabaciones sobre diferentes temas de interés según nivel y materia, puede acceder al espacio de video tutorías ubicado en la página web de CONED.

**** **Cursos virtuales híbridos:**

Permiten flexibilidad y acompañamiento en el proceso de estudio desde una computadora portátil o un teléfono inteligente. La apertura de los cursos depende de la proyección establecida.

**Antología del curso:**

Material base para las pruebas y tareas.



**Facebook: Mi Coned**

**Sedes de CONED**

**El Programa CONED está en la mejor disposición de atender a sus consultas en los teléfonos y correo electrónico correspondiente a cada una de las sedes.**

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| --- | --- | --- | --- |
| Sede | Teléfono | Encargado(s) | Correo electrónico |
| Acosta | 2410-3159 | Norlen Valverde Godínez | [nvalverde@uned.ac.cr](mailto:nvalverde@uned.ac.cr) |
| Alajuela | 2440-4326 EXT 109/2443-6746 | Nelson Briceño Vargas | [nbriceno@uned.ac.cr](mailto:nbriceno@uned.ac.cr) |
| Atenas | Tel 2446-0779. **/**2446-0778. | Jenny Alpízar Solano. | [jalpizar@uned.ac.cr](mailto:jalpizar@uned.ac.cr) |
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| Limón | 2758-1900 | Marilin Sánchez Sotela | [masanchezs@uned.ac.cr](mailto:masanchezs@uned.ac.cr) |
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| San José | 2221-3803 | Diana Acuña Serrano | [dacuna@uned.ac.cr](mailto:dacuna@uned.ac.cr) |
| Turrialba | 2556-3010 | Mirla Sánchez Barboza | [msanchezb@uned.ac.cr](mailto:msanchezb@uned.ac.cr) |

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

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



**NOTA : La entrega de las Tareas en la fecha establecida en el cronograma ( Según horario y disposiciones de cada SEDE)**

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

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| * Prueba de ampliación | En caso de que el promedio final sea inferior al mínimo requerido para aprobar la materia, tiene derecho a realizar las pruebas de ampliación, que comprenden toda la materia del semestre.  Tendrá derecho a realizar prueba de ampliación, el estudiante que haya cumplido con el 80% de las acciones evaluativas asignadas. (Pruebas y tareas) Art. 48 del REA. La inasistencia sin justificación de la persona estudiante a la primera convocatoria, no afecta su derecho a asistir a la segunda convocatoria. En caso de ausencia justificada a alguna de las convocatorias lo que procede es la reprogramación de esta. |
| * Prueba de suficiencia | Constituye una única prueba que se aplica al final del semestre, con los mismos contenidos de los cursos ordinarios. Para llevar un curso por suficiencia no tiene que haber sido cursado ni reprobado. La persona estudiante solicita en periodo de matrícula la aplicación de la prueba, se debe de poseer dominio de la asignatura. Art-. 66 REA |
| * Estrategia de promoción | Cuando se debe una única materia para aprobar se valora esta opción, para ello se tiene que tomar en cuenta haber cumplido con todas las pruebas y 80% de las tareas. (el comité de evaluación ampliado determinará la condición final de la persona estudiante) Art-. 54 REA  Haber presentado las pruebas de ampliación en las dos convocatorias. |
| * Condiciones para eximirse | Tiene derecho a eximirse el estudiante que haya obtenido una calificación de 90 o más en cada uno de los componentes de la calificación. Art-. 43 REA |
| * Extra clases o Tareas | 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.  **En el caso de recibirse trabajos iguales, se les aplicará el artículo 33 del Reglamento de Evaluación de los Aprendizajes y, en consecuencia, los estudiantes obtendrán la nota mínima de un uno. Se aclara que siguiendo el Artículo 27 del REA “las tareas pueden ser desarrolladas, durante las tutorías o fuera de este horario”, no alterando por este acto la validez del instrumento evaluativo.**    **Durante el proceso de mediación a distancia, las tareas serán enviadas por las plataformas tecnológicas indicadas para la comunicación docente – estudiante o bien siguiendo las indicaciones de la sede respectiva.**    **Para efectos de cursos modalidad virtual, las tareas deben ser enviadas por la plataforma Moodle según corresponda el entorno para cada asignatura.** |

**Calendarización de Pruebas Escritas Primer Semestre 202****4**

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

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| VERSIÓN A | | | | VERSIÓN B | | | | | |
| San José, Nicoya, Turrialba, Heredia, Esparza , Cartago, Acosta, Parrita, Alajuela | | | | **Palmares, Liberia, Limón, Puntarenas, Ciudad Neilly 1, Atenas , Puriscal** | | | | | |
| PROGRAMACIÓN DE I PRUEBA ESCRITA | | | | | | | | | |
| VERSIÓN A | | | | | | |  | **VERSIÓN B** | |
| Lunes 18 de  Marzo | **Martes 19 de**  **Marzo** | **Miércoles 20 de**  **Marzo** | **Jueves 21 de**  **Marzo** | | **Viernes 22 de**  **Marzo** | | **Sábado 23 de**  **Marzo** | **Domingo 24 de**  **Marzo** |
| Matemática | **Estudios**  **Sociales** | **Español** | **Ciencias/**  **Biología** | | **Inglés** | |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Ciencias/ Biología** |
| PROGRAMACIÓN DE II PRUEBA ESCRITA | | | | | | | | | |
| Lunes 22 de abril | **Martes 23 de abril** | **Miércoles 24 de abril** | **Jueves 25 de abril** | | **Viernes 26 de abril** | |  | **Sábado 27 de abril** | **Domingo 28 de abril** |
| Matemática | **Estudios**  **Sociales**  **Educación Cívica** | **Español** | **Ciencias/**  **Biología** | | **Inglés** | |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Educación Cívica**  **Ciencias/ Biología** |
| PROGRAMACIÓN III PRUEBA ESCRITA | | | | | | | | | |
| VERSIÓN A | | | | | | |  | **VERSIÓN B** | |
| Lunes 20 de Mayo | **Martes 21 de**  **Mayo** | **Miércoles 22 de**  **Mayo** | **Jueves 23 de**  **Mayo** | | | **Viernes 24 de Mayo** | **Sábado 25 de**  **Mayo** | **Domingo 26 de**  **Mayo** |
| Matemática | **Estudios**  **Sociales**  **Educación Cívica** | **Español** | **Ciencias/**  **Biología** | | | **Inglés** |  | **Matemática**  **Español**  **Sociales** | **Inglés**  **Educación Cívica**  **Ciencias/ Biología** |

1 Sede Ciudad Neilly, Horario de aplicación Miércoles y Jueves

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**Orientaciones del Primer Semestre 2024**

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| **Semana Lectiva** | **Fecha** | **Criterios de Evaluación** | **Actividades** |
| **0.** | **5 al 11 de febrero** |  | **Inicio del curso lectivo 2024**  **Semana de inducción obligatoria para las 16 sedes del CONED**  **Aplicación de Estrategias de promoción**  **Pruebas de suficiencia** |
|  | **12 al 18 de febrero** | **Chapter# 1 My High School…Our place**  1. High School -- Bring it on!  2. A Day in the Life of My High School  **Pages 7-41** | **Inicio de Tutorías**  **Inicio cursos virtuales a estudiantes** |
| **2.** | **19 al 25 de febrero** | **Chapter # 1 My High School…Our place**  3. What is Your Next Class?  4. High School Through my Friend  **Pages 7-41** |  |
| **3.** | **26 de febrero al 3 de marzo** | **Chapter # 2 Let the Good Times Roll!**  1. Fun times: Inside and Out  2. What´s your favorite?  **Pages 42- 67** |  |
| **4.** | **4 al 10 de marzo** | **Chapter # 2 Let the Good Times Roll!**  3. Ready to play: Tell me the rules  4. Up Close and Personal  **Pages 42 -67** | 8 de marzo Día Internacional de las mujeres  **Entrega I Tarea** |
| **5.** | **11 al 17 de marzo** |  | **REPASO** |
| **6.** | **18 al 24 de marzo** |  | **Temas de la I Prueba escrita (Semanas de la 1 a la 5)**  **I PRUEBA ESCRITA**  **20 de marzo**: Aniversario de la Batalla de Santa Rosa |
| **7.** | **25 al 31 de marzo** |  | **Semana Santa** |
| **8.** | **1 al 7 de abril** | **Chapter # 3 Something to Celebrate!**  1. Let’s celebrate: Holidays with My Family  2. Let’s celebrate: Latin American Holidays and Festivals  3. Let’s celebrate: Holidays and Festivals around the World  4. A holiday to remember: One of my favorites  **Pages 68 -105** |  |
| **9.** | **8 al 14 de abril** |  | **Entrega II Tarea ( COMPRENSION AUDITIVA)** |
| **10.** | **15 al 21 de abril** | **Chapter # 4 Going Shopping!**  1. Welcome to my town  2. Getting what I need at the right place  3. Where is it?  4. How can I get there?  **Pages 106- 134** | 23 de abril: Día del Libro |
| **11.** | **22 al 28 de abril** |  | **II PRUEBA ESCRITA**  **Temas de la II prueba escrita Semanas 8, 9 y 10**  **Horario según corresponda a cada sede** |
| **12.** | **29 de abril al 5 de mayo** | **Chapter # 5 Unforgettable Events**  1. A Day I’ll Never Forget: in My Personal Life  2. An Event I’ll Never Forget: with My Family  3. An Event I’ll Never Forget: in Costa Rica  4. An Event I’ll Never Forget: in the World  **Pages 135 - 157** | 1 de mayo: Día Internacional de la Clase Trabajadora. Feriado |
| **13.** | **6 al 12 de mayo** |  | **Entrega III Tarea**  **(PRODUCCION ORAL)** |
| **14.** | **13 al 19 de mayo** | **Chapter # 6 Amazing Costa Rica!**  1. Beautiful Costa Rica  2. Hiking, Biking and Walking Around Costa  3. Traveling Necessities  4. Planning My Perfect Vacation  **Pages 158- 185** |  |
| **15.** | **20 al 26 de mayo** |  | 22 de mayo: Día internacional de la Biodiversidad  **III PRUEBA ESCRITA**  **Temas de las III prueba escrita Semanas 12, 13 y 14**  **Horario según corresponda a cada sede** |
| **16.** | **27 de mayo al 2 de junio** |  | **Entrega de resultados** |
| **17.** | **3 al 9 de junio** |  | **Pruebas de ampliación I convocatoria** |
| **18.** | **10 al 16 de junio** |  | **Resultados finales a los estudiantes** |
| **19.** | **17 al 23 de junio** |  | **Pruebas de ampliación II convocatoria**  **Lista de estudiantes para la estrategia de promoción. Entregar información a estudiantes.**  **APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al II semestre 2024** |
| **20.** | **24 al 30 de junio** |  | **Matrícula II semestre 2024** |
| **21.** | **1 al 7 de julio** |  | ***Receso de medio periodo para docentes y estudiantes*** |
| **22.** | **8 al 14 de julio** |  | ***Receso de medio periodo para docentes y estudiantes*** |

**Chapter # 1 My high school … Our place.**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   |  | | --- | | * L.1. understand specific information when people speak at normal speed about leisure activities. * L.2. understand main ideas and key points from teacher explanations and audio announcements about leisure activities, delivered clearly and at a slow pace, supported by textbook illustrations. | | * R.1. manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.2. 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**   * SI.1. discuss different things to do for fun. * 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 shot 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.). * W.2. write, with the help of illustrations, an explanation of what they do every day at school, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc. | L.1. identifies others’ expressions of interests regarding school activities (e.g. likes and dislikes, indicating preferences about subjects and school activities).  L.2. recognizes short, clear and simple instructions and explanations when delivered slowly.  L.3. recognizes the main points in short, simple stories.  R.1. discriminates important information in simple texts.  R.2. extracts the gist of short articles and ads in age appropriate magazines (print and/or electronic).  SI.1. expresses common interests about school life.    SP.1. describes common interests about school activities, the subjects and schedule he /she has at school.    SP.2. explains high school through his/her friends/ peers briefly.  W.1. writes simple notices expressing interests, wants and preferences, either by hand or electronically.    W.2. writes an explanation of what they do every day at school, with the help of illustrations. |

**Chapter # 2 Let the Good Times Roll!**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud. * L.2. extract important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly. * L.3. understand the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams provided, if it is told slowly and clearly. * R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.2. recognize some key terminology from subject areas (e.g., labels on sports equipment). * R.3. understand the main idea and two or three details in texts written in simple language using high frequency words and/or words recognized from other known languages.   **Oral and Written Production**   * SI.1. exchange information about everyday   matters using simple vocabulary (e.g., weekend activities, sports, hobbies, interest and entertainment).   * SI.2. ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements. * SP.1. describe a day in sports he/she will never forget. * SP.2. explain briefly a sport, a sports team, a videogame he/she knows well. * W.1. use simple sentences and expressions to describe sports, videogames and leisure activities. * W.2. prepare simple reminders or notes regarding sports or videogames for personal use (e.g., notes, agendas, calendars). * W.3. write an introduction or conclusion to a story with the help of a dictionary, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | L.1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.  L.2. recognizes important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.  L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams provided there is some previous familiarity with the topic.  R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.  R.2. discriminates some key terminology from subject areas (e.g., labels on sports equipment).  R.3. recognizes the main idea and two or three specific details.  SI.1. exchanges information about everyday matters using simple vocabulary  SI.2. asks and answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.  SP.1. describes a day he/she will never forget in sports.    SP.2. explains briefly a sport, a sports team, or a videogame he/she knows well.  W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.  W.2. prepares simple reminders or notes regarding sports or videogames for personal use. W.3. writes an introduction or conclusion to a story with the help of a dictionary. |

**Chapter # 3 Something to Celebrate!**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. understand main information in short,   straightforward audio messages if these  messages are delivered slowly and  clearly (e.g., holidays and celebrations).   * R.1. identify and manipulate English language   sounds using knowledge in  phonics, syllabification and word parts.   * R.2. follow a set of clear-cut instructions   (e.g., what to do if you attend a  festival or celebration), especially if there are  pictures.   * R.3. understand chronological order within   special sentence structures  using linkers: sequential past time.  **Oral and Written Production**   * SI.1. ask and answer about local holidays, celebrations and festivals. * SI.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the World. * SP.1. describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group. * SP.2. describe what he/she did on his /her last holiday, individually. * W.1. write short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration. * W.2. write a text message or a postcard/ e-postcard to friends to give news about holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). | L.1. recognizes main information in short, straightforward audio.    L.2. recognizes the gist of overheard conversations generally.    R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.    R.2. discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.    R.3. distinguishes chronological order within special sentence structures  SI.1. asks and answers about local holidays, celebrations and festivals.    SI.2. asks and answers about holidays and festivals in Latin America and around the World.    SP.1. describes holidays, celebrations and festivals in general.    SP.2. describes what he/she did on his /her last holiday.  W.1. writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration.    W.2. writes a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations. |

**Chapter # 4 Going Shopping!**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. understand the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly. * L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places). * R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.2. understand short instructions illustrated through step-by-step visuals (e.g., following simple map´s directions). * R.3. understand directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets).   **Oral and Written Production**   * SI.1. ask appropriate questions during a conversation to ensure the other person understands points being made or information being given. * SP.1. make recommendations about convenient places to buy something. * SP.2. tell a simple direction (e.g., how to get to a location) as well as offer simple explanations to others. * W.1. write recommendations about going shopping wisely. * W.2. write straightforward text on topics familiar to them. * W.3. write a summary sentence of a text’s main points, giving one or two details, checking written sentences to look for mistakes. (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc. | L.1. recognizes the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly.  L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.  R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.  R.2. discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map´s directions).  R.3. discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).  SI.1. asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.  SP.1. gives recommendations about convenient places to buy something.  SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.  W.1. writes recommendations about going shopping wisely.  W.2. writes straightforward text on topics familiar to them.  W.3. writes a summary sentence of a text’s main points, giving one or two details. |

**Chapter # 5 Unforgettable Events**

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| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. identify the main points of an age-appropriate audio-visual presentation (news items reporting events, accidents). * L.3. understand the gist of a short text when read aloud clearly and slowly. * R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. * R.2. extract main ideas from diagrams, with accompanying text, and use information to answer questions if given lead-in phrases. * R.3. understand the main information and a few details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects.   **Oral and Written Production**   * SI.1. ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology). * SI.2. ask and answer questions about a personal, family, national or worldwide event. * SP.1. use simple words to give his/her opinion about a personal, family, national or worldwide event. * SP.2. describe events using simple words or sentence frames about a personal, family, national or worldwide event. * SP.3. explain reasons for an event briefly (electronic device, pet, new bridge in the town, a flood, airport, human rights). * W.1. use text as a stimulus to write short dialogue about a personal event. * W.2. give personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) | L.1. distinguishes the main points of an age-appropriate audio-visual presentation.    L.2. recognizes the gist of a short text.  R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.    R.2. extracts main ideas from diagrams, with accompanying text.    R.3. recognizes the main information and a few details in short articles and reports.    SI.1. asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).    SI.2. asks and answers questions about a personal family, national or worldwide event.  SP.1. uses simple words to give his/her opinion.    SP.2. describes events using simple words or sentences frames.    SP.3. explains reasons for an event briefly.  W.1 writes short dialogues about personal events.    W.2. gives personal reactions to a piece of age-appropriate literature. |

**Chapter # 6 Amazing Costa Rica!**

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| --- | --- |
| **Linguistic Competences** | **Indicadores** |
| **Oral and Written Comprehension**   * L.1. recognize verbal instructions related to the topic. * L.2. discriminate key words related to the topic when a text is being read aloud. * L.3. understand the main idea of media presentations on familiar events or places. * R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. * R.2. understand the most important information in short narratives with some illustrations as support. * R.3. finds links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.   **Oral and Written Production**   * SI.1. suggest different things to do, places to go in his/her country. * SI.2. ask and answer simple questions about different tourist attractions. * SI.3. ask and answer simple questions about vacation plans. * SP.1. summarize a short story expressed in a simple sequence of events. * SP.2. describe simple steps to enjoy a touristic activity (e.g., “Then wear a life jacket and a pair of comfortable shoes.”, “take a cold shower after enjoying the hot springs”). * SP.3. describe familiar places and tourist attractions using simple vocabulary and language constructions. * W.1. write a timeline of a dreamed vacation. * W.2. write a brochure with the aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.). | L.1. recognizes verbal instructions related to the topic.    L.2. discriminates key words related to the topic when a text is being read aloud.    L.3. retells the main idea of media presentations on familiar events or places.  R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.    R.2. distinguishes the most important information in short narratives with some illustrations as support.    R.3. recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.    SI.1. suggests different things to do, places to go in his/her country.    SI.2. asks and answers simple questions about different tourist attractions.    SI.3. asks and answers simple questions about vacation plans and provides some brief indication of reasons for their opinions.  SP.1. summarizes a short story expressed in a simple sequence of events.  SP.2. describes simple steps to enjoy a touristic activity.    SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions  W.1. writes a timeline of a dream vacation.    W.2. writes a brochure with the aid of a writing frame. |

Logotipo

Descripción generada automáticamente

Colegio Nacional de Educación a Distancia

Sede \_\_\_\_\_\_\_

Nombre del estudiante:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Número de cédula: 

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sección:

\_\_\_\_\_\_

Materia:

\_\_\_\_\_\_\_\_\_\_

Profesor:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fecha de entrega:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nota obtenida: Puntos obtenidos Porcentaje

Firma del docente:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA**

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

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

Asignatura: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Tarea número uno**

Materia **Inglés** / Nivel: **Octavo** / Código: **80007**

Indicators: Completes sentences using Present continuous.

Applies subject pronouns in sentences.

Answers questions related to preferences in sports.

Valor: **23 points. 10%**

Fecha de entrega: del 4 al 10 de marzo.

**Instrucciones Generales:** Esta tarea deberá ser realizada de manera individual, a su vez debe presentarse en hojas aparte, escrita a mano. La presente tarea deberá traer una portada que se incluye en la parte superior del presente documento sin excepción ya que es el modelo oficial para tal fin. Por favor, entregar la tarea según la fecha señalada, no se aceptarán tareas entregadas después de la fecha asignada.

**I Part. Complete the sentences using Present continuos. Use the verbs given in parenthesis. 5 pts.**

1. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( write ) an email.
2. The cat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (  eat ) some cookies.
3. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( go ) to work by car.
4. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( not rain )  at all.
5. We  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( cook ) pasta for lunch.

**II Part. Instructions: Fill in the blanks with the appropriate subject pronoun (I, you, he, she, it, we, they). 8 points**

1. \_\_\_ am going to the park with my friends.

2. Mary and John are siblings. \_\_\_ are very close.

3. Look at the cute kitten. \_\_\_ is playing with a ball of yarn.

4. Sarah is a doctor, and \_\_\_ helps people when they are sick.

5. When \_\_\_ wake up in the morning, \_\_\_ like to have a cup of coffee.

6. The sun is shining brightly, and \_\_\_ is a beautiful day.

7. Maria and Carlos are going to the movies. \_\_\_ want to watch a comedy.

**III Part. Written Production**

**Answer the following questions related to sports. Use complete sentences to answer each question. 10 points.**

1. What is your favorite sport ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you prefer team sports or individual sports ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you practice any sport ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you think that it is important to practice a sport ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What sport don´t you like ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RUBRIC**

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|  | ACHIEVED | IN PROGRESS | NEEDS TO IMPROVE |
| Grammar | Excellent grammar  skills. Does not make mistakes  with respect to  sentence formation and  tenses.  2 points | The grammar  knowledge is known,  but sometimes it is  incorrect.  1 point | Does not know the concepts  of grammar.  O points |
| Spelling | All the sentences have a correct spelling.  2 points | Half of the sentences was misspelled.  1 point | Very little was spelled correctly.  0 points |
| TOTAL |  |  |  |