



Colegio Nacional de Educación a Distancia
Universidad Estatal a Distancia

Coordinación de

INGLÉS
Orientaciones Académicas

Código: 80001

Nivel SEPTIMO

II semestre 2022

Elaborado por: ERIKA PRENDAS VARGAS

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Horario de atención: Lunes 7am – 11 am, martes y miércoles 4:30 pm a 8:30 pm

Visite la página web ingresando a: www.coned.ac.cr



Atención

Persona estudiante matriculada en el CONED, es importante comunicarle que para el II semestre 2022, 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, 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.

Sede	Teléfono	Encargado(s)	Correo electrónico
Acosta	2410-3159	Norlen Valverde Godínez	nvalverde@uned.ac.cr
Cartago	2552 6683	Paula Céspedes Sandí	pcespedes@uned.ac.cr
Ciudad Neilly	2783-3333	Merab Miranda Picado	mmiranda@uned.ac.cr
Esparza	2258 2209	Adriana Jiménez Barboza	ajimenezb@Uned.ac.cr
Heredia	2262-7189	Manuel Chacón Ortiz	mchacono@uned.ac.cr
Liberia	2666-4296 /2665-1397	Yerlins Miranda Solís	ymiranda@uned.ac.cr
Limón	2758-1900	Marilyn Sánchez Sotela	masanchezs@uned.ac.cr
Nicoya	2685-4738	Daniel Hamilton Ruiz Arauz	druiza@uned.ac.cr
Palmares	2452-0531	Maritza Isabel Zúñiga Naranjo	mzuniga@uned.ac.cr
Puntarenas	2661-3300	Sindy Scafidi Ampié	sscafidi@uned.ac.cr
Quepos	2777-0372	Lourdes Chaves Avilés	lochaves@uned.ac.cr
San José	2221-3803	Elieth Navarro Quirós	enavarro@uned.ac.cr
Turrialba	2556-3010	Mirla Sánchez Barboza	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 evaluaciones



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:

<ul style="list-style-type: none"> ▪ Prueba ampliación 	<p>de 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.</p>
<ul style="list-style-type: none"> ▪ Prueba suficiencia 	<p>de 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</p>
<ul style="list-style-type: none"> ▪ Estrategia promoción 	<p>de 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</p> <p>Haber presentado las pruebas de ampliación en las dos convocatorias.</p>

<ul style="list-style-type: none"> ▪ Condiciones para eximirse 	<p>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</p>
<ul style="list-style-type: none"> ▪ Extra clases o Tareas 	<p>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.</p> <p>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.</p> <p>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.</p> <p>Para efectos de cursos modalidad virtual, las tareas deben ser enviadas por la plataforma Moodle según corresponda el entorno para cada asignatura.</p>



Calendarización de evaluaciones II semestre 2022



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**

VERSIÓN A					VERSIÓN B	
San José, Nicoya, Turrialba, Heredia, ALUNASA, Cartago, Acosta, Quepos Ciudad Neilly ¹					Palmares, Liberia, Limón, Puntarenas	
PROGRAMACIÓN DE I PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 22 de agosto	Martes 23 de agosto	Miércoles 24 de agosto	Jueves 25 de agosto	Viernes 26 de agosto	Sábado 27 de agosto	Domingo 28 de agosto
Matemática	Estudios Sociales	Español	Ciencias/ Biología	Inglés	Matemática Español Sociales	Inglés Ciencias/ Biología
PROGRAMACIÓN DE II PRUEBA ESCRITA						
Lunes 26 de setiembre	Martes 27 de setiembre	Miércoles 28 de setiembre	Jueves 29 de setiembre	Viernes 30 de setiembre	Sábado 01 de octubre	Domingo 02 de octubre
Matemática	Estudios Sociales Educación Cívica	Español	Ciencias/ Biología	Inglés	Matemática Español Sociales	Inglés Cívica Ciencias/ Biología
PROGRAMACIÓN III PRUEBA ESCRITA						
VERSIÓN A					VERSIÓN B	
Lunes 24 de octubre	Martes 25 de octubre	Miércoles 26 de octubre	Jueves 27 de octubre	Viernes 28 de octubre	Sábado 29 de octubre	Domingo 30 de octubre
Matemática	Estudios Sociales Educación Cívica	Español	Ciencias/ Biología	Inglés	Matemática Español Sociales	Inglés Cívica Ciencias/ Biología

¹ Aplicación de pruebas miércoles y jueves



Orientaciones del II semestre 2022

Semana Lectiva	Fecha	Criterios de Evaluación	Actividades
1.	18 al 24 de julio	Chapter # 1 Here I Am! Hello, Hi there, He, Bye Building Community PAGES 5 - 35	Inicio del II semestre 2022 Inicio de Tutorías Inicio cursos virtuales a estudiantes - Semana de inducción - Orientación a sedes
2.	25 al 31 de julio	Chapter # 1 Here I Am! Let's Get Personal Meet My Family PAGES 5 - 35	
3.	1 al 7 de agosto	Chapter # 2 Enjoying Life My Daily Routine Eating Habits Pages 36 - 58	
4.	8 al 14 de agosto	Chapter # 2 Enjoying Life Pages 36 - 58	Entrega I Tarea WRITTEN HOMEWORK

5.	15 al 21 de agosto	Chapter # 2 Enjoying Life	15 de agosto: día de la madre
6.	22 al 28 de agosto		I Evaluación Horario según corresponda a cada sede
7.	29 agosto al 4 de setiembre	Chapter # 3 Getting Back to Nature A world of wonders Where Can I go next? Pages 59 - 84	
8.	5 al 11 de setiembre	Chapter # 3 Getting Back to Nature Natural Wonders in My Backyard Marvels in Costa Rica Pages 59 - 84	8 de setiembre: Día mundial de la alfabetización. Entrega II Tarea PRODUCCION ORAL
9.	12 al 18 de setiembre	Chapter # 4 Checking things off a shopping list. Pages 85 - 112	15 de setiembre: Celebración de la Independencia
10.	19 al 25 de setiembre	Chapter # 4 Checking things off a shopping list. Pages 85 - 112	
11.	26 de setiembre al 2 de octubre		II EVALUACIÓN Horario según corresponda a cada sede

12.	3 al 9 de octubre	<p>Chapter # 5 Let's Celebrate Costa Rican Culture!</p> <p>How my family and I celebrate "Tico" culture How my community celebrates "Tico" culture?</p> <p>Chapter # 5 Let's Celebrate Costa Rican Culture!</p> <p>How other Costa Rican communities celebrate "Tico" culture How Costa Ricans</p> <p>Pages 113 - 143</p>	
13.	10 al 16 de octubre	<p>Chapter # 6 Getting from Here to There</p> <p>Knowing where I want to go Knowing where It is</p> <p>Pages 145 -155</p>	<p>Entrega III Tarea COMPRESION AUDITIVA</p>
14.	17 al 23 de octubre	<p>Chapter # 6 Getting from Here to There</p> <p>Knowing how to get there Knowing what I need and when</p> <p>Pages 145 - 155</p>	
15.	24 al 30 de octubre		<p>III EVALUACIÓN Horario según corresponda a cada sede</p>
16.	31 de octubre al 6 de noviembre		<p>Entrega de Resultados</p>

17.	7 al 13 de noviembre		<p>Pruebas de ampliación I convocatoria</p> <p>Pruebas de suficiencia</p>
18.	14 al 20 de noviembre		<p>Resultados finales a los estudiantes</p>
19.	21 al 27 de noviembre		<p>Pruebas de ampliación II convocatoria</p> <p>Lista de estudiantes para la estrategia de promoción. Entregar información a estudiantes</p> <p>APLICACIÓN ESTRATEGIAS DE PROMOCIÓN: SEDES A/ SEDES B al entrar al I semestre 2023</p>
20.	28 de noviembre al 4 de diciembre		<p><u>Matrícula I semestre 2023</u></p> <p>Acciones administrativas</p>
21.	5 al 11 de diciembre		<p>Acciones administrativas</p>
22.	12 al 18 de diciembre		<p>Acciones administrativas</p> <p>GRADUACIONES CONED</p>

Chapter # 1 Here I am!

Linguistic Competences	Indicadores
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Oral and Written Comprehension

- L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).
- L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?).
- L.3. understand simple personal questions. (e.g., name, age, address, father, mother, sister).
- R.1. understand brief, simple instructions if encountered previously in the same or similar form.
- R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.
- R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.

Oral and Written Production

- SI.1. spell words including names, surnames, country of citizenship and other.
- SI.2. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies).
- SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).
- SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives.
- W.1. write labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).
- W.2. write straightforward information about him/herself in short sentences or fill out that information in a form (questionnaire,

L.1. identifies basic greetings, farewells and common expressions of politeness.

L.2. discriminates classroom language within oral utterances.

L.3. recognizes simple personal questions when they hear them.

R.1. identifies brief, simple instructions if encountered in similar form.

SI.1. spells out words.

SI.2. asks personal information to others

SP.1. introduces him/herself providing personal information

SP.2. describes his/her family simply

W.1. writes labels on familiar objects in a picture or diagram.

<p>card) with assistance such as using a dictionary or book, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) checking written sentences</p>	<p>W.2. writes straightforward information about him/herself in short sentences.</p>
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Chapter #2 Enjoying Life

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L1. Recognize the sound of most words heard in context. • L2. Understand simple information and phrases about routines, eating habits, hobbies and hanging out activities. • R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. • R.2. recognize the main information on posters, brochures, signs, and invitations. • R.3. understand brief, simple instructions and some expressions in simple texts if allowed to use a dictionary. 	<p>L1. identifies the sound of words heard in context.</p> <p>L2. distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.</p> <p>R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. recognizes the main information on posters, brochures, signs, and invitations.</p>

<ul style="list-style-type: none"> • SP.1 Describe how they enjoy life by using simple, standard expressions. • SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities. (e.g., what do you like to do in your free time?) if the other person speaks slowly and clearly. • W1. Write labels on familiar objects in a picture or diagram. • W2. Write straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<p>R.3. distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form.</p> <p>SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.</p> <p>S.P.1. describes how he/she enjoys life by using simple standard expressions.</p> <p>W1. writes labels on familiar objects in a picture or diagram.</p> <p>W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.</p>
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Chapter #3 Getting Back to Nature

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. recognize some isolated vocabulary terms and main idea in written, oral advertisements or conversations. • L.3. recognize specific information on natural beauties and wonders. • R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. • R.2. identify key words related to nature in texts. • R.3. understand main ideas in familiar texts about natural beauties and wonders accompanied by illustrations. 	<p>L.1. recognizes some isolated vocabulary, terms, and main ideas from specific subject areas.</p> <p>L.3. recognizes specific information about natural beauties and wonders.</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. identifies key words related to nature in texts.</p> <p>R.3. recognizes main ideas in texts.</p>

<ul style="list-style-type: none"> • R.4. understand specific details in texts accompanied by illustrations. <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. talk briefly about tours and plans. • SI.2. ask people for information related to places, tours and plans. • SP.1. provide basic information about familiar things (e.g. favorite natural beauties in the country and wonders all over the world). • SP.2. describe what he/she likes about places and tours. • W.1. complete gapped sentences using a word list of familiar words. • W.2. write simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<p>R.4. recognizes specific details in texts accompanied by illustrations.</p> <p>SI.1. talks about tours and plans briefly. SI.2. asks people for information related to places, tours and plans. SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world. SP.2. describes what he/she likes about places and traveling plans. W.1. completes gapped sentences using a word list of familiar words. W.2. writes simple descriptions of traveling places and plans.</p>
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Chapter #4 Checking things of a shopping list

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. understand what is being said about shopping for groceries and clothing. • L.2. understand most of a story when read slowly and accompanied by pictures. • R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts. • R.2. recognize previously encountered parts of words, prefixes, and suffixes. 	<p>L.1. recognizes what is being said about shopping for groceries and clothing.</p> <p>L.2. recognizes most of a story when read slowly and accompanied by pictures.</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts.</p>

<ul style="list-style-type: none"> R.3. understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts. <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> SI.1. buy things in shops by pointing or other gestures that can support what he/she says. SI.2. use simple numbers in everyday conversations for example prices. SP.1. give basic information about shopping preferences and prices. (e.g. favorite clothing, favorite shops). SP.2. describe shopping items using simple words and sentence frames. (for example, their size, color, material, price). W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.) W.2. write short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). 	<p>R.2. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.</p> <p>R.3. recognizes previously encountered parts of words, prefixes, and suffixes.</p> <p>SI.1. buys things in shops by pointing or other gestures to support what he/she says.</p> <p>SI.2. uses simple numbers in everyday conversations. (e.g. prices)</p> <p>SP.1. gives basic information about shopping preferences and prices.</p> <p>SP.2. describes shopping items using simple words and sentence frames. (for example, their size, color, material, price)</p> <p>W.1. writes simple descriptions of shopping lists and budget charts (e.g. I need some milk).</p> <p>W.2. writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets</p>
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Chapter # 5 Let's celebrate Costa Rica's Culture

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> L.1. recognize basic phrases that denote facts about Costa Rican culture. (e.g., I love to celebrate birthdays). L.2. understand pieces of short information and what is being said about holidays and celebrations. R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. 	<p>L.1. identifies basic phrases that denote facts about Costa Rican culture.</p> <p>L.2. recognizes pieces of short information and what is being said about holidays and celebrations.</p> <p>R.1. identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p>

<ul style="list-style-type: none"> • R.2 recognize vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster). R.3. understand straightforward information, words and expressions on Costa Rican culture such as holidays and celebrations. (e.g., We celebrate Labor Day on May 1st). <p style="text-align: center;">Oral and Written Production</p> <ul style="list-style-type: none"> • SI.1. answer simple questions using individual words, expressions, or short sentences. • SI.2. ask for specific information regarding holidays and celebrations. • SP.1. talk briefly about celebrations and holidays in Costa Rica. • SP.2. very simply describe how he/she celebrates holidays and special occasions and also inquire as to how others celebrate them. • W.1. complete gapped sentences using a word list of familiar words. • W.2. write cards and invitations for (e.g., birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions) and simple descriptions of holidays and celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc). 	<ul style="list-style-type: none"> R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster). R.3. discriminates straightforward information, words and expressions on Costa Rican culture. <ul style="list-style-type: none"> SI.1. answers simple questions using individual words, expressions, or short sentences. SI.2. asks for specific information regarding holidays and celebrations. SP.1. talks about celebrations and holidays in Costa Rica briefly. P.2. very simply describes how he/she celebrates holidays and special occasions and also inquiries about others. W.1. completes gapped sentences using a word list. W.2. writes cards, invitations and simple descriptions of holidays and celebrations
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Chapter # 6 Getting from Here to there

Linguistic Competences	Indicadores
<p style="text-align: center;">Oral and Written Comprehension</p> <ul style="list-style-type: none"> • L.1. follow simple directions how to get from one place to another, on foot or by public transport. • L.2. understand figures and times given in clear announcements, for example at the airport or at a bus station. 	<ul style="list-style-type: none"> L.1. follows simple directions how to get from one place to another, on foot or by public transport L.2. recognizes figures and times given in clear announcements, for example at the airport or at a bus station.

- L.3. understand the main idea of presentations related to places, goods and services.
- R.1. label diagrams with appropriate pieces of familiar goods and services.
- R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.
- R.3. recognize familiar names of places, goods and services in short and simple texts.

Oral and Written Production

- SI.1. express preferences about places to visit and ways to move around.
- SI.2. interact in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.
- SP.1. use simple words to tell where a place is and ways to get there.
- SP.2. describe places and ways to move around. (towns, holiday resorts, car, plane, bike).
- SP.3. describe weekend or holiday plans and what I need and when. (ticket, reservation, passport)
- W.1. fill in a hotel registration form with personal details.
- W.2. write simple descriptions of places (e.g., location, direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).

L.3. recognizes the main idea of presentations related to places, goods and services.

R.1. labels diagrams with appropriate pieces of familiar goods and services.

R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.

R.3. recognizes familiar names of places, goods and services in short and simple texts.

SI.1. expresses preferences about places to visit and ways to move around.

SI.2. interacts in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.

SP.1. uses simple words to tell where a place is and ways to get there.

SP.2. describes places and ways to move around. (towns, holiday resorts, car, plane, bike).

SP.3. describes briefly weekend or holiday plans.

W.1. fills in a hotel registration form with personal details.

W.2. writes simple descriptions of places (e.g., location, direction, activities)



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:

COLEGIO NACIONAL DE EDUCACIÓN A DISTANCIA

Nombre del estudiante: _____ Número de cédula: _____

Sección: _____ Fecha de entrega: _____ Firma de recibido: _____

Asignatura: _____

Tarea I

Materia: **Inglés**

Nivel: **Séptimo**

Código: **80001**

Fecha de entrega: **Del 08 al 14 de Agosto**

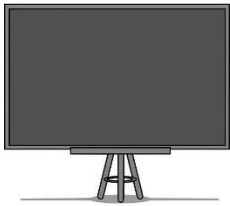
Valor: **20 puntos**

Porcentaje: **10%**

Indicators:

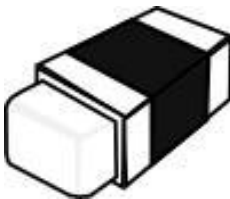
- Identifies labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).
- Understands straightforward personal information about others in short sentences or conversations.
- Recognizes the main information on a text.

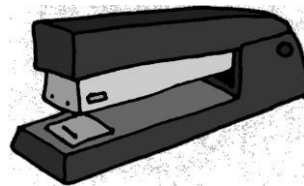
PART I – Identification. Write down the name of the **school objects** in the pictures. (5 points, 1 point for each correct answer)











PART II – Short Answer. Fill in the blanks with the missing **personal information** to complete the following conversation. (10 points, 1 point for each correct answer)

Ann: Hi! _____?

Mary: I am fine. And you?

Ann: I am OK. Who is your friend?

Mary: _____ Paul.

Paul: Hi! Nice to meet you.

Ann: Nice to meet you, too.
_____.

Paul: I am from Italy.

Ann: Nice. _____?

Paul: I live in my brother's house.

Ann: What is your brother's name?

Paul: _____ George.

Ann: _____?

Paul: It is G-E-O-R-G-E.

Ann: How old are you?

Paul: _____.

Ann: Wow! _____?

Paul: My brother is 30 years old. Well, I must go. See you!

Mary and Paul: _____.

Ann: _____?

Mary: His telephone number is 2-2-7-9-5-5-6-2.

PART III – Reading Comprehension. Read the following text. Then, answer the questions based on the text. Use **simple present** to write your answers. (5 points, 1 point for each correct answer)



Alfred is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is eleven years old, and he has got an older brother, David, and a younger sister, Emma.

He starts his day at about half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth, and gets dressed. Then he has breakfast and at a quarter to eight he leaves home and catches the bus to school. Classes begin at half past eight. He usually has lunch at the school canteen at half past twelve.

After school, at a quarter past five, he goes home. There he does his school homework and when he finishes it, he helps his Mum to lay the table. At half past seven the family dines together. Alfred is a very helpful boy, so he helps his mother clean up everything after dinner.

He usually watches TV for a while after dinner, and at about ten o'clock the most he brushes his teeth again, puts on his Spider Man pajamas and goes to bed. His parents always kiss him good night before he gets asleep. Alfred is a very happy boy!

1. Where does Alfred live?

2. What time does he wake up?

3. Where does he have lunch?

4. When does he return home?

5. What does he usually do after dining?

Rubric.

1	The information provided is grammatically and linguistically correct.
0	The information provided has grammar and vocabulary incorrect.