

**RECOMENDACIONES PARA LA ARTICULACIÓN DE LOS DESCRIPTORES
DE LAS INSTITUCIONES IPEC Y CINDEA DE LA EDUCACIÓN DE
PERSONAS JÓVENES Y ADULTAS PARA EL AÑO 2019**

**SAN JOSÉ, COSTA RICA
2019**

PRESENTACIÓN

Estimados docentes, la elaboración del presente documento tiene como objetivo brindar una unidad para mitigar los efectos de la interrupción del curso lectivo 2018. La unidad estará conformada por *competencias/skills* indispensables para continuar con el proceso de desarrollo de la competencia y que será necesario articular entre el último semestre del 2018 y el primero del año 2019. Es importante aclarar que los insumos presentados son orientaciones generales construidas, bajo criterio técnico de asesores nacionales, regionales y docentes, que pueden servir como marco orientador, para que el docente, mediador pedagógico que se encuentra en la realidad del aula, valore los insumos y realice los ajustes que según su experiencia considere.

Los objetivos correspondientes a cada habilidad en negrita se consideran fundamentales y están vinculados a competencias /habilidades del nivel siguiente. Es decir, aquellos que pueden ser requisito de una meta/ habilidad del nivel superior.

El Departamento de Educación de Personas Jóvenes y Adultas (DEPJA) de la Dirección de Desarrollo Curricular, es el ente técnico responsable de divulgar todos los aspectos relacionados con el proceso de articulación 2018-2019 para el presente curso lectivo en el currículo de la Educación de Personas Jóvenes y Adultas.

Rige a partir de su envío a las Direcciones Regionales Educativas del país.

MÓDULO 71 **NOS COMUNICAMOS EN OTRAS LENGUAS (INGLÉS)**

ATINENCIA: INGLÉS

Recomendaciones generales:

- a. Elaboración de un diagnóstico en las cuatro habilidades lingüísticas al inicio del curso lectivo.
- b. Utilizar los audios, videos y materiales diseñados para la implementación del programa que se encuentran en Educatico.

Indicaciones:

- a. Los ***target contents, language examples and functions*** incluidos en el descriptor del módulo se deben desarrollar en función de objetivos de escucha, habla, lectura y escritura. En esta unidad se les sugiere priorizar los objetivos extraídos del programa de estudio en físico de Inglés de Educación Diversificada 2005: de las páginas 37 a la 58 (décimo) y de las páginas 59 a la 81(undécimo).
- b. Los ***target contents*** de ***synonyms and antonyms, word modifiers, linking words and homonyms*** deben ser cubiertos en contexto de la clase durante el desarrollo de las cuatro habilidades lingüísticas.

Guía de articulación para elaborar el planeamiento didáctico		
II Periodo (II Semestre, 2018)	III Periodo (I Semestre, 2019)	Posibles recursos didácticos
SOCIAL DIMENSIONS Target content: Common illnesses, diseases, epidemics and prevention <u>Objectives</u> Listening Drawing inferences. Speaking Formulating propositions and doubts and answering questions. Reading Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar Writing Adapting clearly, formal and	SOCIAL PROTOCOLS AND JOBS Target content: Meals and table manners <u>Objectives</u> Listening Listening between lines Speaking Interviewing people to collect the necessary information Reading Distinguishing the main idea from supporting details Writing Producing longer sequences in which spelling and grammar are generally accurate (the style is	Cyberlab Teens 10° y 11° https://www.mep.go.cr/educatico/palabras-clave/cyberlab Videos de Profe en C@sa www.mep.go.cr/profe-en-casa Curso Bachi Prep www.mep.go.cr/educatico/palabras-clave/bachi-prep

informal writing styles at a simple level. Language examples What's the matter? How do you feel? Have you seen a doctor? Do you know about ____? You need to take/drink/stay in bed etc. What are the symptoms of ____? What are some sexual diseases? Etc. Functions Requesting and offering information on symptoms of different common diseases, epidemics and illnesses. Expressing concerns about others' health Target content: Costa Rican Democracy Objectives Listening	appropriate to the content) Language examples What's your favorite food? What food do you like? What do you like to eat? We eat a light breakfast, a heavy lunch and a medium size dinner. Ice cream with peanuts. Fish and chips. We prefer... Lunch is more formal. Our main meal is... What food do/does like the best. In my family, we set the table this way. Functions Asking for and giving information about food. Suggesting someone to do something. Describing procedures. Evaluating the results of an action or event Target content: Attractions/travel conditions. Objectives Listening Interpreting material that contains complex sentences Speaking	
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Identifying text types Speaking Discussing alternative possibilities and their consequences Reading Understanding relations between the parts of a text through lexical cohesion devices. Writing Redrafting writing tasks already given, with support guidance Language examples What do you understand by ____ (democracy, freedom, sovereignty, etc.)? What do you think about ____ (democracy, politics, the right to vote/speak, etc.)?	Offering advice Making suggestions Reading Drawing conclusions from extended texts Writing Producing longer sequences in which spelling and grammar are generally accurate (the style is appropriate to the content) Language examples May I help you? You should take this trip because... It's your chance to see it all in a month/... go through customs/violate regulations. This is a one-month package and includes air fares, transportation, hotels... What's the capital city of.....? I wonder what that place may be?	
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It's the government for the people, by the people and of the people. Parties, voters, ballot, ballot process, citizenship, ruler, laws, etc. Qualities of democracy/equality, Functions Expressing opinions on democracy and other ideologies. Asking for and giving information. Approving or disapproving about practices, governments, policies, etc. Target content: Careers, jobs, lifestyles: Objectives Listening Understanding ideas and information in the text through making inferences.	Can you tell me what is like there? Functions Discussing possibilities, probabilities of doing something. Requesting and giving information about tourist attractions. Advising. Expressing and inquiring about preferences. Persuading someone to do something. Making suggestions. Describing places Target contents: Jobs, salaries, opportunities for employment /Careers / opportunity for advanced study/requirements: Objectives Listening Drawing conclusions from the relationship within a text.	
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Identifying text types Speaking Drawing conclusions from the relationship within a text. Reading Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. Writing Expressing and justifying ideas, opinions or personal points of view and seeking the views of others. Language examples Which professions are ____?	Speaking Reporting information gathered from a text or a discussion Reading Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. Writing Writing a resume and application forms. Language examples I'm interested in... Let me tell you about I'd like to apply for.... Let us review Be cooperative. You need to fill out ... etc. What do you want to be...? Why? Would you like to...?	
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What professions do you ____? What do you know/think of ____? Are there as many ____ as ____? Which are the benefits of ____? I'd like (to) ____ because ____. How much does a ____ earn/cost at ____? What does he/she do? Where can you major in ____? ____ is better than ____. ____ is longer. It takes ____ to graduate, etc. Functions Describing procedures. Comparing facts and events related to possibilities, advantages, disadvantages, and facilities on careers, jobs, and lifestyles. Requesting and providing information	Do you want to enter...? / pay the admissions fee... / fill out the... Functions Comparing options. Discussing possibilities of doing something. Summarizing information about jobs Expressing and inquiring about preferences. Target content: Science and technology Objectives Listening	
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	Tracing the development of an argument Speaking Expressing personal opinions Reading Understanding a wide range of factual and imaginative texts Writing Using informal and formal styles of writing (a diary and scripting dialogues, descriptive, texts, etc.) Language examples How does science and technology affect the discovery of....? What's the future of...? Which are some applications of....? What are some fields of interest? Travelling to the outer space... Functions Stating facts.	
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	Reporting about science and technology. Explaining /asking for explanations about advantages/disadvantages. Asking for and giving information about facts.	
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Revisado por: Marianella Granados Sirias y Alfredo Ortega Cordero, Asesores Nacionales de Inglés.